

THE

JULY 2020

ISSUE # 2

EAGLE



WIDENING THE DISCOURSE

TRADE UNIONISM:

A WORKING CLASS PERSPECTIVE

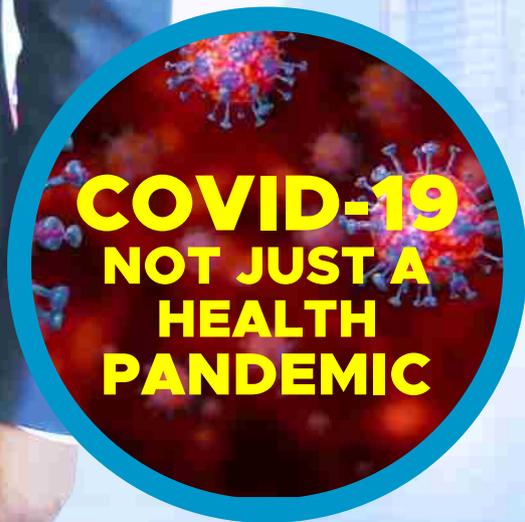
TACKLING GENDER BASED VIOLENCE



SNAT SECURES PROJECT



OAJ



FUMIGATION AGAINST COVID-19



**PEST CONTROL
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We Provide Environmentally
Friendly Fumigation Treatments

Pre & Post Constructive Termite
Protection

Sewer Treatments

Disinfections

PRICES

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- Food preparation areas: 200ppm
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- General disinfection(high risk areas): 1000ppm
- Medical and veterinary appliance (non - metallic): 2500ppm
- Laboratory jars: 2500 ppm
- Body Fluid spills and conditions of heavy soiling: 10000 ppm



***CALL US TO DISCUSS YOUR PEST PROBLEM, WE WILL ARRANGE A SURVEY IF NECESSARY AND PROVIDE QUOTE AND RECOMMENDATIONS.**

***SET UP AN APPOINTMENT CONVENIENT TO YOU.**

***PROVIDE SOLUTIONS TAILORED TO YOUR PEST PROBLEM USING AN ENVIRONMENTALLY FRIENDLY APPROACH.**



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SNAT ON THE LENSES





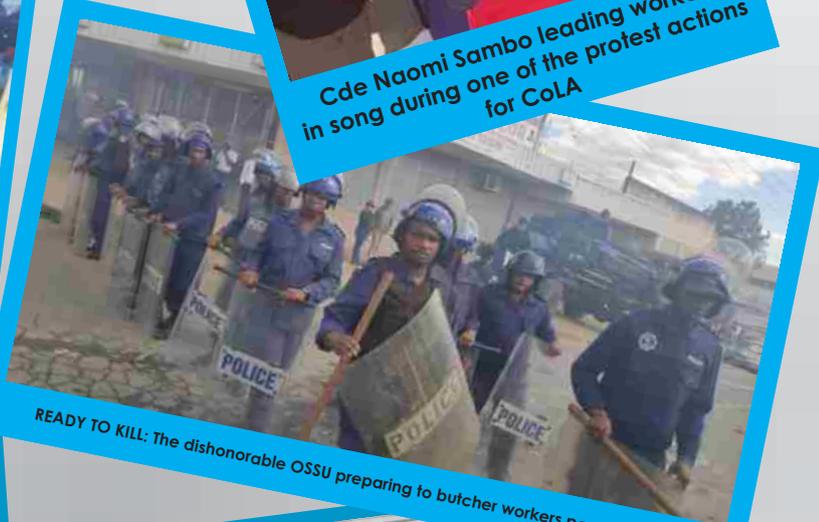
INJURED ON DUTY: The SNAT Big Bend Branch Gender [Gcebile Dlamini, left] with the SNAT President Mbongwa Dlamini and the Organizing Secretary Mlondi Dlamini holding the torn t-shirt worn by Cde Gcebile Dlamini the previous day. Cde Gcebile was shot on the breast by the notorious OSSU during the protest action in Mbabane.



Cde Naomi Sambo leading workers in song during one of the protest actions for CoLA



Presidency on stage: The SNAT President Mbongwa Dlamini [Left] and TUCOSWA Deputy President, Somntwana Mithelwa [Right] during a meeting at the SNAT Centre.



READY TO KILL: The dishonorable OSSU preparing to butcher workers peaceful protest.



THE SNAT NEC IN AMMETING WITH IMF OFFICIALS AT THE SNAT CENTRE



SNAT Head of Wellness during a COVID-19 workshop



The new SNAT Parking, taking shape(File Pic.)

THE EAGLE

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VISION

To become the SNAT's premium provider of quality content across all media platforms with a high level of loyalty and activism.

MISSION STATEMENT

The SNAT Editorial will lead the new media revolution by helping to build and strengthen a revitalized teacher's union and grow our presence both domestically, regionally and internationally. This we will accomplish with excellence in the way we conduct our union business, in our product offering and in our service to our diverse rank and file.

VALUES

- EXCELLENCE
- SERVITUDE
- INTEGRITY
- SOLIDARITY
- UNIONISM

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THE EDITOR'S PERSPECTIVE



SNAT Editor: Motsa Mcolisi

It is fittingly proper to use this forum and express our utmost apologies as the SNAT Media on the 'absence' of this publication on the Union's streets, for a while. There were a few technical issues we were sorting with my Team. From now on, our dear readers can expect nothing below fireworks as we widen the discourse facing us as educators within the shores of an unfriendly working, political, social, cultural and economic environment.

Many would share identical sentiments with me that being aSwazi is no joke. Being a Swazi Educator is worse thereto; total condemnation. I was talking to my learners the other week that so impulsive is the Teaching Fraternity that they just need to literally runaway from enrolling at the UNESWA for a BA Humanities Programme and other courses such as Forestry. They were taken aback.

Much to their chagrin, they never thought an Educator could squash-off what many a learner would die for-strolling at UNISWA corridors. But then, that is the reality out there. Some even confronted me after class

to open further the conversation, probing me what I meant, figuratively and literally. I took my time, on borrowed robes, became a Career Guidance Teacher, to say being on contract for fifteen [15] years is hell for a young, educated and enthusiastic citizen. The pain endured by the exploited cadre of casualised educators is unsurpassed: I have seen it play out right in my eyes in the workplace. Imagine working for so many years, serving a callous employer of choice cum-government as that of the Kingdom of Swaziland, yet have zero exit package except for a pro rata bonus [twice basic pay] upon



expiry of the contract as contained in Legal Notice No.147/2009. How malicious! Whoever came with precarious employment had Swaziland's government [as employer of choice] in mind.

No Swazi is on contract employment at RSP, USDF and Correctional Services. Hell hath with the Teaching Service where most prospective graduates spend four [4] to five [5] years at College [they don't pass-out, if I may add], only to have no job security. Wicked. Satanic indeed!

As a Union, it is true that we have not invested our entire energies on this sectoral cancer to an extent where one would say, 'we've done our best and probably our best was not good enough.' No, we have not. Covid-19 has watered down a myriad of initiatives and Union Programmes we set out to undertake this year, including grabbing the bull by its horns by implementing protracted campaigns as articulated in our Strategic Plan [2019-2022]. We just hope 2021 shall be an eventful year where all the stationary programmes shall be condensed with an intent to find closure on these sectoral issues; Relocation on Promotion Framework [RoPF], TEATQ, Scheme of Service, Continuous Professional Development for Educators, Teacher-Pupil-Ration, Teacher Policy, Teacher Housing and a host others that were held at ransom by the lethal SARS-CoV-2. As we Widen the Discourse.

THE SNAT SECURES PROJECT



MAIN STORY

Since 1928, the Union has made tremendous strides locally and globally on a litany of programmes and initiatives. When the year [2020] began, news went about that the SNAT had begun engaging in vigorous talks with International Partners through the Union's affiliation to the Education International [EI] with an intent to strengthen the SNAT Programmes. This partnership has since bore desired results in the form of the OAJ project. The SNAT Media took time to interview the SNAT SG, Sikelela Dlamini, on the project.

SNAT MEDIA [SM] : Good day SNAT SG, hope you are doing well.

SNAT SG [SSG] : Good day Comrade Editor.

SM : Now SG, tell us your journey working as the SNAT SG since you occupied Office in 2018

SSG : Being a SNAT SG is a very challenging Responsibility. It requires unmatched versatility for the Office Bearer. The Office of the SG is actually the mainstay of the organization. It is an engine room which powers, maintains and controls all the navigational systems of the organisation. The SG must be an embodiment of the interests of the members and the structures of the organisation, varied as they are. It is an office that requires resilience and humility of the first order, without which, the centre cannot hold, at all.

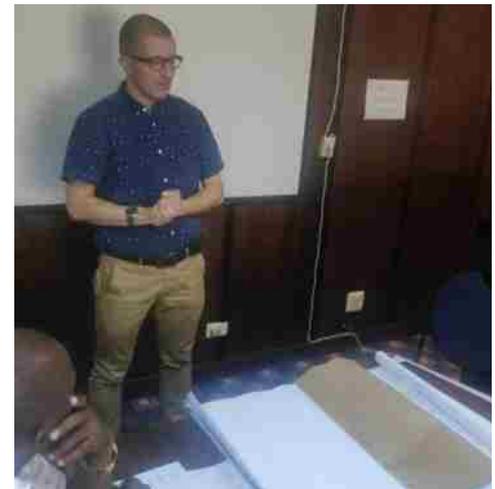
SM : Yeah, true. When you look back, what can you identify as positives and negatives in your tenure thus far as the SNAT SG?

SSG : Leadership is a journey not an occupation and every journey has huddles to be overridden by leaders. Any journey presents rugged terrain and plains, alike. Positives that one can mention include strengthening of the position and relevance of the SNAT in the domestic domain. This calls for innovativeness and sustenance of those innovations.

Our pursuit of multilateral issues has never been in doubt, although there were some challenges due to the fact that our government is stiff necked.

Internationally, the image for the SNAT has been strengthened as well. This has been largely through the hard work of the Editorial Team. The work of these comrades in creating and managing the SNAT social Media Platforms which automatically connects the SNAT with the rest of the world.

Clarity ought to be made that, our focus on strengthening the image of the SNAT domestically and internationally has dealt a severe blow on our effectiveness on the Purely Sectoral and Professional issues.



Juha Vauhkonen (Head of International operations at SASK, Finland Federations of Unions

Very little wins have been recorded in this aspect. However, as the SNAT we are currently refocussing our energies on these issues. They include, but not limited to; To Each According to Qualification (TEAQ), Probation Case.

SM : Hmm...now SG, if my memory serves me well, the Union had a Strategic Plan [SP] in 2019. I recall seeing it with the slogan; Towards a Revitalised Teachers

SSG : Union Revitalisation is Key. As the SNAT, we have since noted that there is general apathy in our members. The Union has tried to engage development patterns to partner with the SNAT in building the capacity of the SNAT in various ways. The SNAT has forged partnership with the Trade Union of Education of Finland, known as OAJ. This will ensure that a sustained education programme shall be rolled-out in the coming years.



Mbulungwane Secretary Cde Saverious Sibandze leading a presentation at the Tums George Hotel during the OAJ Project Planning Meeting



Some NEC Members with the Finland Crew at the Tums George Hotel during the Planning Meeting of the OAJ Project



OAJ Partners from Finland at the Tums George Hotel on March 10, 2020



Secretaries from the SNAT Branches going through the paces at the Tums George Hotel during the planning meeting, 10 March 2020.

SM : Well, I see. Being a Union Leader is no joke. It comes with numerous challenges, both internally and externally. Tell us about the new deal that the SNAT has secured to pursue its internal programmes.

SSG : During the year 2019, the SNAT Secretary General [SG] attended a world Congress for Education International [EI], the largest sector Global Federation in Thailand from 19-28 July 2019. As part of his international assignment, he engaged in numerous side meetings with various organisations including the EI Head Office Staff, the International Labour Organization (ILO) Director General (Guy Ryder) and other Education Trade Union Leaders. This was an opportunity for the SNAT to re-engineer partnerships and linkages between the SNAT and other Education Unions.

SM : Really? That sounds huge! I am interested in how did this whole thing come about?

SSG : During the 2018 Planning meeting for the NEC which was held in December 2019, in preparation for the 2019 calendar year, it was resolved that the SNAT Needs to forge development co-operation with various organisations locally and internationally so as to enrich the SNAT Programmes. One of the issues that arose was the dire need to capacitate our

membership as the consensus was that education remained key in the Union. However, our meagre resources were presenting huge challenges in enrolling and sustaining such a programme for the SNAT. The only available option was to foster co-operation with our partners. This (SNAT-OAJ) partnership is therefore a result of such an initiative. Many more similar initiatives are on the cards. The major driving force behind the need for union renewal, is Union apathy that is prevalent amongst the membership.

SM : Wow! This is huge: overwhelming! The issue of Union apathy is a visible cancer in the Organisation with few comrades turning up to attend Union activities. How do you think the OAJ Project will assist in bridging that gap in the Union?

SSG : The SNAT – OAJ Project involves a multi-million partnership that will linger for several years. The project shall have various activities that will include workshops, Debates, marches and many others.

SM: That's awesome! How shall the project run? Give us a picture of how the project shall be rolled-out to the betterment of the Union.

SSG : Since the objective is to reach out to the members on the ground, this project will be rolled out in all zones of the 15 Branches of the SNAT. Other SNAT wings such as the Swaziland Association of School Administrators (SASA) and Swaziland National Association of Retired Teachers Retired (SNART) shall also be brought on board. For Example, during the first year there will be 74 workshops to be attended by all our sectors. This excludes the debates, symposia and public lectures on crucial societal, organisational and professional issues.

SM : Hmm...sounds stunning! I can see the spin-offs from the deal. A revived union and improved participation by the general membership in Union activities. Thank you for your time SNAT SG. Hoping for the best out of this venture.

SSG : Thank you very much my leader, we hope our membership will benefit from this initiative. The overarching goal is having an extra-ordinarily strong union.





“Let's build a strong union that services its members”

By: Futhile Dlamini

This is an important moment which all of us must come out well informed, revived, and our consciousness deepened. We must revive our commitment towards recruiting, mobilising and organising, to build a more resilient SNAT: a SNAT more vibrant and dynamic than ever before.

Opportunity

Covid-19 provides us with an opportunity to revive the SNAT as a fighting, ever-growing union. A union that services and defends the interest of its members. A union that gives strength to every teacher, and backs the revolutionary alliance at all times. We must come out of the pandemic ready to turn the corner and innovatively defend our members, these members who are subjects to consistent attacks from vigilante unionism, and identify the key proponents of vigilante unionism.

Target

Often times, the victims are always SNAT members. Clearly, the SNAT remains the primary target. The union must guide teachers to a proper direction and response. The teachers who have joined splinter unions like EPA, will come back, and we shall welcome them back with warm arms, they would have



learned hard lessons from leaving the SNAT. We must not only welcome them; rather, we must embrace them with love and comradeship.

Revolutionary

The SNAT defines itself as a fighting ever-growing revolutionary union. This is an activist character. It means the SNAT must be characterised by active campaigns which will intensify impactful change that will be an overall transformation of the living and working conditions of our members. We must end the violation of teachers' rights. Through campaigns, our rights will be reclaimed. The best way of defending and advancing them is to recruit more and more members using new ways at our disposal.

Pre Covid-19 SNAT was present, Post Covid-19, the SNAT will still be present.

AMANDLA!!!!!!

Getting Out Of Debt

Debt is an amount owed by a person, firm or government [the borrower] to a lender. Debts arise when individuals, etc., spend more than their current income or when they deliberately plan to borrow money to purchase specific goods, services or ASSETS (houses, financial securities, etc.). Getting out of debt is possible. One has to, among other things, stick to a bare-bones budget, create an expenditure reduction plan and take a consolidation loan, establish culture of saving etc.



By: CDE KHUMBUZILE SITHEBE

Nobody likes making a budget. But this is the only way you'll manage to get your debt under control. Change spending habits (avoid impulse buying), budget, know who and how much you owe, prioritise debts, save that little you have for emergencies, consult credit counsellors for debt-relief solutions. Don't expect a quick-fix to debt problems, it is likely to take a while, so be patient. Choose which debt to tackle first. Write down all of your debts (you can use a spreadsheet or a note book). Make sure you list the amount, interest, the term, your monthly payments, and the available credit limit for each debt. This will help you understand the full picture of the situation, and give you a substantial amount to work with when you create a budget. Make separate spreadsheets to list all your other monthly expenses; for example, food utilities, car payments, etc. plus one for all the money that you have coming in from various sources, e.g. stokvel.

Allocating

Once you know all your expenses and debts, you can go through the process of allocating your monthly income as necessary. You can't get out of debt if your debt keeps growing – avoid making new unnecessary debts until you finish paying current debts. You can choose one debt to pay down first. While doing that, continue making minimum payments elsewhere. For instance, say you have six debts with different balances. To make things simple, let's say the minimum on each is E300.00. You will start by making the minimum (E300.00) on five of those debts, then pay E500.00 each month towards one of the debts until it is paid off (for a total of E2000,00). As soon as you finish that first

balance, you can start to tackle the next debt. From there, pay the minimum each month on the remaining five, and pay E800.00 towards the singled-out debt (so you are still paying the same E2000.00 amount). This debt reduction method will help you settle your debts faster than if you just spread the E2000.00 evenly among all the debts.

Highest Interest Rate

You can also start by paying the debt with the highest interest rate thereafter, apply all your extra payments to the account with the next highest rate. This will make you save more money in the long run due to the interest you won't pay.

Psychological Approach

You can start with the smallest debts and work your way to the biggest one. Between a E1,000.00, a E500.00 and a E1,500.00 debt, you'd start with the E500.00 and finish with the E1,500.00. This is more a psychological approach to debt-reduction and momentum from your small initial successes. It is a motivating method although you can end up paying a lot more interest if the debts are interest bearing.

Debt Consolidation Loan

Take a debt consolidation loan. Unfortunately, this is not a solution for making your debts disappear. It takes all of your debts and rolls them into a single debt. It can have dreadful consequences, especially if the root cause of the debt is not addressed. You need to be extra careful about diligently checking and comparing, and then comparing again interest rates. You have to religiously make your monthly payments each month and be fully committed to making some serious steps in making sure you live within your means.

Savings

When you create your budget, the first things to take care of are debts and savings even if it's a small amount. Then you can use what's left over for everything else. If you have to cut expenses somewhere, it comes from things like entertainment and transportation rather than debt-reduction.

Expenditure Reduction Plan

Go over your budget and categorise your spending to see where you are spending too much money. Then make an expenditure reduction plan. For instance:

- Buy food in bulk, especially when it's on sale.
- Avoid leaving a luxurious lifestyle.
- Refrain from taking loans for buying consumables but rather for settling debts and investing.
- Sell your car (if you have one) and walk or sometimes use public transport if you spend more on your car.
- Avoid having many stokvels.
- Cut credit cards.

Bare-bones Budget

Being in debt is always devastating, and especially when you are trying to get out of it on a meagre income. Nonetheless, it is possible to get out of debt. The key to getting out of debt on low income is making a strict and bare-bones budget, tackling one debt at a time persistently and diligently, and not giving up, no matter how hard it seems. At the end which is better: living frugally for a few years or living in debt for a lifetime?

CDE Khumbuzile Sithebe writes in her capacity as the SNAT Treasurer. For feedback on this, she can be reached at: khumbuhabile@gmail.com



SNAT Gender & Human Rights Officer (Sifiso Vilakati) in her office(File Pic)

”Gender-based violence (GBV) is considered the most prevalent human rights violation globally. In Swaziland, rates of GBV, violence against children and child sexual assault are alarmingly high. In Swaziland, it is expected that one in three Swazi girls will experience some form of sexual violence by the time they are 18 years old, while almost half of Swazi women will experience some form of sexual violence over their lifetime. Intimate partners, such as husbands and boyfriends, are most likely to be the perpetrators of sexual violence against women, making a woman's

It is of great pleasure for me to appreciate and thank the SNAT General Membership [GM] who had a great trust in me and voted for me to steer the ship as the SNAT National Gender and Human Rights Officer. Further appreciate the SNAT 75th/8th Biennial Conference of Delegates who endorsed the transformation of the Gender Office to the now Gender and Human Rights Office. The two [2] concepts Gender and Human Rights go together. Gender issues are Human rights issues.

GENDER

Gender is the state of being male or female used with reference to social and cultural differences rather than biological. Human Rights are inherent to all human beings given at birth regardless of race, sex, nationality, ethnicity, language, religion or any other status. Human Rights include the right to life, liberty, expression, association, freedom of opinion, freedom from slavery and torture and the right to work, education, health and many more as enshrined in the United Nations [UN] Charter on the Bill of Rights.

GENDER BASED VIOLENCE

As a union, we have cadres and clients (students), who are directly affected by GBV. This means we are directly affected this social cancer. We have lost many lives of our beloved ones through GBV and it is done by people we know, trust, love, care etc. GBV is violence directed against a person due to gender inequalities. It includes all types of violence against men, women, children, adolescents and the LGBTQI community but the majority of victims are women and children. Gender Based Violence is a violation of Human Rights.

Forms of Gender Based violence

- sexual abuse
- physical abuse
- Rape
- psychosocial abuse
- threats and coercion
- emotional abuse
- economic abuse
- education deprivation
- marital Rape
- forced early marriages
- Human trafficking etc



STATISTICS OF GENDER B.V AGAINST WOMEN AND GIRLS IN SWAZILAND GBV is a global pandemic that affects 1 in 3 women in their life time

- 35% world wide have experienced physical and sexual/intimate violence or non partner sexual violence
- 7% women globally are sexually assaulted by some one other than a partner
- 38% murders of women are committed by an intimate partner
- 200 million women globally have experienced female genital mutilation.

GENDER BASED VIOLENCE DURING COVID 19 PANDEMIC

- GBV increases during every type of emergency whether it's economic crisis, conflicts or disease outbreaks
- Pre existing toxic social norms, gender inequalities, economic and social stress caused by the Covid-19 pandemic coupled with restricted movement and social isolation measures have led to an exponential increase in GBV cases.

'Many women are in "LOCK DOWN "at home with their abusers and cut off from their normal support services.

- Women and children are affected by Covid-19 as they are forced to stay at home and are at high risk of domestic violence, child abuse and other forms of sexual, GENDER based violence
- As quarantines and school closures were put in place to contain the spread of the disease this left women, adolescent girls vulnerable to coercion, sexual abuse, early unintended pregnancies and early marriages were seen happening in the country

SWAZILAND GBV STATISTICS SINCE MARCH UP TO JUNE 2020 (Covid-19 period)

1. Sexual Gender Based Violence-1685 cases
2. Rape-384 cases
3. Sexual abuse

What is the law that protects Gender Based Violence?

Any type of Violence is illegal

It is punishable in the eyes of justice

1. Swaziland has signed the SODV Act of 2018.

2. Recently a GBV case has happened where a form 5 school girl was brutally killed by his teenage boyfriend whom they were lovers after indicating that she was ditching him. As the SNAT, we are parents first before we become teachers [loco parentis]. This is the first gory tale of Violence against girls after the re opening of schools on the 6th July 2020 following the out break of the pandemic Covid-19. The young girl was stabbed 20 times with a knife all over the body. This girl was killed by someone who claimed to love her. True love would not allow one to kill his/her lover after being ditched. Everyone has a right to say **NO! I NO MORE LOVE YOU!** If one ends a love affair, does he/she deserve to die?

It's a big NO!!! A Right to life has been violated here and we are looking forward to our courts to do justice as this is Murder.

As the SNAT, we urge everyone to fight against GBV at home, at work, in the community, at regional and national level. Let's all prevent and fight against GBV.

Amanda!!

COVID-19: NOT JUST A HEALTH PANDEMIC

The coronavirus [COVID-19] pandemic is the defining global health crisis of our time and the greatest challenge we have faced since World War Two. Since its emergence in Asia late last year, the virus has spread to every continent except Antarctica. But the pandemic is much more than a health crisis, it's also an unprecedented socio-economic and education crisis. Stressing every one of the countries it touches, it has the potential to create devastating social, economic and political effects that will leave deep and longstanding scars



By: Mcolisi Motsa

On the 13th of March 2020, Swaziland recorded her first confirmed case of Covid-19, reported by a statement issued by the Minister for Health [MfH], Lizzy Nkosi [Senator]. The index case, was a 33-year old woman who returned from the USA at the end of February then proceeded for a business meeting in Lesotho. She came back on the 7th of March 2020 and was later seen by a private practitioner who took samples for laboratory tests on the 11th of March 2020.

Disaster

What followed [17 March 2020] was the declaration of a State of National Disaster for a period not exceeding two months as per Section 29 of the Disaster Management Act of 2006 in the wake of the Covid-19 outbreak to spread the curb of the virus. The declaration meant a closure of schools and tertiary institutions in the country with immediate effect whilst government promised to work in collaboration with regional administrators, Chiefs, traditional authorities and all relevant sectors to

upscale the preparedness and response plan in communities and that security forces will be part of the Covid-19 national emergency response. From this announcement, it dawned to me that we are doomed as a country. The Premier never mentioned anything on tapping into the health resources we have as a country. Nothing on using academics. Nothing on using epidemiologists to advise on how to flatten the curve from a medical perspective. What followed thereafter was a trial and error approach that plunged us into the cliff we are in, currently.

Lukewarm

On the 12th of March 2020, the SNAT had issued a Statement on the lukewarm approach by the government on the Covid-19 response. Well, it is an indisputable fact that there is currently no vaccine or medication approved by the World Health Organisation [WHO] for Covid-19.



The WHO (Courtesy Photo, Sourced from google.com)

What is known, currently, is that practice good hand hygiene, avoid close contact with those who appear sick [social distancing, avoid touching your face, practice cough etiquette/hygiene, wear a mask in public

places, stay at home if you feel ill etc. The virus is primarily transmitted from person-to-person by coming into contact with an infected person's droplets. When an infected person coughs, sneezes or exhales, droplets are expelled and can land in another person's nose or mouth and inhaled into the lungs. The virus can be transmitted by an infected person not showing symptoms of illness. This is why it's important to stay at least 2 metres (6 feet) apart.

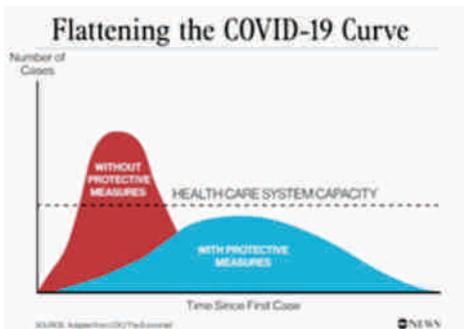
Infected droplets can also land on surfaces or objects. It may be possible for a person to contract the virus when they touch an infected surface and then touch their mouth, nose, or eyes.

There is growing evidence that people infected with COVID-19 can transmit the virus to others before symptoms develop (known as pre-symptomatic transmission). It is also possible for people with mild symptoms (such as a mild cough and no other signs of illness) or no signs of illness to transmit the virus. The closure of schools had a daunting bearing on the overall teaching and learning of many a learner.

With over 65 days of schooling thrown into ditch, the talk around reopening drew myriad reactions from different quarters. I recall attending the first workshop on Covid-19 at the Happy Valley Hotel where a lot was discussed as a novel experience. It is where topics such as the Infection Prevention and Control [IPC], Surveillance, screening, monitoring and testing came to reality.

Epidemic curve

The talk of reopening schools began right in the middle of a crisis with the epidemic curve in the country not flattening.



The SARS-CoV-2 revealed the glaring inefficiencies of our country with regard to disaster preparedness and the net effect of lack of stronger Public Private Partnerships [PPPs]. The EI issued a Paper entitled, EI Guidance on Reopening Schools and Education Institutions urging governments [including Swaziland], to communicate transparently and continuously about the plans for reopening onsite education and the extent to which they are informed by the advice of health experts. That continuous social and policy dialogue with educators and their Unions is the cornerstone of any successful education strategy. The EI then gave out five [5] issues to be taken care of:

- **Ensure the Health and Safety of Education Communities**
 - **Engage in Social and Political Dialogue**
 - **Make Equity a Top Priority**
 - **Support physical and emotional wellbeing and recovery**
 - **Trust the Professionalism of Educators**
- 25 March 2020, the UNICEF issued a COVID-19 Emergency Preparedness and Response [Wash and Infection Prevention

and Control Measures in Schools. This was followed by the UNICEF Key Messages and Actions for COVID-19 Prevention and Control in Schools. This was in collaboration with the World Health Organisation [WHO]. The UN in April released a paper entitled, COVID-19 and Human Rights [We are all in this together].

Wellness

The SNAT Wellness Committee as Headed by the Deputy President, Cde Dino Dlamini took the onus to capacitate structures on the lethal virus. This began with the respective Heads of Wellness in the Branches and National Committees.

SARS-CoV-2 has caused so much distress and devastation with teachers compelled by the MoET to return to their work stations as they were, in the words of the pompous PS at the MoET, 'idle at home.' The SNAT never took lightly the reckless resolve to reopen schools by the regime.

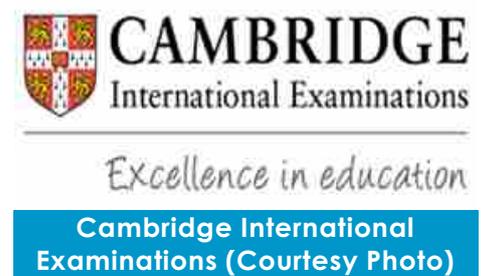
Reckless

The court case by the SNAT is indicative of the power of the Union to defend the membership from a reckless employer that has no regard for the provision of the Occupational Safety and Health Act No.9 of 2001. The Covid-19 scourge is more than a Health Crisis. It's a National challenge that required not a one-size-fit-all approach as embraced by the wayward Swaziland Government. This pandemic was supposed to get the sector level-headed on a myriad of areas instead of the napping-ness we are in now. The lethal virus has claimed a number of Swazis and continues to put education at a halt. That should sound an alarm to those entrusted with the responsibility to lead the education sector. We need 21st Century solutions as a country for our problems: technical, educational, economic etc. We cannot afford to be caught napping each time a disaster strikes like it happened with the Covid-19. At the backbone of a well-functioning society is a relevant and quality education system that offers multi-level solutions to

the entire country. We cannot afford to have well-decorated personnel sitting in air-conditioned offices, offering little or nothing to the overall development landscape of the country. When schools opened July 6, 2020, welcoming Form 5s back to direct contact with their educators, the MoET had exploited our members in luring them to offer online teaching with no prerequisite training on same. The In-Set Department at the MoET has been snoring for quite too long now with zero programme for Continuous Professional Teacher Development [CPTD] where such skills were to be infused.

Denial

This says a lot about our education system. Well, the virus is here to stay. If things were done my way, the MoET was going to utilise the opportunity to engage all relevant stakeholders on a round table; Education Indaba. This health crisis has helped to show whosoever could be denial that we are soon heading for disaster. The flimsy localisation of the SGCSE needs revisitation as a matter of urgency. Let us give meaning to what we meant by localisation of the Examination and not depend on Cambridge.



In 2020, we are still waiting for some Messiah to un-link us from the Cambridge. How weird? As I see it, the Covid-19 pandemic is more than a health crisis; rather, an education crisis that needs cutting-edge leadership to address the irregularities in our sector. The Union has to occupy its 'professional' position and compel the MoET to engage in the much-needed conversation towards the betterment of the country and sector as a whole. The time for that is now.



The Education International Logo (Courtesy Pic.)

THE SNAT REMAINS UNSHAKEN AS IT IS LIVING THE TRUE MEANING OF ITS CREED



SG: CDE SIKELELA DLAMINI

“The SNAT is a human rights organisation whose principal mandate is to further the ideals of human rights protection in all ways possible. Even though our members are educators, but our operational domain goes beyond that. We have a duty to protect parents, learners and members of the wider society”

The Swaziland National Association of Teachers (SNAT), a 92-year old organisation has weathered many storms and has left indelible marks on the wall of all times. The SNAT has lived to see both great and worse times during this period of existence and has lived to disappoint its foes and to impress its friends. Many persons (both natural and juristic) have tried to test their mettle by going against what the SNAT stands for. Like a well-oiled machine, the SNAT has continued to function in the midst of adversity. Many folks who have tried to portray themselves as saints against the SNAT, trying to impress their handlers have been nicely placed in the dustbin of history. It is no wonder, that even at this point in time, there are ideologically bankrupt homo-sapiens who still think they can walk over this giant union, thereby securing themselves good positions for the system's diehards. These will have a rude awakening when they discover, as they soon shall, that the ground beneath them has shifted.

Covid-19

At the present moment, the rest of the world is faced with a common enemy that is almost similar to the one that once confronted humanity a century ago (1918-1920). This is the Covid-19 pandemic whose effects are almost similar to the Spanish influenza that sent millions of people across the world to the graveyard. The current generation has lived to tell this story to posterity. Although as the SNAT we are a labour Union in both outlook and approach, our decision to join hands with all Swazis in the fight against the spread of Covid-19 is not an act of heroism nor is it an act of relevance; rather, it is one of responsibility and moral obligation. The SNAT is a human rights organisation whose principal mandate is to further the ideals of human rights protection in all ways possible. Even though our members are educators, but our operational domain goes beyond that. We have a duty to protect parents, learners and members of the wider society. That is why our stance on the re-opening of schools has been buttressed not only by logical reasoning but also by empirical evidence that has been gotten through observation and conducting surveys in schools around the country.



The SNAT SG, Sikelela Dlamini, consulting with the SNAT President, Mbongwa Dlamini during a protest march (File Pic.).

Stepping-Stone

Recently, some individuals have issued nasty and unfortunate comments against the SNAT for the resolute stance that we took as a human rights organisation. The SNAT has increasingly been, regarded as stepping stone for those who push hard for recognition by the powers that be. Political grandstanding has been daily bread for nonentities like Welcome Dlamini of the times of Swaziland. His unfortunate comments in the Swazi News (04-07-2020) publication that the stance by the SNAT on that unless and until all schools are thoroughly prepared for the re-opening, re-opening should be postponed, is politically motivated is nonsensical.

Mr Welcome Dlamini, is in the same league with one Welcome Mhlanga who has elevated himself into a false position of being the spokesperson for the teachers of Swaziland. His remarks to the effect that parents should not worry as the syllabus for SGCSE was completed in March 2020, is off-tangent and false. As far as we know, Mhlanga is not a teacher but a Principal, although we are not aware of the college that he leads. By law our school system does not have Principals but it has headteachers. Headteachers are those colleagues who have been tasked to head other teachers. They are referred to as Headteachers because they head and teach in the schools where they are stationed. Principals on the other do not teach and therefore are truly out of step with all that is happening in the classroom. Welcome Mhlanga needs to act strategically in his mandate to self-profile himself for bigger

appointments, lest he ends up being too forward as he currently is, thereby annoying his his project managers who gave him the mandate to spew bile on everything that has to do with teachers in the country.

The Minister of Education and Training [MoET], Lady Howard,



A Placard by a worker during a protest march in Mbabane (File Pic.)

together with her Principal Secretary, Bertram Stewart, generally have a loose tongue. The unfortunate addresses they normally issue against teachers and the SNAT such as, that teachers who will invoke Section 18 of the Occupational Health and Safety Act of 2001 will be hit by the no work no pay rule and that Teachers must bring back money that they earned during lockdown before they discuss issues of safety at the workplace, are examples of statements that clearly depict a ministry that is in dire leadership crisis. This approach to practical

matters such as the fight against Covid-19, just tells us as a nation that we are more like a ship adrift, a ship without a radar and a ship which will eventually land on the lifeless shores of the sea of oblivion. Our education system shall never be elevated to a proper global competitive level with such calibre of leaders at the helm of Swaziland's largest Ministry.

Tangible Evidence

As the SNAT, we want to reiterate that our response to contemporary issues is not dependent on personal aspirations of those in leadership, nor is it a product of unreasoned pieces of advice from our esteemed membership, rather is based on tangible evidence which we are able to gather as scholars and students of research. The SNAT is a creature of the law with clear objectives and a constitution which is the supreme law of the organisation. Our navigational systems as an organisation are not given an impetus by any political organisation or ideology, as shallow minded people like Welcome Dlamini want the nation to believe. As the SNAT, we are not shaken and we face neither right nor left, but we face forward in our pursuit of better working and living conditions for our people.

Cde Sikelela Dlamini is the current Secretary General [SG] of the SNAT. He writes in his capacity thereof. For feedback on this article, send an e-mail to dmlaba4@gmail.com.

Covid-19: The Need For A Capacitated Wellness Programme

Educators require massive counselling [mental health] with the coronavirus taking its toll on us. Wellness programmes are provided to employees as a preventive measure to help avoid illness while improving and maintaining the general health of the employees. This can be accomplished through education, communication and a supportive work environment



SNAT Head of Wellness, Cde Dino Dlamini (File Pic)

The SNAT Wellness Committee took the initiative to immediately address the threat of coronavirus. We partnered with the School Nurses Wing at the Ministry of Health [MoH] thus our first workshop at Happy Valley Hotel on the 5th of May 2020. The objective of that session was to enlighten the Deputy Chairpersons of structures on the novel virus. This virus, however, has taught us the importance of a resourceful Wellness Programme for each school. With the number of health problems increasing by the hour, people are becoming ever more conscious about their health. Moreover, people nowadays conceive the idea of health as an overall general wellbeing. As a Union, we cannot ignore such as well.

For many employees, staying healthy seems like a daunting task. As most of their time is spent sitting in their offices and classes, they find it hard to take out time to work towards their health. This is why it is imperative for employers such as the MoET to promote good health behaviours and create a culture of wellness in schools.



Having a culture of wellness is just an added benefit of employee perks and health benefits package that other organizations offer. One way to create a culture of wellness is to introduce a workplace wellness programme for employees.

The Benefits of Employee Wellness Programmes

Corporate wellness programmes have been studied for years and companies around the world have started introducing such programs in their workplaces. Starting out as employee perks for large companies called corporate fitness programmes, corporate wellness programmes are more popular now than ever. That is why the SNAT has such a programme in place to support teachers.

They are a great way to promote good health behaviours in the workplace. They can be fun, informative, and very engaging. Moreover, well-designed wellness programmes help employers bring down employee absenteeism and reduce healthcare costs. Now, workplace wellness programmes are common among businesses of all sizes. Companies across the world are offering wellness programmes of their own. Today they are a regular part of a company's benefits package. This is possible for us in Swaziland with a caring employer [MoET] though that values educators.

By offering wellness programmes, companies give their employees incentives and strategies to adopt healthy lifestyles. Workplace wellness programmes do a great job of improving the health behaviours of employees.

According to a survey conducted by Harvard Business Review, 79% of employees who participated in a health and wellness programme said they were extremely satisfied with the programme. They were also more likely than non-participants to stay with the company. Most reports reveal that teachers are stressed and visit psychiatric centres now and again. This is a cause for concern for the SNAT. That is why such has been raised with the MoET many a times.

Wellness Programmes help to;

- Increases Productivity
- Improves Health Behaviours
- Reduces the Risk of Diseases

JOINT NEGOTIATIONS FORUM (JNF) ISSUES

The year 2019/2020 financial year was one of the most difficult years to the workers. This became the third year since the Government last adjusted salaries of Civil Servants. The last Cost of Living Adjustment (CoLA) was effected on workers' salaries during the 2016/2017 financial year. For all the years that then followed, the Government has been awarding 0% as an adjustment. This year (2020/2021), the Government has offered only 3% as CoLA. This is despite the fact that the Government owes civil servants over 19.6% as CoLA



SNAT SG SIKELELA JOSHUA DLAMINI.

When the 2020/2021 financial year commenced, there was renewed hope amongst all Government employees when the Government suggested that the CoLA item be prioritised at the JNF. For once, as workers we thought that our government really meant it and that she had the interest of the workers at heart. Little did we know that the Government was merely playing a publicity stunt, an approach that sought to correctly position herself so that she is viewed by the unsuspecting Swazi populace as an honest employer that is concerned about the improvement of the socio-economic status of her workers.

Principle

As the principle and the law dictate, Unions tabled a demand of 6.7% which was backed by a well-researched and persuasive argument. Our demand was based on the fact that the Government had not awarded a CoLA to workers for three (3) years. Therefore the 6.7% was actually an average of what the Government was supposed to have paid the workers. After we motivated our demand, those representing Government at the JNF made promising

comments in that the issues raised in the demand paper were correct. They also agreed with us for the first time that indeed the Cost of Living for all Government employees had sky-rocketed. This gave us false hope therefore, that their initial offer of 3% was going to change for the better after engaging their principals (Government). This never happened.

Consistent

The Government Negotiating Team (GNT) has been consistent in functioning as a conduit. These are men and women who cannot advance an argument or support any practical idea that arises at the Joint Negotiations Chamber, but merely transmit to us what they have been lectured on by their principals. After so many movements and considerations have been made by the PSAs, the Government position remained static. Their only pillar to hold on to at the present moment is the COVID-19 pandemic, a disease that has hit the individual workers much harder than it did to the Government. The line of reasoning that is

advanced by the Government is as if COVID-19 was already there in 2017/2018, 2018/2019, 2019/ 2020 it only made a landfall to the country in march 2020. Clearly, we are dealing with an unscrupulous employer that does not believe in awarding hard work of its employees.

At the present moment, PSAs have advanced a practical argument that says since the Government is not prepared to reimburse her workers the 19.6% adjustment as expected but only tabling 3%, then this should not be taken as reimburse for erosion occasioned in our salaries for the past three (3) years. To us, Government is merely giving us 'imali yekutsenga nje liphakethe linye lensipho.' In that line, it means therefore the cash that is to be given to civil servants must be of equal value since the 'cost of soap' at the market is the same for everyone, regardless of the position one occupies at the workplace.



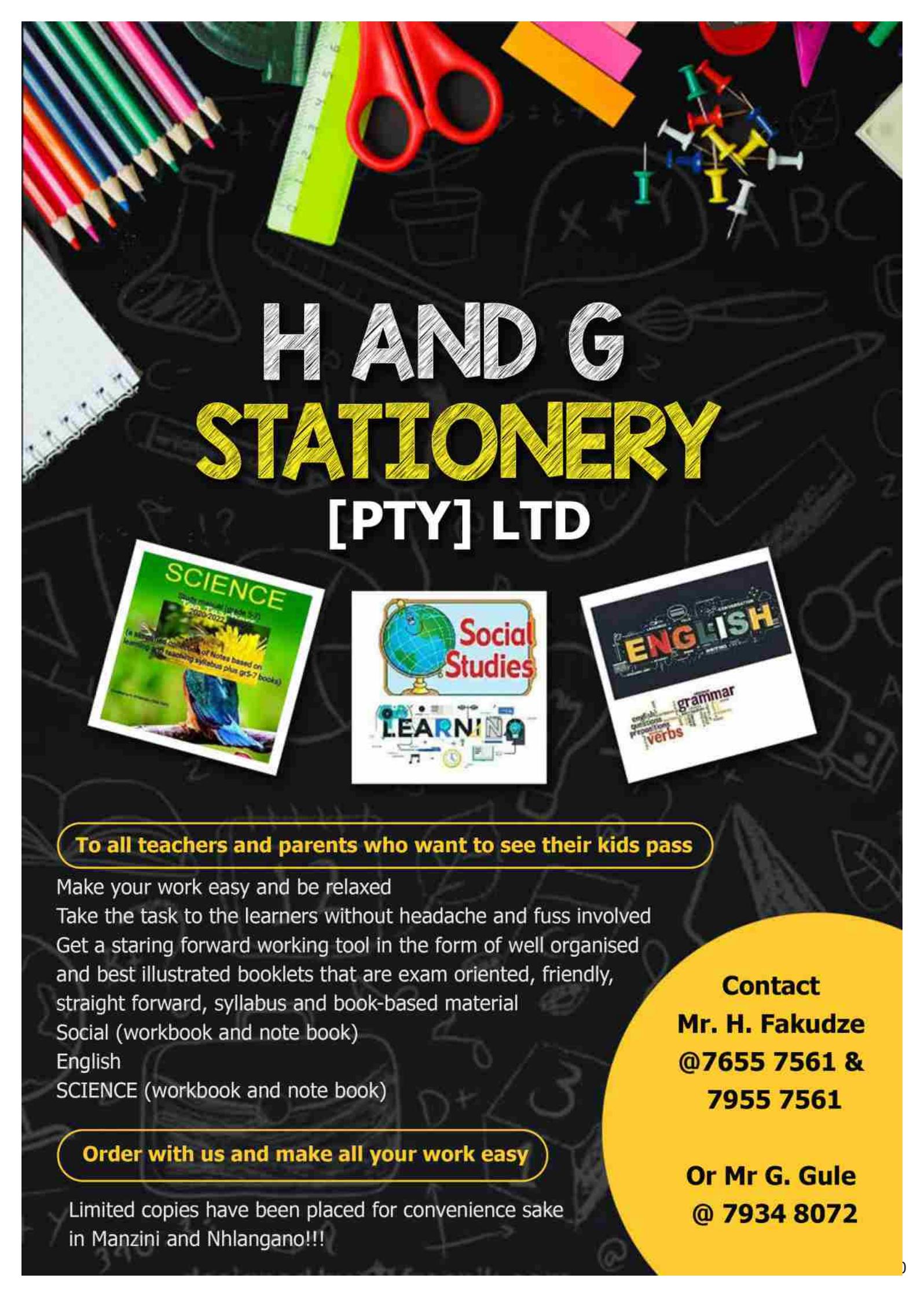
JNF Meeting in Session at the Ministry of Public Service [MoPs].



Panic

Be that as it may, our members do not need to press the panic button as yet. Although we are serving an employer that does not have regard for the improvement of the terms and conditions of service of her workers, we are currently wielding a new weapon with which to attack this government. Next year (2021/2020) we shall be engaging on a Salary Review (SR) Exercise which we think, if honestly carried out, will normalise our salaries so that we have our noses above the water. The collective agreement that was signed on the 06-07-2016 through which the recommendations of the last SR were implemented, was then made an Order of the Court. It is therefore not expected that the Government, evil as it is, will deviate from it. What we are currently doing as the National Leadership of the PSAs is to thoroughly prepare for this exercise so that when it comes, we nail it.

VIVA SNAT, VIVA!



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THE SNAT EAGLE

LETTERS TO THE EDITOR

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DEAR EDITOR

TEATQ: A SAD STATE OF EDUCATORS

Commodification and exploitation of teachers has since become a norm with the government of Swaziland. Teachers have become commodities and treated as 'machines' as pronounced by the Minister of Education and Training [MoET], Lady Howard Mabuza. Qualifications are no longer recognised by our employer. Professionals have now been turned into seasonal and cheap labourers.

The issue of high school teachers teaching in primary schools [TEATQ] is a very sad and a classic case of exploitation of teachers by the government. These teachers spent a lot of time and money educating and upgrading themselves to be Post Graduate Certificate in Education [PGCE] holders and yet they are not being rewarded for that. Instead of being correctly placed in their relevant post [high schools], they were demoted into lower posts and more to that, robbed-off proper remuneration and benefits, including their pension.

First of all, being remunerated at a scale of C3 instead of C5 as per one's qualification is a violation of labour laws and the constitution. It is an insult to these professionals. Being placed on a lower scale than one's legal scale deprives these teachers a lot of benefits and has limitations when acquiring loans from financial institutions. This therefore means these cadre of teachers are robbed their monies by the government now whilst still in active duty and after retirement. The percentage government/contributes towards an employee's pension is calculated based on that employee's salary.

Now, if government robs these teachers plus or minus E5 000 a month, how much does she rob them their pension? How much money is the government saving by robbing these teachers and why?

The government is always cowering behind the leaf that there are not enough posts in high schools to accommodate these teachers. The question here is; who is supposed to create these posts? Is it not the very same government? Hypothetically speaking, let us say it true that there are not enough posts in high schools or lack of, why are these posts currently occupied by the educators in primary schools not upgraded into degree posts? What is the fuss? The government is simply taking these teachers for a ride and not valuing their hard work. Why is issue of posts only a problem in the teaching profession members of the armed forces [RSP, SUDE, HMCS] never experience such. As a matter of fact, they get promoted daily and for even committing crimes such as shooting and innocent civilians, [uphi nje Skheshekheshe?].

As high school teachers, teaching in primary schools, we demand that the TSC stop hiring teachers on contractual basis, they should give us permanent posts and all temporary posts in high school made permanent in all high schools. Teachers employed in primary schools be relocated to those posts with immediate effect. If the government fails to relocate these teachers then she should remunerate them of the correct scale [C5] and desist from robbing them.

Cde Cow1 [TEATQ Member]

DEAR EDITOR

ORGANISATIONAL PRINCIPLES WE HAVE TO UPHOLD

Thank you for this platform and the opportunity given to make my contribution on the above subject.

We have probably observed that our unions have undergone a lot of internal contradictions in unprecedented ways to a certain extent that some even fail to deliver on their mandate.

Contradictions

In as much as we can never rid organisations of internal contradictions because that on its own attest to the fact that organisations are living and constantly go through changes in their growth necessitated by this dialectical contradiction, there is a need though to properly managed the contradictions by adhering to certain principles. Some of these principles include Democratic centralism, Collective leadership and Criticism. Let me discuss the principles in details.

Democratic centralism

Democratic centralism means the power to make decision, to define tasks. To lead is concentrated in central bodies or entities with clearly defined duties. We have structures outlined which builds our union infrastructure. These structures have clearly defined duties. The moment one structure over steps and assume duties not assigned to it. A conflict is imminent and if not corrected the organisation may be harmed.

Centralism

Centralism basically means power to lead. To decide is concentrated in special bodies and no other body or individual can exercise this power. Democratic means the exercise of power by those bodies does not depend merely on the will of those who give the

orders but is based on the interests and opinions expressed by the majority. The aspirations of the general members of the organisation must always be the guiding compass of leadership action.

Criticism

Cadres must develop the spirit of criticism. Criticism is and should be the act of expressing an open, candid opinion in front of those concerned, on the basis of fact and in the spirit of fairness, to assess the thought, and action of others with the aim of improving that thought and action, this is one part what I believe in most cases we misconstrue. Engaging in intrigues and bickering is not the criticism that builds an organisation. Our organisation suffers mostly on the shrewdness of application of this principle. We should always appreciate that criticism must be complemented by self-criticism which is proof of our own willingness to help ourselves to improve our thoughts and actions. Comrades who are quick to express opinions about other people's actions but fail to audit their own behaviour must know they are missing the whole concept. We must demand what is achievable and also participate in ensuring it is achieved.

Collective leadership

The last principle I want to discuss is Collective leadership which means leadership and order by a group of persons not one person or a few individuals within the group. To lead collectively in a group is to study questions jointly, to find their best solutions and to take decisions jointly. In collective leadership, each person in the leadership must have his/her own clearly defined duties and is responsible for the carrying out of decisions taken by the group with regard to his/her duties. It is to give each leader the opportunity to think and act, to demand that he/she takes responsibilities within his/her competence, to demonstrate creative capacity and take initiative.

These are some of the principles we ought to uphold to ensure there is internal cohesion within our organisation. We must always

understand that we deal with a lot of enemy elements whose aim is to weaken us by ploughing seeds of disorganisation within us. Understanding these principles shall help us to combat anti-organisational elements in our union.

**Cde Mxolisi Ngcamphalala
Big Bend Branch Deputy
Chairperson**

DEAR EDITOR

ADDRESSING SECTORAL ISSUES IS THE WAY

These days there is a lot of talk about SNAT being toothless or rather say no longer what she used to be.

Critics are pointing a lot of so-called shortcomings but to me the criticism is not justified because the union is under siege from government instead of within as some would like us to believe. From my observation, there are three [3] factors that threatens the union. These are:

- the casualisation of the teaching profession
- government's brutal response to union activities
- the emergence of ESwatini Principals Association [aka] SWAPA.

Firstly, the union is losing strength through government's dirty tricks of employing qualified teachers on contract basis. These teachers are not able to fully participate in union activities because they fear victimisation from their supervisors and the TSC. They also have to go cap-in-hand every year begging for the renewals of their contracts from the employer: our so-called monarchical democratic government. Most of these teachers are young and active but due to their predicament, they limit their participation in union activities. The union

is paralysed by this as most of these young teachers are always at the mercy of not only the employer but also their immediate supervisors who are expected to write recommendations of their re-engagement once their contracts elapsed. Secondly, government's response to union activities is very punitive. Our line ministry is always quick to issue threats that scare teachers from participating in union activities. One example is that of World Teachers Day [WTD]. Even though this day is recognized worldwide, in Swaziland, that is not the case. Every year the Ministry of Education and Training [MoET] bars teachers from celebrating this day. Teachers are always threatened with the dreaded "No Work, No Pay" and always made to sign illegal forms. Teachers are the only ones in this country who don't have job security as the employer 'expels' them with impunity. For example, in 2012, teachers engaged in a two [2] months long strike which was dubbed "Waya Waya" and the response from government was the harshest kind. Many teachers were arrested and a sizeable number were fired. It was only the swift and ingenious response by the NEC of the time that saved these teachers by appealing to the queen mother for her intervention. Although the jobs were salvaged but the scars and emotional trauma is still haunting these teachers. Last but not least is the emergence of ESwatini Principals Association [EPA] which is being used by government to suppress teachers' participation in union activities. It is very disheartening because most of these headteachers were once members of the union and some of them were once leaders of respective Union structures. Members of this association [SWAPA] always view vocal teachers as a threat and frown upon dissent. They have become more bigger than their boots because the employer cunningly exploits them but unfortunately, they are too gullible to see that. Some of them even boast that they are an 'extension of the employer.' In some schools, teachers are so scared of the headteachers such that you could swear that they are his employees, paid from his pocket.

In conclusion, regardless of the challenges facing the union, I still believe the union will continue to thrive and serve the interest of teachers. Times are dynamic so as a union we need to adapt ourselves and find ways to meet these challenges and do everything we can to make the 92 years old union relevant and serving teachers' interests without fear or favour.

**By Patrick Mabuza
Mbabane BEC Deputy Secretary**

DEAR EDITOR

REVITALISING THE SNAT

The SNAT is one of the feared labour movements in Swaziland. Its power emanates from its large membership. It is this large membership that has enabled our organization to have the ability to exert genuine influence on labour related issues in the past.

Mechanisms

One wonders what has happened to the power that the union once had. Does the SNAT of today possess the mechanisms to consolidate, focus and make appropriate use of its larger membership? The honest truth is that the union is struggling to mobilize its membership. In his study, "21st Century Trade Unions", Frank Hantkle, points out that mere membership statistics are not enough when it comes to making an impression and exerting pressure. I agree.

United

It is very important for the SNAT to remain united during these difficult times, where political factors also play a key part in the decline of union influence. It is there for all to see that the Government of Swaziland is making a sustained and deliberate effort to reduce the influence of the SNAT through policy and agents, particularly state-owned media. As long as we do not present a united front and also failing to deal with internal

conflicts and competition, the organization will continue to suffer. The government will profit from this self-inflicted weakness.

Quality

The SNAT must not be fooled by the huge membership. It is not only the size that matters but also the quality of the members. It is meaningless to have good numbers that do not actively stand up for their union and fight for their interest. Leaders should always remember that it is the members' activities that transform membership figures into strength. That is why members' needs should be made a priority other than personal interest. Members need to be informed and convinced of what their union wants to plan and achieve [Union Instrumentality]. This is more important because a union can only display its power and assertiveness by mobilizing its members for protests and industrial action.

Politics

As the SNAT, we must avoid directing most of our energy into the politics of the land. It is true that they affect our everyday lives but at this juncture, it is fundamental that we channel most of our energy and resources in revitalizing the union. Leaders in all structures of the union must always remember that the organization's main purpose today is to do the best 'job' in attending to the members' interest.

Pragmatic

In fact, workers are extremely pragmatic when it comes to their own interest. In the long run, the organization might not be able to retain members or recruit new ones if we cannot demonstrate success. We need to cater for the needs of the union's diverse membership and also harmonize relations between the young and old. There's no denying that the union needs to adapt if it is to regain its strength. We need to be relevant to today's membership needs. 'UNITY MEANS POWER'.

**Thabiso Langa
Deputy Secretary,
Gege Branch**

DEAR EDITOR

THE POWER WITHIN

Am I going forward? Am I going to succeed? Is it worth it? Will I achieve the desired goal? Do I have the strength to go on? Do I give up? If I give up, what will people say about me? Am I strong enough? Will I finish the project that I'm about to start? Are we there yet? What's taking us so long? Are we doing enough?

A teacher having a private conversation in the midst of an assemblage of challenges. A teacher who has been teaching at primary level yet qualified for high school. A teacher who is not sure of whether he/ she would be hired when the contract expires. A teacher who has no job security. A teacher who is treated unfairly at work. A teacher who has to please the headteacher for the assurance of contract renewal. A teacher who is continually reminded that "phela wena awukachashwa. Uyaphela two years. Uyasati simo sakho."

Is it how things should be? Yet the teacher continues to wake up in the morning, prepare for work, does his /her duties diligently and with a smile. Smile through the hardships at work, some even going to the extent of having extra classes. They even smile through the uncertainty of the future.

The power within power; that causes one to hang in there, press on and find success even when all doors are literally closed in your face. The power within should assist us to press on in trying to find long lasting solutions to the challenges we face individually and collectively. Giving up, lamenting shouldn't be options. In all the challenges faced by teachers, the power within us should keep us going, pressing on and conquering.

Let us stop, assess the challenges and fight. Fight for better working conditions in our places of work, fight for better working conditions in the teaching profession. If we were to all fight against the injustices we are subjected to, together, success is a surety. We can't give up! Let's fight against casualisation of our profession; fight against threats by the employer. Stand up and fight even if we see no change yet. Change will surely come.

This is only possible if we individually and collectively have the power within. We can change the status quo. We just need to use the power within. We need teachers who would still remember that the power within has no limitations. The power within is a driving force.

As reknown writer Israelmore Ayivor says, "Don't always wish it is easier to be done; wish you have enough power to make it happen. No matter how difficult it is, you can do it when the solution is in your palms!"

Cde Zanele Hlophe Nhlango Branch

DEAR EDITOR

COUNTING ON ME? SORRY SNAT

I have noted with concern how we, as members, are quick to apportion blame when we feel the union has let us down.

In a union, it is not enough to pay subscriptions. We have other responsibilities as members. Some of which include being available for union activities be it elections (voting and being voted for) and campaigns (initiating and supporting). The leaders (executives) execute our wishes through our mandate (from meetings and conferences). This is what we call democratic centralism. We should, therefore, as members, exercise our rights and never renege on our responsibilities. This then brings us to the next principle; criticism.

Criticism is very much part of any democratic institution. It comes in two ways; self criticism and criticism of others. Self criticism is the introspection of self (the part) on what I have done to contribute towards the common good (the whole). Have I fully involved myself for the success of the union or I have abdicated my duties and expected leaders to act on my behalf? Am I being honest with myself to say I have given it my best shot? Only then can I be able to say others have let the working-class struggle down. Only then, can I be able to hold leadership accountable for neglect of duty or deviation from founding documents; because I am honest with myself that I have done my best.

We have since developed a tendency, Mr Editor, of taking our struggle to the courts. We seem to forget that what has not been won in the battlefield, can not be won in the negotiation chamber and vice versa. Learned friends must compliment our action 'in the streets'. They can not be our sole hope. Please refer to the HODs case. Daylight robbery;

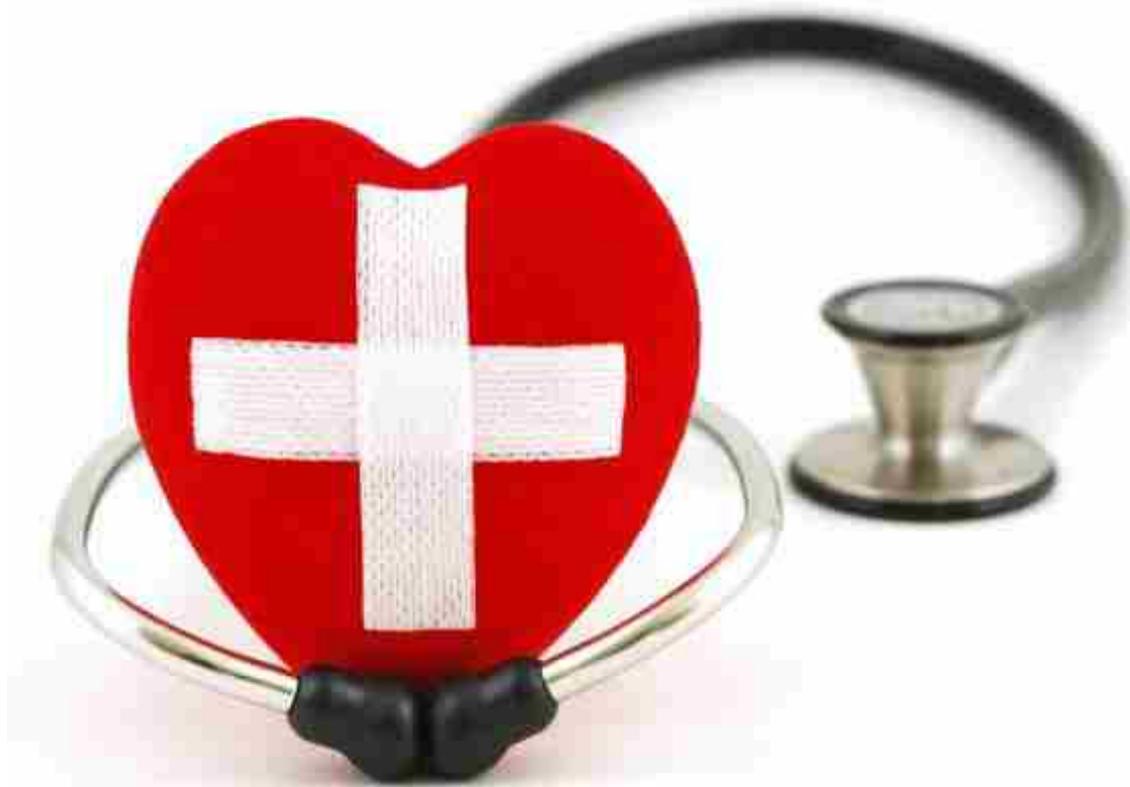
in court and in the negotiation chamber. We resigned ourselves to losing and resorted to our lamentation corner. We are patiently waiting for the next salary review to correct the wrong. Funny, hey? Sometimes, my Editor, we have to remember that there is something in law called direct interest. What harm would I, as a person, suffer from an injustice? The individual's voice is heard louder in such circumstances than that of the collective (union). It is easy for the courts to refer the union to bilaterals than it would if it was raised by an individual member. Take the order to return to schools amidst the COVID 19 pandemic. We were quick to call the union to challenge that, forgetting that an individual member, with the aid of the union in terms of a Lawyer, could successfully challenge that more easily than the union. It could still be just for the court of equity to refer government and the union to negotiations on the matter whilst schools go on. It is the same thing with the inconsistencies between the employment act and the teaching service act. An individual member could successfully challenge any inconsistency. That would then be taken as case law and the much-needed leverage for our leaders in the boardroom.

It is my humble appeal to our conscience as members that we shift from our mentality of expecting leaders to fight for us; but rather expect leaders to lead us into battle. Isn't it said that we fear a pride of lions led by a sheep than a flock of sheep led by a lion?

JUSTOBSERVING...

Cde Manzomlilo Mamba [Big Bend Branch]

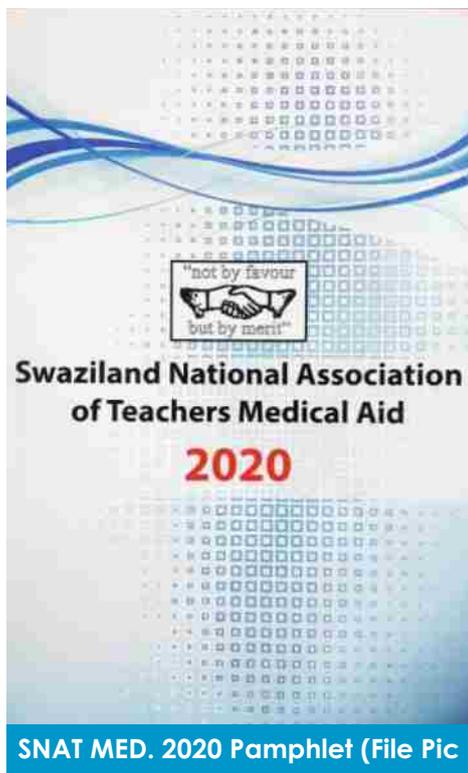
THE SNAT MEDICAL AID



Swaziland National Association of Teachers Medical Scheme 'SNAT-med' is a ring-fenced product/closed scheme that is only for teachers in Swaziland under the Swaziland Medical Aid Fund (Swazimed) which administers the scheme.

Since its inception in 2017, the Swaziland National Association of Teachers Medical Aid Scheme has greatly succeeded in making the health of a teacher its main priority. Tailored to suit a teacher, SNAT-med is a newbie SNAT entity we must be proud of and mostly be part of as a teacher.

Its main objective is to battle the health of teachers considering the impaired health system in the country, provide medical coverage in terms of regular medical check-ups in and out-patient care, improve the lives of the members and their families by providing clinical expertise as well as other health professionals, grant assistance to members in defraying costs/expenses incurred by them and their dependents with regards to health care. A healthier mind, body and heart play an important role in sustaining performance at work and at home. This is our dream for all teachers in the kingdom of Swaziland. We envision holistically healthy teachers who will not be victims of the current deficient health system of the country. Joining the medical scheme has come as a great solution to frequent episodes of mental distress (anxiety, depression and fatigue) which can directly lead to chronic illnesses.



In the wake of events, we want to make all teachers realize that health is the most vital commodity of the 21st century. Our health is our wealth. It greatly heartens us as the only teachers' health scheme to empower all educators to be their own superheroes. Let us not wait to be saved; rather, let us be our own health warriors and be part of this organization. That diseases will be on the rise by 27% over the next 10 year, should be a fable in lives of all teachers and of course we are striving to live longer.

To join the scheme, one must be a teacher and furnish our offices with the following:

MO	M#1	M#2	M#3	M#4	M#5
572	936	988	1040	1092	1144

Where **M** means contributing member
Where **+** means additional

Dependent

Full dependents could include a spouse, siblings (biological, adopted and through marriage) and parents. It can be noted that when taking up a medical aid, 1/3 of your gross is not considered for stop orders through the Government.

Our members/clients will benefit from the following service providers for now as the scheme grows its membership, service providers will increase as well:

1. Basic optometry
2. Spec savers (Mbabane & Ezulwini)
3. Ekululameni Optical (Mzimpofo) Pharmacy Benefit

1. Genesis Pharmacy (Matsapha & Mbabane) Emergency Dentistry

1. Dr. Mndzebele (Manzini)
2. Dr. T. Magongo

Hospitals and Clinics

1. Philani Clinic
2. Nazarene Private Sector
3. Good Shepherd Private Sector
4. Jikanlambo Clinic

The above General Practitioners are allowed to refer our members to the following specialists for special cases:

1. Dr. Dejene - General Surgeon
2. Dr. S. Amlark - ENT Surgeon
3. Dr. A.M. Mnisi - Physician/Cardiologist
4. Dr. Muyabal Munachitombwe - Obstetrician Gynecologist
5. Dr. Djoanna Proju - Obstetrician Gynecologist

SNAT-med covers the following:

Overall annual benefit to the value of E105 400

Out patient, wellness benefits, alcoholism and drug dependency, alternative healthcare practitioners, ambulance

services, medical and surgical, blood and blood products, consultations and visits, dentistry, hospitalization, immune deficiency (HIV/AIDS), medicines and injection material, mental health, motor vehicles accidents, non-surgical procedures and tests, optometry, organ transplant, oncology, pathology and medical technology, physiotherapy and biokinetics, pregnancy/confinement, prosthesis, renal dialysis, radiology and radiography pet scan and pet-ct scans, remedial, other therapies and paramedical, surgical procedures

To sum it up, we would like to extend an invitation to all teachers of the Kingdom of Swaziland to join the Swaziland National Association of Teachers Medical Scheme. Let us take care of the most important drivers of productivity and economy. Yebo Amandla!! Let us practice healthier habits, increase longevity and improve the quality of our God given lives.

Amandla!

Members of the SNAT MED Committee:

1. Chairperson - Mr. Mkhunjulwa Dlamini; remedial School [Big Bend] - 76908476
2. Deputy Chairperson - Mrs. Nomphumelelo Dladla; Nhlangano Central High School [Nhlangano] - 79475468
3. Secretary - Ms. Dudu Sibiyi; Bahai High School [Mbabane] - 78347672
4. Deputy Secretary - Ms. Lomagugu Sambo; St. Joseph High School [Manzini] - 79051473
5. Treasurer - Ms. Sweetie Dlamini; Fountain Primary School [Mbabane] - 78928255
6. Member - Mr. Gcebile Dlamini; Lasi High School - [Gcina] - 76030964
7. Member - Ms. Nokwazi Hleta; Mbekelweni Primary School - [Manzini] - 76089706

SNAT BURIAL SERVICES



**SNAT
Burial Secretary**
Bonginkhosi Dlamini



SNAT Burial Services is a SNAT Burial baby; a profit-making company that is one of the development initiatives by the SNAT family. Its vision is clear: "To be a burial Services Company of Choice for all." This company is registered to offer funeral undertaking services to both the SNAT members and the general public, whereby funeral policies will be available at a market reasonable value, and very friendly to the working class. The core mandate for this company is to cater for the needs of its members in the times of bereavement, provide top level funerals.

SNAT Burial Services has cemented its existence on core values that include but not limited to the following; empathy, integrity, compassion and professionalism. The sole purpose of this company is to expand our horizon in taking care of our

social needs move towards celebrating life of our deceased family members and relatives coupled with dignified send-offs.

The selling of shares is a strategy for a direct benefit for our SNAT Burial Scheme members, who have always been loyal to all our programmes as a SNAT family. Through the shares, the shareholders are to get dividends on yearly basis calculated from the profit made by the company. Shareholders are entitled to share 49% of the profit made by the company from time to time, hence we encourage members to take this opportunity and buy the shares.

It is expected that all members of the SNAT Burial Scheme buy the shares and the only qualification for one to buy shares is that you are a SNAT member and also a SNAT Burial member. Shares are sold at E1000.00 per person and a member cannot be allowed to buy more than one.

It must also be known that SNAT Burial Services shares will not be inherited by dependents or nominees.

For more information on the SNAT Burial Services, members may call +268 79906809/+268 2505 6391 or e-mail info@snatburial.com



A TEACHER ON ENTREPRENEURSHIP

The SNAT Media has a mandate to profile individual educators who go beyond their call of duty as instructors in classrooms, exploring new opportunities to advance themselves by creating wealth and leaving a footprint wherever they are. Today we sat down with Mr. Sifiso Dlamini who is an upcoming entrepreneur with a potential to give the established names in the Agric business a good run for their money.



The Brains behind Agri-Chem, Sifiso Dlamini

SNAT MEDIA [SM]: Good day Mr. Dlamini.

SIFISO DLAMINI [SD]: Good day Mvulane.

SM: Well, I've heard quite a substantive amount of praise to you on your credible business. Tell me: who is Sifiso Dlamini?

SD: Sifiso is a Design and Technology teacher based at Vuvulane high and Co-director of Agri-Chem Specialist, a business that offers pest control and disinfection services, and agriculture inputs based at Maphiveni. In Design and Technology I am serving under this committees, chairperson of the Mhlume branch committee, secretary of the Lubombo regional committee and vice secretary of the national executive. I hold a bachelor's degree in Inclusive Leadership and Management from the Southern African Nazarene University, ACE in Technology Education from UNISA and a Diploma in Technical Teaching from ECOT. I have multiple certificates in sports, including sports management, level 1 in athletics, level 1 in volleyball and netball.

SM: Hmm...that's great!! Now, who inspired you to venture into business, particularly this one Mlangeni?

SD: A book by Robert T. Kiyosaki – RICH DAD POOR DAD, and videos by Jim Kwik, especially HACK YOURSELF TO END LAZINESS. I also can't get enough of Nelson Mandela's Long Walk to Freedom, to me, it's always saying there is hope for a better future. You know, there is a saying which goes, "If the grass is greener on the other side, stop complaining, stop admiring and start watering your garden."

SM: Wow!! Tell us what is it that your company does? What does it offer and how is it unique from the rest of companies offering the same service?

SD: I'm part of a vibrant team of entrepreneurs, and together we run a business called Agri-Chem Specialist. Its focus is on Pest Control Services and Disinfectanting Services. For pest control, we mix certain agricultural chemicals and use them to get rid of cockroaches, termites, ants, rodents and any other flying and crawling insects.

We offer tangible speedy results using high-end, environmentally friendly chemicals that guarantee results. With disinfection, we do fumigation and also provide equipment needed. Our services also uniquely extend to training on proper and safe use of our products for our clients to be safe, including household consumers and businesses such as schools. It's an affordable option in this economic meltdown brought by the COVID-19 pandemic. We are currently developing a wing for providing agriculture inputs.

SM: Hmm...that's mind-blowing Nkhosi! How do you get things around Nkhosi in terms of management and vision within?

SD: I've recently completed an Educational Leadership and Management degree at SANU. It introduced me to Virtual Learning and I discovered that there is a lot of information on the internet. That exposed me to



understanding the importance of the right human resource. I have a business partner, Mrs Bahlelelwe Dlamini, experienced in marketing and business communication. She has developed our business to a level I would have never imagined as far as Branding and Marketing are concerned.

SM: I'm also interested on your time management. How do you juggle around being an entrepreneur and being an educator?

SD: A day has 24 hours, 8 hours of work and 8 hours of sleep. I have a whole 8 hours to invest in myself. With the business, my task is in operations, Mrs Dlamini is in branding and marketing, and we have a qualified consultant in accounting and risk management, and a qualified consultant in agriculture. We have the right people in the right positions.

SM: Well, that's great to hear. What is often your market and what values do you uphold as a business?

SD: Giving the best services at an affordable prize. We are so much concerned about our brand that we do not compromise the quality of the services we offer. That's why in all our services we offer guarantees for client satisfaction, and the testimonies are proof.

SM: That's inspiring! Many small and medium enterprises flourish for few years and then vanish into the thin air. I am interested in how you have been able to cope thus far Nkhosi?

SD: Branding. We are focused on building a trusted brand for our clients. Money is important in business, but to us it is a reward less than customer satisfaction. Reading Chapter 4 of Kiyosakis' book, RICH DAD POOR DAD, I was amazed that Ray Kroc, the founder of MacDonaldis, is in the real estate business not the fast food business. Big companies are more concerned about brand packaging. If packaging is not right, people will not buy the product.

SM: Wow! Indeed, competence is fundamental! What can you say to teachers who are entrepreneurs like you Nkhosi? What advice can you give?

SD: Get the qualified people to assist you in your vision. Don't be everything in your business. Secondly, they say 'If your dream doesn't scare you, then it's not big enough.'

SM: Hmm...I know that the world of business is no joke. There is a lot of setbacks and hurdles one has to cross as well as opportunity cost to do. What challenges have you met as an upcoming business person and how you have been able to overcome them?

SD: The first hurdle you have to get over is yourself. Jim Kwik says, "If you fight for your limitations, you get to keep them." Secondly, getting people who will assist me in achieving this vision. That's all. I know you want to ask me what about the difficulty in obtaining finances, breaking into the market, winning customers' confidence, and e.tc. That's all expected when you want to break into the business world. I cannot over emphasise that running a business needs qualified personnel so that they are proactive in their specialisations.

SM : Well, thank you Nkhosi. Wishing you all the best as you expand and network in your business Nkhosi. Thank you for your time.

SD: I sincerely appreciate Mr. Editor the opportunity given to me by the SNAT Media. I look forward to venturing into uncharted waters as we expand and diversify this business. Thanks again.

Virtual learning in contrast to Absolute Learning



Cde Cebisile Mhlanga
[Mbabane Gender]

With the unceremonious occurrence of COVID 19, none ever envisioned such a swift paradigm shift in learning as has been 'fantastically' witnessed, endured and embraced. Our starting point should be the provision of definitions for virtual and absolute systems of learning. Virtual means existing by software and made to appear real and accessed digitally from our electronic devices.

Learners interact with their teacher through Google class, video clips, calls, Zoom meetings and webinars. Whereas, absolute learning refers to the fixed, independent and physical way of knowledge transfer. A teacher has to be present before the learner for learning to effectively occur in this system.

Currently, one is gaining so much exposure to virtual learning with the new and drastic developments ameliorated by the novel corona virus which abruptly presented itself without any warning signs. Nothing of that sort had ever been premeditated especially within the public schooling system; we had been more than at ease in our comfort zones in applying the ordinary teacher-pupil interactions. It was the preparedness form private schools which exposed one to these 'animals' referred to as Google classes and Zoom lessons. Immediately it was realised that contact lessons were impossible under the national lockdown; we received communication as parents to the effect that learners were to activate their portals in

readiness for learners. However, this dimension brought its own demands and financial implication; smart phones, tablets and laptops are the user-friendly gadgets to operate under the given circumstances. This is where videos and class activities are posted for progress in teaching and learning.

Another most innovative tool which is functional for these virtual lessons is the Zoom. In contrast to the Google classes where teachers post work for learners to access through portals (personal accounts); zoom at least allows the learner to see and hear their teachers addressing them directly. This is done through screens of their electronic gadgets which provides for both audio and visual perceptions. Here, the interaction is more live because learners can verbally pose questions and receive responses instantly. Or they choose to use the chat-box which operates in a similar mode to group WhatsApp application. Zoom also places a higher demand on punctuality to a greater extent for the learners to meet face to face on their screens, although recording for later downloads is also possible as well.



On the other hand, we have absolute learning which is fully under the physical care of the teacher. Here, there is utterly no way that the teachers' tasks could be transferred to parents because everything takes place under their domain and demands their supervision full time, except where homework has been



assigned. On this end, parents watch as their money does everything for them whilst they carry out their daily routines. the physical benefits of teachers in a classroom setting be efficiently substituted? Nevertheless, there is the firm belief that where there is a will- there is also a breakthrough.

All these interesting observations serve as the most inevitable calibrations for the depth of the input necessary in the realisation of the long-held dream of robots. In digressing though, one also believes that there is no need for drastic under takings in attaining the said dream. Teachers still need to be embraced in their numbers and appreciated for the unique roles they exist for and further be empowered to be part of the system as a 'necessary evil' with the understanding that we need absolute learning for as long as we exist. Teachers reach- out to the innermost of child development and cannot be easily wished away for some new and untested alternatives just like that. This can be juxtaposed with the saying that no amount of money can buy love. Similarly, no amount of technology can try to replace teachers. Maybe we are indeed more than the ministerial 'machines.'

VIVA TO EDUCATORS VIVA!!

THE TEACHER'S DIFFERENT HATS IN THE WAKE OF COVID-19



Cde Mandla Malale [Madlangempisi Branch]

The teacher's workload has never been easy from time immemorial hence on remuneration it was noted that he cannot claim overtime allowance, or can he? The teacher has always been at the helm of everything: Teaching/instructing, implementing the Curriculum, role modeling, managing the classroom, parenting (In-loco-parentis), counselling/guidance, disciplining, feeding, first aiders, nursing, cooking and dishing, washing dishes, nurturing and caring in all respects.

In the recent years, the teacher has been seen as the agent of change in the inversion of the HIV scourge, the implementation of the millennium Development Goals: Goal No. 4. Today, there is yet a new inversion into the teacher's territory, the obstinate Coronavirus. Teaching has suddenly become a high risk profession. The question now is with teaching as a high-risk profession, are teachers going to be compensated handsomely like all high-risk jobs? How about insurance cover? Will the employer voluntarily and willingly reward educators without any arm twisting and strangling? All teachers are involved in some basic management tasks. Henry Fayol (In Hoy and Miskell (2001) notes that Administrative

behavior consists of five [5] principles: Planning, organizing, commanding, coordinating, reporting, directing budgeting, acquisition of perishable supplies. Teachers are also managers of classrooms. A teacher manages a number of learners in his/her class, keeps class register of learners, sets out furniture, displays notices, cleaning rosters, school reports, and class stock book, the list is endless.

Educators can, in a nut shell, be referred to as the cadre directly and vigorously involved in a process of tendering, nurturing and nursing the individual so as to make him a fully-fledged member of the society to which he belongs. Most importantly is that education is constantly changing, adapting itself to new demands. As the environment under which education occur changes, so does the educator. He has to adapt to new teaching styles to suit his new environment. Teachers, as trainable professionals, have to be equipped with the necessary skills to execute diligently and effectively his new duties. A few decades ago, we saw a paradigm shift from O' level education to IGCSE and a further shift to localisation of content to SGCSE. Through all these stages the employer [MOET] has been albeit arguably in consultation with the technician, the teacher.

In recent years, the employer has been gradually changing the terms of service for her employees without necessary negotiations with the teachers' union, the SNAT. The SNAT has to remain vigilant and all eyes and ears out for any changes in the terms of employment for her membership. The major setback of the SNAT is lack of membership capacitating. This is a very unfortunate scenario as we talking of lack of knowledge in this information era. Is it the digital divide? As SNAT members, we have easy access to information on various pieces of legislations in the country which are a must read for every employee yet we do not read.

The COVID 19 pandemic serves as a rude awakening call to all from grassroots and leadership at national level to get and share knowledge. As the SNAT, we can do better. Instead of sharing cheap gossip and continuous jokes in our social columns, it's time we capacitate one another. For example, the

Occupational Safety and Health Act, 2001 Section 9 (4)(5) reads thus:

(4) An employer shall provide free of charge adequate and appropriate personal protective appliances, equipment and clothing to an employee who is performing activities or processes which expose such an employee to wet, dusty or noisy conditions, extreme heat or extreme cold, or to any other poisonous, corrosive or injurious substance or material liable to affect the employee's safety and health or cause undue damage to the employee's clothing.

(5) An employer shall inform an employee of any known hazards or diseases which may exist in connection with that employee's work.

The issue of Personal Protective Equipment [PPE] cannot be readily handed over by this government which is not people driven and therefore not accountable to the citizens of Swaziland. These basic rights and many more must be claimed by the workers. There are many other rights that have to be claimed by members. How many know that when you are relocating from one school to another, you have to claim transport through your REO's office? That before moving into another government house that has been previously occupied by another officer, it has to be painted by the government? I strongly believe teachers have to join hands, share and support one another. I thank you!!

HOUSING NIGHTMARE AT MHLUME BRANCH

Housing of teachers as employees of the government is a right all teachers are entitled to regardless of the work station [public government or government aided schools like company schools]. By virtue of being government employees, we are entitled to proper and safe housing, yet we all know that more than half teachers are not housed by the government therefore forced to seek alternative accommodation which comes at exorbitant prices,



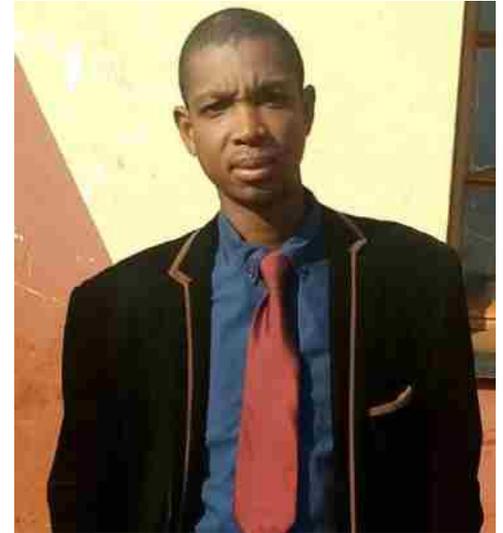
The RSSC Welcoming Note at Mhlume (File Pic.).

There are some schools in the Branch [Mhlume] that are company schools [government aided] which attract teachers from other government or from tertiary with their lucrative free housing benefits [both monetary and none monetary] such as free housing, electricity, water, gas and medical care as well as bonuses. These benefits have been offered to teachers and used as pull factors by the RSSC to lure teachers to come and teach in their schools. With such benefits, many educators left their schools and joined the RSSC schools. After a long time our comrades enjoying these benefits, the company

has changed tune and decided to withdraw/cancel them, without consulting our members. Teachers have been forced to forfeit their benefits and forced to pay rent by the very same company that lured them with same. Our members have fallen victims to inhuman and degrading situations whereby they are served with letters of demand and even locked out of the comfort and safety of their houses. This demonic and illegal act has been going on for over a decade now and these company schools are hell-bent in seeing our comrades suffer. Just recently [June] teachers from six [6] company schools were locked out of their houses supposedly for unpaid rent, with some said to be owing over E80 000.00. These teachers were locked out of the comfort and shelter of their houses on a cold and rainy day [during Covid-19 epidemic]. They were never given notices of the lockouts but were forced out of their houses after they were served with court orders by the agent of the Court [sheriff] together with company personnel.



The Royal Swaziland Sugar Corporation [RSSC], a Royal company that treats teachers like trash.



Mandla 'Cow1' Nkomonye
Mhlume Branch Secretary

Our comrades were humiliated in front of the community they so well serve and exposed to severe weather conditions with their families and children some as young as eight [8] months old.

Teachers have continuously been subjected to this inhuman treatment by the very same companies that promised them heaven and Earth when they recruited them into their schools. The harsh treatment experienced by our comrades is disheartening and illegal as it breaches the terms of employment of our fellow colleagues. The Branch Executive Committee [BEC] and National Executive Committee [NEC] has taken up this matter with courts, where we seek justice for all our affected comrades. We also call upon these companies to desist from harassing our comrades as well as the government to ensure adequate housing for all teachers' nation-wide. As the SNAT, we will not watch from the side lines whilst our members suffer. We shall fight tooth and nail for the well-being of our members.

Mandla Nkomonye writes in his capacity as the Branch Secretary of the Mhlume Branch of the SNAT. He can be reached at mandlazmish@gmail.com.

My Take: A Closer Look into our Sick Sector

Public Sector Associations [PSAs] won't succeed in the negotiations process if the General Membership [GM] does not rally behind them in demanding what is due them. Our teaching sector needs an urgent overhaul so as to be able to address pertinent issues such as notching and risk allowances

By: Lot Vilakati

Time is not time before time. Time is not time after time. Time is time. My take is about the right time for us workers (PSAs) to speak in one voice as a unit and do one thing at the same time and that will be the right time and we will rip those desired results in our life time. Having said that about unity, comrades must understand that COLA, which we are talking about, still remains in our hands to get.

Negotiations

The marathon negotiations power played by government can end in some few minutes if the spirit of Mbabane and Manzini shut downs of 2019 can prevail in us. We have the capacity to do that as unions leadership and that will be the right time of negotiations to speed up and get what is ours and which is also long overdue. As membership, we need to wake up from slumber and demand what is rightfully due us and belonging to us that is the essence of collective bargaining as a unity.

Division

The employer is enjoying the disunity amongst union membership and further ingest a deep spirit of sowing division amongst union members and leadership or amongst union leadership. Such is by design to derail progress and service delivery. Comrades must come to the party and assist where necessary and possible in achieving the goal of COLA. The leadership alone, from Branch level to National Level,

won't win the war if the membership is not rallying behind them. My take is also about what the government is trying to do. It is clear, to delay the negotiations pushing it to the next financial year [2021], which is the year of salary review where we are still owed our allowances from the last insult review of 2016. Teachers in particular can benefit more from the allowances if we can win that struggle. We can be able to buy land, pay mortgages, buy cars, and also develop ourselves union-wise because once the issue of money is entirely addressed, comrades will be able to demand for trade union education and also attend those study circles. As of now, such is also a hindering factor as comrades are moneyless. Teacher allowances, comrades, is also one thorn which one wonders why are we not getting them as we sacrifice a lot in the teaching fraternity, some cushion can do much better than the rigmarole we are going through.

Notching

My take also would be our notching scales, which are notoriously stagnant. They need to go up to boost comrades with annual increments. Security forces notch up to 12 scale and ours is just 5. Our negotiation team needs to look to the physicality of changing that.

Covid-19

One can conclude with the state of the world currently which is the Covid-19. We are all in danger. It doesn't matter the profession; the virus is deadly. Since the union [SNAT] was

formed to protect its members against any exploitation, I'm happy about the call made to her members to excuse themselves from the places where one might find himself infected by same. We must also not forget about the high wage bill. Government wants to reduce that by killing teachers. We are not saying we don't want to teach or work; however, we want our health and safety as workers to be taken as priority first. We are demanding for the PPEs first, supplied by the government. The issue of teachers going to buy PPEs for themselves is a nonsense we cannot afford to do that. Which money are we going to use as we are going for the 5th year without COLA? Besides, do nurses buy uniform for themselves? Of course not! Why teachers then? Comrades, we must also demand the risk allowance in schools. We need to demand that as we are in high risk of contracting the virus as most of us are on medication with many chronic illnesses in our bodies and also the stress of not getting COLA. The mythology that we are not going to get paid because we are not working is just a scarecrow believe me that. The employer knows that we are shaking as we have not yet recovered from the 2012 and 2019/20 NWNP.

The author, Lot Vilakati, writes in his personal capacity. He is, however, the current Siteki Top Branch Secretary and the Lubombo Region Secretary.

SNAT CO-OP: Teacher's Finance Cash-cow



The Author

**Thabile
Matsenjwa**

Mission Statement

SNAT CO-OP, founded in 1986, endeavours to be the best savings and credit scheme in Africa with a financially secured and independent membership. This vision is consistent with the overall SNAT Mission Statement; our beloved association founded through the wisdom of our fore fathers back in 1928; which strives to improve the professional socio-economic status of teachers; enhance collective bargaining for teachers and encourage maximum participation and dynamic provision of quality education to the learner and the Swazi Nation at large. The SNAT CO-OP has, without doubt, over the years been addressing the socio-economic status of teachers.

How May I Join?

SNAT CO-OP membership is open to all teachers provided they are members of the SNAT Union and are subscribing members. This is however by choice. Teachers have the power to take advantage of the vast benefits derived from being a member and by extension choose financial freedom. SNAT CO-OP doors are open to new members and there are competent staff members to assist you with detailed information on the various packages available.

I will take this opportunity to pass my esteemed accolades to the Editor of the SNAT Newsletter for affording me this precious space. It is my prayer that fellow teachers do not only read this article with an in-depth understanding but take advantage of the prospects described here. My discourse is based on the SNAT savings and credit co-operative.



Teachers in a Co-op Meeting (File Pic.)

How Do I Benefit

Being a member of SNAT CO-OP offers all the benefits associated with all savings. I have listed below some of the generic benefits of saving:

- Helps in Emergencies. Emergencies are always unexpected. Therefore, when they occur, the funds required are not part of the regular budget. There will be pressure to look for extra funds at a very short notice. This problem can be compounded if the emergency is a sudden illness or car accident. It could be a matter of life and death! Accumulated savings can go a long way in alleviating the situation.
- Helps to finance vacations. It is a hard matter of fact that many Swazis and teachers to be specific crave to go on holiday at least once per year. Being a SNAT CO-OP member will without doubt make this a reality.
- Cushion against sudden job loss. Job losses are very traumatic. They can leave families in a crisis. They can destroy families. Saving can be a great cushion of comfort at this time of sudden loss of income.
- Gives financial freedom. Accumulated savings gives one peace of mind and

helps him/her to enjoy financial freedom with low interest loans and dividends.

- Limit debt. Having some amount in savings can help one to limit the amount of debt burden that they have.
- Helps prepare for retirement. There are long-term benefits of saving. Many retirees who rely on a pension usually do not have enough to cater all their needs.
- Helps finance education. Tertiary education for Swati school leavers is becoming a challenge on a daily basis. Scholarships are dwindling. Saving cannot only assist financing the tertiary education of children but will also help teachers in furthering their own education.
- Help to finance a home or car or a wedding. Every Swati and more especially teachers aspire to have their own homes, drive their own cars and host the wedding of the century. All these aspirations become a reality through saving with SNAT CO-OP.

SNAT CO-OP Champion

May I take this opportunity to introduce to you my Aunt Ruth Zintombi Zitha; a recently retired teacher from Mkhuzweni Primary School, Hhohho Region. Allow me to crown her a SNAT CO-OP champion; not because she is my aunt but because she vividly demonstrated the power of saving.

As I write this article, Ruth is enjoying her retirement surrounded by her grand children. She has taken advantage of the co-op and derived most of the benefits outlined above.

She has a modern home consisting of a four [4] bedroom house with a garage and an outdoor luxurious rondavel. The home has its own fresh water supply through a borehole and electricity. She has fed not only her family but her maiden family as well. Everyone looked upon her to cater for emergencies such as deaths and illnesses and she has never disappointed. She has financed the education of not less than a dozen children despite that she had only four [4]. We boast of at least three teachers (me included), engineers and other professionals in the family. She may not have enjoyed vacations through her savings because she sacrificed that so that the whole family may succeed. Considering the peanuts teachers are being paid, it remained a mystery on how one person can achieve so much; until recently when she revealed her secret: SNAT CO-OP. She is the motivation behind this discussion. I hope you enjoyed the read. Until next time!

The Author, Thabile Matsenjwa is a teacher at Nyakatfo Primary School. She is the current Piggs Peak Co-op Branch Treasurer.

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TRADE UNIONISM: A WORKING-CLASS PERSPECTIVE



**Cde Mduzuzi
"Schwartz"
Mamba**

"A trade union is an organisation made up of members (a membership-based organisation) and its membership must be made up mainly of workers. Different types of trade unions exist in the labour terrain with different approaches and functions. A trade union should have campaigns to sensitize its members and public about current social ills affecting its members, employment and the public in general."

What is a Trade Union?

It is a craft or industry based social, economic, political, cultural and ideological organisation of the workers.

Social; because it represents a particular strata or class of people with shared values and experiences; aims and aspirations.

Economic; because it has to deal with terms and conditions (bread and butter issues) of employment and exploitation of its labour by the bourgeois.

Political; because it has to deal with consequences of political decisions taken by the ruling class in collusion with employers for obscene profits and power. It is involved in the struggle against political decisions that repress and exploit workers. Thus, the unions become political organisations.

Cultural; in that the Union has a working-class identity and values distinct from the bourgeois (capitalists) and ruling regime. The union's culture (suppose) is progressive, open, militant and organic.

Ideological (the belief system); in that it has a world view or perspective informed by its own class understanding and social standing in the production relations (material

conditions of its day to day struggles). It is conscious of its class position, interest, friends, allies and partners. It has a character.

So, what is trade unionism? Joining and belonging to a union regardless of its ideological position. Workers, from all walks of life, take conscious decisions to associate themselves with a trade union of their choice, usually informed by their desire to safeguard their rights and interests. Unionism is active membership. Active membership participation, no matter how elementary, is the fundamental tenet of unionism. And the union's fundamental duty is membership service regardless of political or ideological or status affiliation.

Types

There are 3 broad types of unions;

- The right-wing trade union
- Progressive trade union
- Revolutionary trade union

1. The right wing (conservative) trade union is pro-business, status quo type of a union. It believes that profit making and incumbent political regime are 'holy' social, partners who should not be tampered with no matter what! It believes workers owe their livelihood to the generosity of capital and the able leadership of those in political power regardless of how pervasive their mismanagement of the state is. In Swaziland, FESWATU is a good example of a right-wing federation.

2. The progressive union is mostly liberal in its approach to labour exploitation and political oppression. They are fundamentally reformist union. These believe in rights of employers to make profits so long as those profits come with perpetual social benefits to employees. Believe in the rights of both the exploiters

and the exploited. Have sporadic run-ins with the political establishment due to distrusting those who run the state.

Here are found industrial unions and few craft unions. The danger with progressive unions is their tendency of becoming extremely conservative and anti-working class especially if at that particular period are led by the conservative elements within it. In other words, they are vulnerable to the political associations of those in power at that particular period.

1. The revolutionary trade union, however, is a Marxist-Leninist organisation. It is an organisation of workers who are working class conscious, who understand that capitalism is the source of exploitation of man by man and that it will never be a social partner of labour, but uses labour to amass maximum profit. This union seek, beyond bread and butter issues, the revolutionary change in the production relations of capitalism. They are clear on their negotiations, demands and campaigns with employers and the governing regime. Are totally opposed to exploitation and oppression. They seek, as always, to recruit, organise and mobilise all workers across industries who believe in a socialist society. They are, basically, a socialist workers union. The right-wing trade unions are also called yellow unions. The progressive ones are known as blue while the revolutionary ones are referred to as red trade unions. These colour coding is an identification based on political ideology of each broad type of the unions.

Kinds

Then there are specific kind of trade unions. These are:

- The craft unions
- Industrial unions
- General workers unions

a. Craft union; these are strictly sectoral unions. They represent a particular group of workers within an industry. They are reactionary (not purposely) trade union. They lack class identity. Have false consciousness. Their members are largely conservative with few progressive and militant leaders. A craft Union is an association of professionals and technical personnel. Example includes SNAT, SWADNU, SNAGAP.

b. Industrial unions; these are industry-based unions. Are progressive and militant. Represent all workers in the industry regardless of political ideology or employment status or qualifications. But highly vulnerable to counter progressive tendencies. They have a tendency to vacillate depending on who is in leadership or power. These are reformist in character.

c. General trade unions; these are working class-based unions. They are ideologically Marxist-Leninist worker organisations. Are unapologetically socialist in outlook and conduct. Are working class conscious. Are totally opposed to class exploitation and oppression. They openly work and partner with progressive and revolutionary political parties. Are not shy to be in solidarity with any working-class organisations.

The characterisation of trade unions is both for identification and operational purposes. It is an organisational and political matter.

Craft, industrial and general=yellow, blue, red=reactionary, reform, revolutionary.

The organisational character of the union informs its political approach to the bread and butter issues and general politics obtaining. But without a vanguard political party leading the political agenda as a whole the union's effort will face grave pitfalls. Because scientifically political parties are correctly positioned to deal with the logistics of state power and its use. Thus workers should join political parties of their

choice or the working class (a marxist leninist) political party which is a natural political home for workers.

Things That Militate Against Trade

Unionism

These are both objective and subjective. Objective in that they are outside the scope and control of the workers. Someone else is responsible for those. subjective in that they are conditions within the power of the workers to change or end.

Subjective

The subjective conditions include;

- lack of knowledge, attitudes, and skills on dealing with conflict management and dispute resolution emanating from terms and conditions of employment and general management of their labour, health and safety.
- not knowing their rights and professional responsibilities provided for by the national laws, conventions and local regulations
- seeking favours from supervisors
- seeking praise from ministry officials,
- culture of conformity and timidity (passive compliance),
- fear of authority or loss of income
- lack activism spirit, docility
- weak trade union,
- lack(laziness) of self empowerment activities especially in the culture of reading, research and professional development.

Objective

Objective conditions relate to;

- laws, rules and regulations governing employment
- intimidation and harassment from officials and supervisors
- threat of no work no pay
- use of armed forces (intelligence, police brutality, jail etc)
- threats of dismissal
- government propaganda and misinformation etc

These, objective and subjective, conditions affect workers socially, economically and politically and ideologically.

Where Do Unions Derive Their Power?

From;

- Industrial Relations Act No.01/2000 [as amended]
- Employment Act No.05/1980 [as amended]
- The National Constitution No.001/2005
- General Orders, 1964
- Gazettes
- case law (court judgements)
- own Constitution and Bye-Laws
- conferences or congress
- other organisational policies
- Resolutions
- Membership
- Regional and international solidarity partners and affiliating bodies
- locally affiliated federation

How A Union Operates?

- through monthly subscriptions from members,
- organising general meetings, leadership meetings and issue-based meetings,
- organising campaigns (mass actions)
- representing (protect and defend) members
- Capacitate members,
- doing research and influencing public policy (including curriculum)
- membership meetings (AGM, ANC, CONFERENCES etc)
- leadership meetings (BEC, GC, SHOPSTEWART COUNCIL, NEC, NATIONAL COMMITTEES)

Leadership in Trade Union

It is by election. It is both individual and collective. Individual in that every member is elected on individual basis (merit or lack of). Collective in that the individuals then come together and become a committee whose decisions are binding to all. The committee functions as a unit, each according the constitutional and resolutions mandate. They are members of the whole.

Membership in A Union

These are the principals. The mandate givers. They delegate their power to the elected leaders to exercise authority on a day to day basis. In decision making they delegate their power to shopstewards, GC,

Quadrennial Conferences but also represent themselves during AGMs and mass meetings. Have an obligation to demand accountability, transparency and service(action) from their elected leaders. It is their responsibility. Active membership participation gives a union its militant character. Leaders and employers do not rest on their laurels if members consciously get involved in their union.

Democratic Centralism in a Union

This is a principle and a practice of decision making and implementation. It simply means decision making process is arrived at democratically; and its implementation is centralised. Meaning that decisions of the majority are binding to all and all must comply. Lower structures and minority dissension are subject to the decisions of higher structures and majority.

In our union [SNAT], currently, the national conference (or AGM) is the highest decision-making body. Delegates or participants are delegated by the constitution to take binding decisions for allwhether agreed or not, attended or absconded or absent. The executive leaders (central organs of implementation) are obliged to carry out to fruition those decisions NB; executive committees or councils are

not supreme or above the Quadrennial Conference or AGM but are subordinate to them.

Solidarity

This is a fundamental principle of all social organisations. Even capitalist practice it. It is a moral obligation or duty of all people sharing historical ties and values to hold one another up in times of need or celebration. So, solidarity is not optional for trade unions but an obligation. It demonstrates class identity and conscious collaboration with those of the same class.

Campaigns

A trade union without an organised programme of public mass activities against social ills caused by exploitation and repression is not worth the name. A trade union should have campaigns to sensitize its members and public about current social ills affecting its members, employment and the public in general.

Conclusion

Historically, trade unions are working class organisations regardless of their political or ideological positions or affiliations. However due to capitalism's systematic manipulation of workers mindset some unions are now pro business and the gullible workers are used by careerist and ruling class agents to commit class suicide and defend

exploitation and oppression in the name of social partnership.

For us [SNAT] What Needs to Be Done?

- undertake political education and ideological training.
- train shopstewards on dispute resolution and conflict management in the workplace
- train GC members on paralegalism especially CMAC processes and industrial court procedures and litigation
- organise and decentralise campaigns.
- conduct worker friendly fundraising events
- provide workers with alternative economic empowerment exercises
- provide alternative fellowship and fun events.
- create new social values and alternative culture.

One industry, One union. One country, One federation!

Viva class identity viva!!!!

Cde Mduuzi Mamba writes in his capacity as a SNAT Member. He is a teacher at Siphocosini High School under the Mbabane Branch of the SNAT. Any feedback on this article can be sent to sisekeloma@gmail.com

SURVIVING COVID-19



Covid-19 survivor-Nkosingphile 'Uncle J' Seyama



Swaziland has overcome many plights. From the severe Tropical Storm Domoina in 1984, polio, Malaria, HIV/AIDS and now the World Health Organisation's declaration of the entire world being in a COVID-19 pandemic, we have endured.

On March 27th 2020, I tested positive for the coronavirus. My journey through COVID-19 was not easy. As an educator and a social being, testing positive created fear and tension in my heart because I knew I had been in contact with many people. I had observed government's snail pace in tracing people who had been in contact with a confirmed case and that led

to me publicly declaring my COVID-19 status.

I knew the stigma that would come with same. My family had to endure serious stigma. I had to explain my stance to them and they gave me their full support.

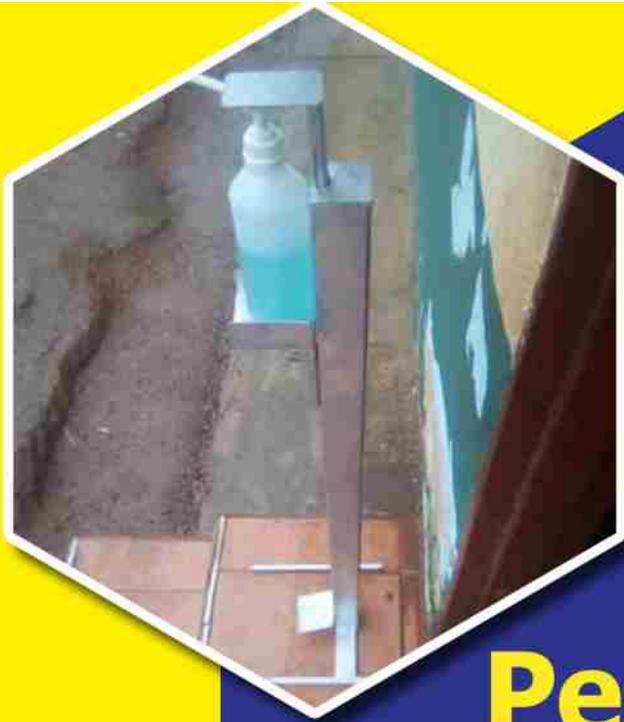
For a moment, I felt weak and for someone who keeps himself updated about world news, I knew what coronavirus had done in Italy and Spain. The thought of dying young lingered in my mind. I had to fight. I had read that even though coronavirus was vicious, many had defeated it. I took a deep breath and reassured myself that I would defeat the virus too. The SNAT family supported me through the COVID19 journey. I received calls from leadership (NEC and BEC) and members of the SNAT. The support kept me sane, especially the prayers. As a believer myself, I prayed too, but it written that when two or more people call upon his name, he is quick to adhere to their call.

It would be an unforgivable mistake to overlook the dedication shown by the healthcare workers organised under SWADNU and NAPSAWU. The comrades put their lives on the line to save the lives of Emaswati. I watched them making 2 rounds (morning and afternoon) without fail. They wore smiles that rejuvenated the souls of the patients.

While quarantined at the Lubombo Referral Hospital, the doctors and nurses made two rounds per day, where they injected me with antibiotics for 5 consecutive days.

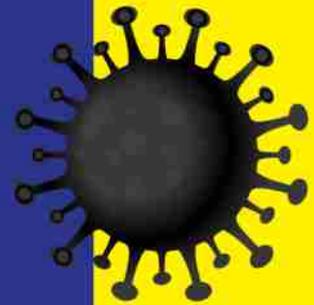
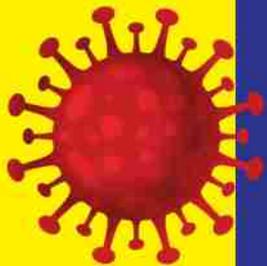
After spending 11 days, the doctors discharged me. After being discharged, 3 tests in a space of 30 days were run and they all came back negative, which meant the body had completely defeated the virus.

I beseech you comrades and all Emaswati to stay safe and hold fast to the teachings from healthcare workers so that the country can control the spread of the virus.



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OBSERVING PROPRIETIES-CASE STUDY APPROACH

“As a 21st century Union, there is an urgent need to engage in case studies which provide for experiential learning and is a great tool in stimulating a permanent change in the behaviour of concerned participants and their attitude towards crude realities of compounding circumstances, through clearly identified intervention, Capacity Building Blocks and/or Training Programs with the express intention to sharpen our weapons (Members) at shop floor level [schools],”



SNAT RS, Emmanuel Dlamini.

Preamble

The Constitution & Bylaws sub-Committee, like any other structure and Member, seeks to play an active role in the Union's resolute journey in pursuit of our Class Interests, first as the Readership and with intent to permeate the working and

living conditions that we continue to allow the present government to make us endure with limited resistance as Citizens, Employees, Localities, Unions, Federation and a common people.

Whereas the sub-Committee may hold fort in the preliminaries of this column, it should be known that in due course, the Column may feature other Union Writers and external Expertise on identified, related subject matters, so that further indulgence is with relevant authority.

Breaking the silence

In a bid to develop a social conscience for a social net that is commensurate with the mandate of the Union as a Working Class Movement, it is quite encouraging to note how the Leadership from various levels of the Union strata is constantly called upon by its Principals (Membership) to inculcate a culture of engagement in its 'modus operandi,' notwithstanding the convenient ignorance of proper channels at some notable instances.

Breaking the silence ought to start from within, to also generate reasonable courage to confront situations that militate against our cause in the broader scheme of things.

Such is the colour of a Trade Union, more so in the 21st century where corporate interests seek to overwhelm even State or Government (Civil) responsibilities with the subtlety of capitalist tendencies.

Purpose

This initiative is for purposes of generating a level of consciousness that is relative to giving impetus to necessary and informed action/reaction that Members ought to be prepared to take as early as in our shopfloor struggles, regarding fundamental interests and the objects of the Union, including similar motives/alliances with such forces.

Counterweight

The quality in the quantity we have in our Membership should be alive to the socio-economic realm sustaining our application, in terms of providing a counterweight to such effects as negative globalisation, dehumanisation of the Trade Union Movement, casualisation of Labour (even as propagated and deliberately perpetuated by the State machinery in our case), assault on Human and Worker Rights, de-Regulation to catapult ramifications of the mutilation of the domestic economy among other eventualities exacerbated by unbridled capitalism, misdirection of authority and misplaced patriotism. Some of the notable ills that the workplace and/or society is fraught with.

Approach

The Case Study approach, among others, provides for experiential learning and is a great tool in stimulating a permanent change in the behaviour of concerned participants and their attitude towards crude realities of compounding circumstances, through clearly identified intervention, Capacity Building Blocks and/or Training Programs with the express intention to sharpen our weapons (Members) at shopfloor level, in a well calculated delivery model.

Overview

Case Studies may be used as a tool to facilitate learning on the part of the Participants, by the Facilitator, as in this instance, Case Studies portray real life situations involving decision making by Participants on either a set of questions or through an open-ended discussion.

It remains imperative that Participants have a thorough analysis and a clear understanding of the Case as dealt with.

Advantages of the Case Study approach

Some of the advantages of a Case Study include the following.

- Simplifying Concepts that may otherwise be complex.
- Exposing the Participants to real life situations, which otherwise could be difficult.
- Helping in adding value to the Participants through discussion on concrete subject matters. Improving analytical thinking, effective communication skills, developed tolerance of differing views on the same subject matter (including dissent), ability to defend one's point of view with logic and enhancing teamwork of the Participants and thus making them efficient over time.
- The many solutions which come out of the Case then act as ready reference when Participants face similar challenges, at workplaces, in this instance.
- In Jurisprudence, more so in Litigation, Case Studies provide a pool of ready reference to assist in due processes of decision making. Case Studies realise Legal Authorities, thus giving meaning to the so called 'Doctrine of Precedence,' in such as Case Law.
- Outcomes may as well influence Legislative Mechanisms in such as Substantive Agreements between Consenting Parties, Law Reforms and Judicial Review initiatives, among others.

Disadvantages of the Case Study approach

The following are part of the notable disadvantages of a Case Study.

- It is difficult to find an appropriate Case Study to suit all subject matters, no matter how similar.
- Since there is no right answer for each Case, the problem arises in validation of the solutions because there are more ways than one, to look at things.

- It contains the Study of Observations and Perception of one person (the Presenter/Facilitator, in this instance). There are chances that the person presenting the Case Study may completely present it in one manner, missing other (critical) aspects of same in the process. A certain level of maturity (self-discipline) of the Participants is required as they have to participate in the discussion whilst being conscious of the express intention of such indulgence.

Motivation

When we learn from one another (sharing experiences), we could be certain of relevant strategic positioning or concrete strategic exploration as a Union to start with and extending to wherever Members find themselves; under the sun.

As individuals, the Collective, structures, Members of the community and even acting in solidarity with motive forces as identified according to need.

Struggles

Workers' struggles are common. An injury to one is an injury to all – so do we say! Workers are human and are Members of the community, first and foremost.

Workers' struggles have a human face and are located at shopfloor, where the site of struggle primarily is.

That is why workers uphold the conviction that, "Injustice anywhere is a threat to Justice everywhere."

Workers' struggles are also Gender & Human Rights related, more so in a domestic environment like ours where such issues also have Health and Wellness dimensions fraught therewith.

The question of Societal Scales then refers, for further indulgence thereon.

The Moral of Conviction

As we deal with Employer-Employee relations without reservation, it should occur to us that for as long as these two

Parties pursue their fundamental interests in earnest, there is bound to be a collision course, perpetually so (might one add).

Such as hereabove is a necessary evil hence the need for the Parties to then make deliberate attempts towards observing proprieties without losing their true colours, let alone identity.

Benefit

The Case Studies will also allay fears of those who are then tempted or even misled to demonise the resultant combat in the wake of struggles and more so when the State and/or government go out of their way to misdirect resources to militate or even dehumanise the purpose and intent of Trade Unions in general and the SNAT in particular, in community life.

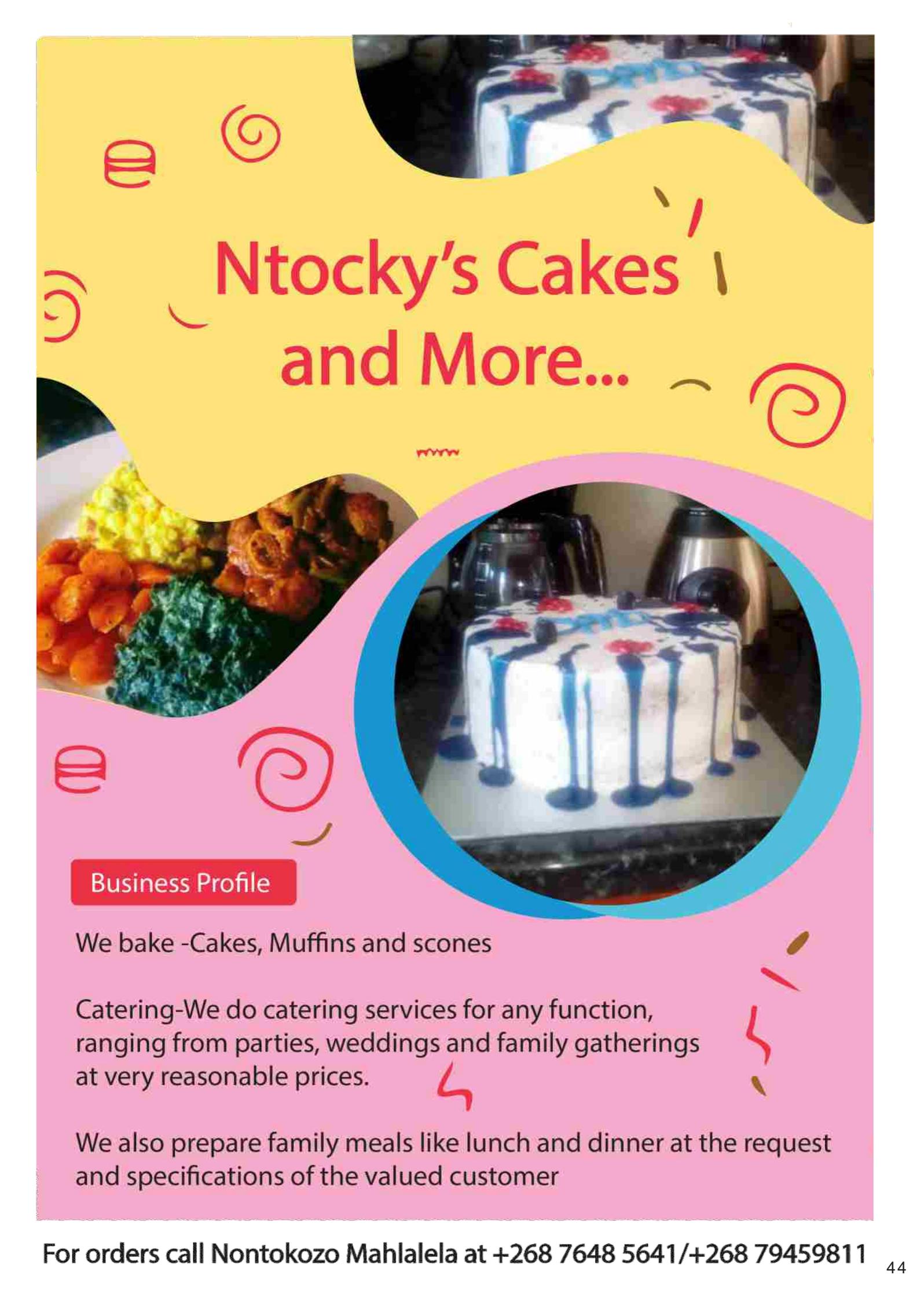
Conclusion

Dear Reader of the SNAT Eagle Magazine, note that as the Union deliberately positions itself to embark on Paralegal Skills Development within its Cadre (as a Conference Resolution), to enhance its disposition in various dimensions, local Leadership will be readily expected to submit to the Secretary General's Office matters of Collective Interest (drawn from the General Membership in practice) that could be dealt with as Case Studies, as lead by the SNAT Education & Training National sub-Committee.

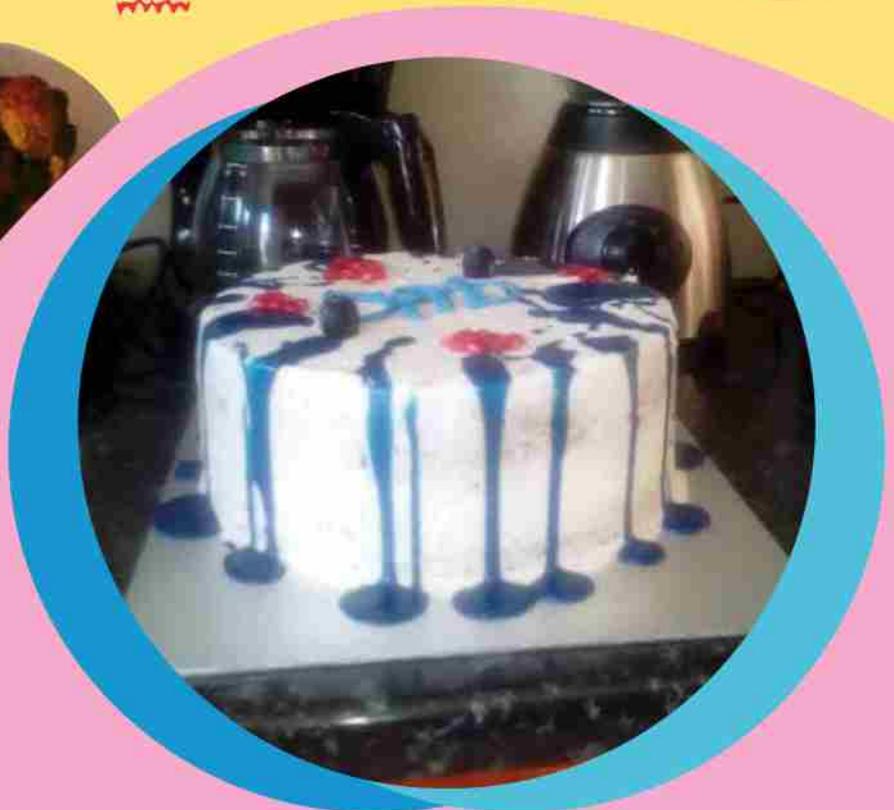
Similarly, Local Leadership is encouraged to localise the Concept of Case Studies through the respective Shopstewards as seated in Council and in due course, so that the workplace is alive with activity that seeks to fortify propagation of a dictatorship of the Proletariat, in the fullness of time.

WE ARE THE UNION THAT WE OUGHT TO BECOME.

The author, Cde Emmanuel Dlamini is the RS of the SNAT. He writes in his capacity as the Convenor of the Constitution and Bye-Laws of the SNAT.



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AN ADDRESS BY THE NASOWECO



NASOWECO Secretary

Lucky A Mthombo

"The NASOWECO finds it proper to keep the members abreast on its programmes and initiatives that have been brought to a halt by the deadly Covid-19. There is need for the general membership to adhere to the necessary standard precautions to prevent any unnecessary infections as life is more valuable."

The year 2020 has been so frustrating to NASOWECO since most Teachers activities were put to a halt as a result of the global pandemic that has attacked human kind worldwide.

The Workers Day was the first victim to be affected by the pandemic since no celebrations were done countrywide or even globally. This was as a result of the lockdown implemented to try and flatten the curve of Covid-19 and the rules and regulations of the pandemic to be followed. As a result, NASOWECO was left with no option but to suspend all preparations of this important day for employees together with SATO games usually held in August annually.

In the near future we were hoping to prepare for Teachers day in October but the impact of Covid-19 is proving that it is impossible since the surge in infections is spreading like wildfire in the country.

The pandemic has put to a halt nearly all our activities that we usually host annually. This include May Day, SATO games, Teachers Day and the National prayers which we usually have as teachers to address our issues which challenge the life and wellbeing of an Educator.



The last SATO Games in Maseru, Lesotho [2019]



The NASOWECO Chair, Victor 'Mavikane' Dlamini, gestures during the Strategic Planning Session.

We feel duty bound to serve the organisation and do service delivery as mandated by our membership to be their servants. The spirit being that of selflessness, accountable, transparency and responsible with great compassion and commitment to the lives of teachers lives and wellness.



The NASOWECO in a Strategic Planning Session

RELEVANT LEGISLATIVE FRAMEWORK FOR TEACHERS

- ☞ The Constitution of Swaziland Act No.001/2005
- ☞ The Industrial Relations Act No.001/2001 [as amended]
- ☞ The Employment Act No.05/2005 [as amended]
- ☞ The Code of Good Practice, Section 109
- ☞ The Occupational Safety and Health Act No.009/2001
- ☞ The Workmen's Compensation Act No.0007/1983
- ☞ The Environmental Management Act No.005/2005
- ☞ The Retirement Funds Act No.005/2005
- ☞ Pensions Order, 1993
- ☞ Children's Protection and Welfare Act No.006/2012
- ☞ Public Finance Management Act No.10/2010
- ☞ Children's Policy, 2009
- ☞ Sexual Offences and Domestic Violence Act No.15/2018
- ☞ Public Order Act No.12/2017
- ☞ Public Service Act (undergoing amendment, Bill of 2014)
- ☞ Prevention of Corruption Act No.003/2006
- ☞ Criminal Procedure and Evidence Act, No.67/1938
- ☞ People Trafficking and People Smuggling (prohibition) Act, 2009
- ☞ Suppression of Terrorism Act No.11/2017
- ☞ Cooperatives Societies Act No.005/2003
- ☞ Financial Services Regulatory Authority Act No.002/2010
- ☞ Gender Policy, 2010
- ☞ Consumer Credit Act No.007/2016
- ☞ General Orders Governing the Conditions of Service of Public Officers, 1964

MOET LAWS

- ☞ Education and Training Sector Policy, 2018
- ☞ Education Act No.009/1981
- ☞ Teaching Service Act No.001/1982
- ☞ Teaching Service Regulations, 1983
- ☞ Council of Educators Act
- ☞ Free Primary Education Act No.001/2010
- ☞ Council of Higher Education Act
- ☞ Examinations Order

SNAT LAUGH A WHILE SECTION



Taxi Driver

A taxi passenger tapped the driver on the shoulder to ask him a question. The driver screamed, lost control of the car, nearly hit a bus, went up on the footpath, and stopped centimeters from a shop window. For a second everything went quiet in the cab, then the driver said, "Look mate, don't ever do that again. You scared the daylights out of me!" The passenger apologized and said, "I didn't realize that a little tap would scare you so much." The driver replied, "Sorry, it's not really your fault. Today is my first day as a cab driver - I've been driving a funeral van for the last 25 years."

Guest

A guest is ordering at a restaurant, "Do you think you could bring me what that gentleman over there is having?" - The waiter looks at him sternly, "No sir, I'm very sure he intends to eat it himself."

I CALLED A SUICIDE HOTLINE IN IRAQ.

THEY GOT EXCITED AND ASKED IF I COULD DRIVE A TRUCK.



New Drug

Doctor: "I've found a great new drug that can help you with your sleeping problem."
Patient: "Great, how often do I have to take it?" Doctor: "Every two hours."

Mountain Trip Man

On a mountain trip a man falls down into a crack. His wife calls after him, "Are you OK?" - "Yeah!" - "Are you hurt?" - "No!" - "Not a scratch? How come?!" - "I'm not done falling yet-et-et-et-et!"

Son

Son comes in from outside, stops just behind the house door and yells, "Moooooooooom!!!!!" - His mother screams in frustration from the first floor, "I've had enough of this constant hollering. If you've got something to say, come and say it to me in person, don't just yell like that!" - The boy obediently walks through the hall, up the stairs and into his mom's room and says, "Look mom, I stepped in dog's doo doo!"

Suffers

My wife suffers from a drinking problem." - "Oh is she an alcoholic?" - "No, I am, but she's the one who suffers."

Patient

Patient: Oh Doctor, I'm starting to forget things. - Doctor: Since when have you had this condition? - Patient: What condition?

Oh Doctor, I'm starting to forget things. - Doctor: Since when have you had this condition? - Patient: What condition?

SNAT LAUGH A WHILE SECTION

Parents Visit

A woman comes home late in the night and goes quietly in the bedroom. To her surprise, she sees male and female feet peeking out from under the blanket. Shocked and raging, she gets her baseball bat and beats and beats until all movement stops. After that she goes into the living room and sees her husband laying on the sofa. He turns to her half asleep: "Oh, you're home, darling. I'm afraid we have to sleep here tonight, my parents came for a surprise visit."

WHALES

I WAS SITTING IN A BAR ONE DAY AND TWO REALLY LARGE WOMEN CAME IN, TALKING IN AN INTERESTING ACCENT. SO I SAID, "COOL ACCENT, ARE YOU TWO LADIES FROM IRELAND?" ONE OF THEM SNARLED AT ME, "IT'S WALES, DUMBO!" SO I CORRECTED MYSELF, "OH, RIGHT, SO ARE YOU TWO WHALES FROM IRELAND?" THAT'S ABOUT AS FAR AS I REMEMBER.

Mr. Tweedly

So, Mr. Tweedly, do you sleep by an open window, like I recommended?" a doctor checks with his patient. "I do, doc, just like you told me." "And those coughs have disappeared now?" "Not really, no, so far the only things to disappear were my cellphone and notebook."



TWO DONKEYS ARE STANDING AT A ROADSIDE

SO, SHALL WE CROSS?

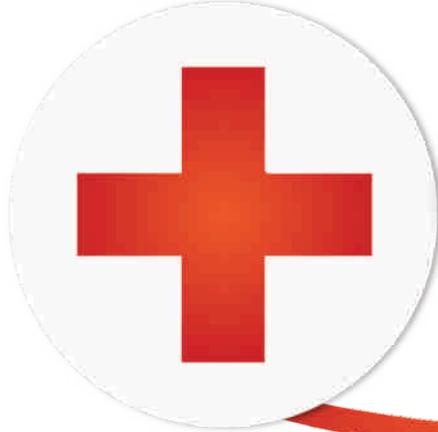


NO WAY, LOOK AT WHAT HAPPENED TO THE ZEBRA.

Accident Scene

Two police officers crash their car into a tree. After a moment of silence, one of them says, "Wow, that's got to be the fastest we ever got to the accident site."





2020



SWAZILAND NATIONAL ASSOCIATION OF TEACHERS MEDICAL AID

Swaziland National Association of Teachers

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SNAT MEDICAL AID NOTES

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1. Scheme is 100% owned by teachers.
2. All contributions deposited in aSNAT Medical Aid Scheme bank account
3. The fund shall have SNAT Medical Aid Scheme Stop Order with Government
4. The Scheme shall be administered by Swaziland Medical Aid Fund(SwaziMed)
5. Some benefits such as Oncology, Cancer, Radio therapy and Chemotherapy shall be decided by the SNAT Medical Aid Board.
6. Exclusions will be engaged for assistance with severe cases.

TTO's	443	per admission
(Facility fee, consultation and medicine)	100% SPL	
Inpatient General Practitioner Consultations	100% SPL	
	622	MO
	870	M1
	1,117	M2+
Alternatives to Hospitalisation	100% SPL	
(Step down nursing Facilities, Private Nursing Frail care, Hospice & Physical rehabilitation in hospital)		
Private nursing - normal consultation is paid as long as the benefit is available even if there is no authorisation acquired.	9,454	per family
IMMUNE DEFICIENCY (related to HIV/AIDS)		
(Services, Materials, Medicines)	100% SPL	
Limited to acute medicine and consultation benefit, 3 months exclusion		
MEDICINES & INJECTION MATERIAL	100% Cost	
Chronic Medicines		
Asthma, hypertension and diabetes	1,054	M0
	2,108	M1
	2,635	M2+
Acute Medicines	Subject to OHEB	
Pharmacy Advised Therapy (OTC)	Subject to OHEB	
Within acute medicine limit	548	M0
Schedule 0, 1 and 2 only	870	M1
	1,128	M2+
	195	per script
Contraceptives (oral)		
Within OHEB	90	per script
MENTAL HEALTH, in and out of hospital	100% SPL	
	2,097	per family
MOTOR VEHICLE ACCIDENTS In hospital	100% SPL	
NON SURGICAL PROCEDURES AND TESTS		
In Hospital	100% SPL	
Out of Hospital		
(Sleep Studies is paid only when authorised) limited to 1 study per family		
OPTOMETRY	Subject to OHEB	
Frames, Lenses, Readers	474	M0
One in 2 year claiming period, align ti benefit year (12 month exclusion) Refractionist	1001	M1

Eye examinations (Restricted to specific service provider)	One beneficiary per annum
ORGAN TRANSPLANTS	100% SPL
For pathology & radiology the separate benefit limits apply	
ONCOLOGY	
Radiotherapy and Chemotherapy (including medicine, radiology and pathology)	100% SPL
Brachytherapy (within oncology limit above)	100% SPL
PATHOLOGY AND MEDICAL TECHNOLOGY	100% SPL
In Hospital	311 per admission
Out of Hospital	Subject to OHEB
PHYSIOTHERAPY AND BIOKINETICS	100% SPL
In Hospital	348 M0
(Only applicable when there is a referring doctor)	701 M1 1,412 M2+
Out of Hospital	Subject to OHEB
PREGNANCY CONFINEMENT	100% SPL
Hospitalisation	100% SPL
Accommodation, Theatre Fees, Labour Ward Fees, Drugs, Dressings, Medicines and materials)	
Physic will only be applicable to post caesarean cases during hospital stay.	11,594 Per Family
Abnormal vaginal delivery will be considered for physiotherapy on application and authorisation	
Global fee for delivery	100% SPL
Within Maternity limit above	2,951 Per Family
Services (Consultations, Visits & Scans	100% SPL
Ante-natal consults are from the Consultation benefit and scans from Radiology benefit and scans are limited to two	2X post-natal midwife consultation/pregnancy
PROSTHESIS	100% cost
Internal (e.g. Knee & Hip Replacements, etc) - Surgically implanted	1,760 Per Family
External (Includes External Fixators)	2,129 Per Family
RENAL DIALYSIS	No Benefit
RADIOLOGY & RADIOGRAPHY	100% SPL
In Hospital	
General and Specialised (including CT Scans, MRI Scans etc)	1,486 Per Family
Out of Hospital	Subject to OHEB
PET SCAN and PET-CT Scans	1 per family per annum

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