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WIDENING THE DISCOURSE



Celebrating World Teachers Day During A Crisis



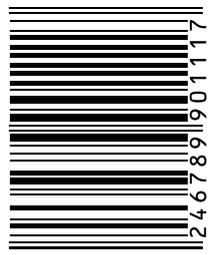
SNAT CLINCHES OSISA PROJECT

Observing Proprieties- Absence From Duty

THE SNAT THROUGH THE AGES: A HISTORICAL PERSPECTIVE

THE SNAT PARTNERSHIP WITH

1 BILLION RISING SOLIDARITY 2020



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EAGLE



WIDENING THE DISCOURSE



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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.

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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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Are we ready for the Fourth Industrial Revolution [4IR]?



**SNAT Editor
Mcolisi Motsa**

On the 15th of October 2020, I got invited to present a paper at the Hhohho Regional Executive Council [REC] entitled 'Education in the Face of COVID-19 and beyond [virtual learning].' The meeting was an eye-opener to an extent that the question of how far are we [as a Union] poised to embrace Web 2.0 in our operations and the implications of same in the sector we are in came through.

As I presented, I reflected on the day the SNAT GC holds its meeting on Zoom, Skype, TeamViewer, BlueJeans etc. I pondered hard on what it will mean for Branch Executives and National Executive to hold virtual meetings instead of physical meetings. For all intents and purposes, the world is heading towards such traits within establishments where engagements are held online. COVID-19 has brought to the fore such admirable innovations and we can't allow the world to shift beneath our feet on same.

In 2019, the ILO in celebrating its centenary launched the 'Future of Work Initiative,' whereat Guy Ryder indicated that the world of work is experiencing massive changes attributed to globalisation, technological innovations, demographic changes and climate change.

Biberman and Whitty, in a document entitled, 'A Postmodern Spiritual Future of Work,' predict that in the future, workers will be needed to demonstrate to organisations how they can add value to the organisation. For us here in teaching, this is already the case with contract teachers having to prove their worth to their supervisors who recommend them to the Almighty TSC for renewal of posts that exist yet we have hordes of qualified educators' mis-posted in primary schools throughout the country.

Tsepang Maretsepile Lesia, in his dissertation, 'The Future of Trade Unions in the Changing World of Work,' aver that many unions [globally] are currently focused on preparing workers for new forms of work by bringing about a skills revolution focused on new forms of education, continuous reskilling and lifelong learning, and believe this must be implemented hand in hand by governments, businesses and trade unions.

The reality is: labour force participation and the composition of the labour force is changing and the future world of work is going to be different. The level of trade union participation is declining which can be attributed to many factors with job insecurity having created dynamics of what is referred to as 'race to the bottom' or 'harmonising down' of labour standards [casualisation] and a host of other unfair labour practices within our sector.

I wouldn't blink to say that no other perfect moment in history than now for the SNAT to engage on the essence of 4IR not just in the sector; rather, within the Union itself with regard to aligning policies to Industry 4.0. Some in the echelons of power talk of e-business, e-government, e-tourism etc. Why not e-union or e-SNAT? Let us widen the discourse on this contentious subject lest we be caught off guard in many respects as a labour force.



SNAT



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UPDATE ON BILATERAL AND MULTILATERAL ISSUES



The SNAT SG, Sikelela Dlamini

The advent of the corona virus pandemic has adversely affected our engagements on bilateral issues with the government. We have not been able to meet with the Ministry of Education and Training [MoET] to discuss sectoral issues for a long time because the Education department has been very busy of late with the Schools re-opening agenda, since May 2020. But it is clear that the MoET is using this as an excuse because such meetings in the past have failed to bring positive outcomes for us as the SNAT. As the NEC, we know that we have been lacking in this regard and that we need to scale up our efforts in pushing for the known sectoral issues. Issues that are at table include; Schemes of service, Casualisation of teaching, TEATQ Relocation Framework and Teachers' Housing. By multi-lateral issues we refer to those issues that are discussed at the Joint Negotiations Forum [JNF] level which include Salary Review Exercise and Negotiations Framework. These are cross-cutting issues that involve all the other public sector unions [usually known as PSAs].

BILATERAL ISSUES **Scheme**

A Scheme of service is what defines a specific career stream in the public sector and which sets out its particular features, cadres and salaries attached to its grade or grades, duties of the cadres (teachers in this case), methods of entry into the teaching fraternity and advancement within and beyond the cadre from entry to the service. This is what others refer to as a career path. It is unfortunate that as teachers we still do not have these in the country and yet our department is the largest, and our profession one of the oldest. Our meetings with MoET to discuss this document which the SNAT had already prepared have not taken off despite our unrelenting communication to the MoET to have these meetings held.

The Schemes of Service will assist us a great deal when we engage on the Salary Review exercise for the 2021/2022 Financial Year.

Casualisation

Casualisation of teachers is a perennial issue which has become a thorn in the flesh of every educator in this country. The Government has continued to place many of our comrades under perpetual contracts and yet teaching as a profession is a permanent trade in nature. This is uncalled for. The Government is failing to upgrade the B2 posts that exists in primary schools so as to cater for those comrades who hold a Primary Teachers Diploma [PTD] qualification. As a result, those comrades are engaged on a contract basis in the B2 posts which were originally made for school leavers.

TEATQ

Those comrades who have Bachelor of Arts Degrees plus Education yet they are placed in Primary Schools albeit on permanent basis [TEATQ] are being discriminated against in terms of promotions and the salaries that they get. Again, the Government ought to upgrade the C3 posts to be C5 posts because many teachers are now Degreed. This case has already been enrolled in court once again and comrades will soon be advised on the date on which arguments on the merits shall be done. This is done in furtherance of the To Each According to Qualification campaign that the SNAT has.

Housing

Teachers' Housing Issue is a ticking time bomb. Many House Owners have realised that in order for them to make a lavish living, they must escalate the rent that teachers pay in these houses. This is a general problem which is already spreading like wild fire across the country. As the SNAT, we have been able to stop such through courts. However, courts intervene in specific cases. As an Organisation, we had already proposed a campaign that was to be run regionally. This was disrupted by the advent of Covid-19 and the regulations that were then put in place which we also need to abide by so as to prevent the spread of the virus to our members. Our Position as the SNAT on this matter is that every Teacher deserves descent housing

If the Government fails to house every teacher, then those that are not housed must be given a market value housing allowance so that the teachers can be able to rent a descent house where he or she can stay together with their families. The issue of the Housing Allowance will however be dealt with during the Salary Review exercise that is to be set in motion within 5 months. As the PSAs, we already have a Collective Agreement [CA] with the Government to say all allowances, this one included, shall indeed be reviewed during the Salary Review Exercise.

MULTILATERAL ISSUES

At the Joint Negotiations Forum (JNF), meetings have been continuing even after the Cost of Living Adjustment (CoLA) Collective Agreement that was signed in August 2020. The JNF is currently discussing the Joint Negotiations Framework [JNF] and the 2021/2022 Salary Review.

JNF

The Joint Negotiations Framework is actually a Blueprint that is to be used to guide negotiations between the Government and the Worker Unions. This is an improvement to the porous existing JNF Constitution of 2017 (as amended). The main tenets of the Framework include, Neutrality of the venue where negotiations are to be held, Impartiality or Independence of the Chairman, Conclusion of negotiated items before the commencement of the Budgeting Cycle of the Government, to name but a few. Our members shall be informed of the outcome once discussions are put to finality.

Salary Review

Regarding the 2021/2020 Salary Review Exercise, the last JNF meeting that was held on Wednesday (28-10-2020) agreed that on Wednesday (18-11-2020), the JNF shall be discussing the Terms of Reference for the Consultant who will be engaged for the Salary Review exercise as well as other specific timelines that are to be adhered to by all parties during the Salary Review Process. This is done now so as to set the salary Review process in motion so that there will be no delay in implementation when the year 2021/2022 comes. Our members shall be kept abreast with these developments as days go by.

UNPACKING THE WORLD TEACHERS DAY [WTD] THEME FOR 2020

World Teachers' Day [WTD], also known as International Teachers Day, is an international day held annually on 5 October. Established in 1994, it commemorates the signing of the 1966 UNESCO/ILO Recommendation concerning the Status of Teachers, which is a standard-setting instrument that addresses the status and situations of teachers around the world. This recommendation outlines standards relating to education personnel policy, recruitment, and initial training as well as the continuing education of teachers, their employment, and working conditions. The SNAT DSG, Simanga Khumalo, unpacks the 2020 theme with the SNAT perspective.



**SNAT Deputy Secretary
S'manga Khumalo**

INTRODUCTION

One never stops to imagine a world without education and the teaching cadre. What would the masses occupy themselves with, from the very first day of existence until the day they vacate the face of the Earth? Education is so integral to life that it has become inseparable from health, the economy, politics, technology, environment and society in entirety. Attempts to divorce education from the above is nothing but a catalyst to stagnating a country's development. It is no doubt that the world, through its educational bodies, celebrates or commemorates this day, 05 October, not because greater achievements



**World Teachers Day poster.
[Pic from www.pinterest.com]**

have been realised but for the mere placement of the indelible value on education and those who drive its mandate: teachers. Since 1994, teachers, teacher organisations, non-governmental organisations, governments and to some degree, the private sector, have joined hands to appreciate the work teachers commit to doing, make reflections on improvements made and most importantly, improve the teachers of the world by providing the opportunity to talk to issues that matter most to teachers and the whole business of teaching.

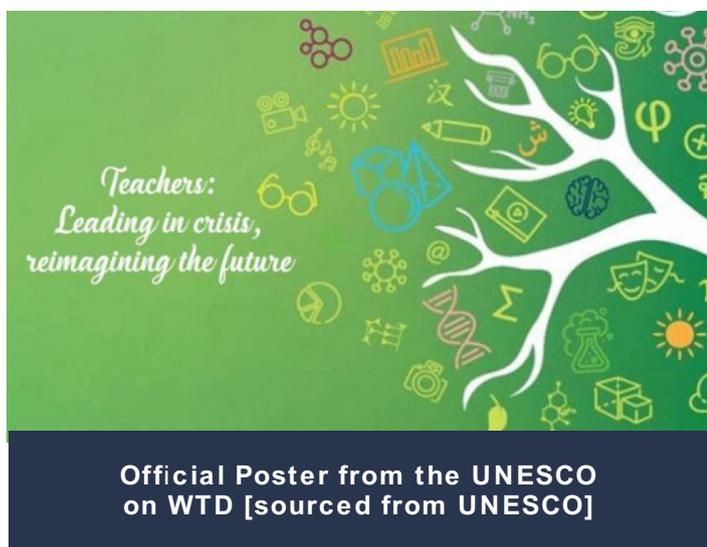
The World Teachers' Day [WTD] provides the forum or fora for all humanity to express their gratitude for the invention of education. Learners, parents, the various communities and every soul takes time to ponder on the value of life as a result of the provision of quality education. Education, as a broader concept, should not be mistaken for literacy, numeracy or what actually occurs within the four [4] walled building called classrooms but should be understood as the sum total of the whole experience one gathers or is confronted with in the life journey.

Judging from the brief introductory remarks above, one is persuaded to believe in the multifaceted approaches to recognizing the work that teachers around the globe do. Activities, from minute to splendid, ought to be organised so to raise the awareness of the good that education through its technocrats has or continues to bring the humankind, environment and so on.

2020 WORLD TEACHERS' DAY THEME IN PERSPECTIVE

The theme for this year's World Teachers' Day as alluded to earlier is **TEACHERS: LEADING IN CRISIS, RE-IMAGINING THE FUTURE**, as declared by the United Nations Educational, Scientific and Cultural Organisation (UNESCO). This world body is responsible for coordinating international cooperation in education, science, culture and communication. This theme comes at a time when a number of challenges have or are emerging to threaten the provision of quality education (2030, SDG 4). Most governments settle for mediocre practices on education whose

devastating effects continue to drown the general populace and local economies deep into poverty and helplessness.



**Official Poster from the UNESCO
on WTD [sourced from UNESCO]**

As the forces interact, to the detriment of quality education being realised, teachers unfortunately are expected to provide sound leadership even in those crises. The teaching cadre is more often than not, confronted by a number of ills that hamper or limit effectiveness and efficiency in delivering the quality education every citizen would pride himself in acquiring. These range from, but not limited to, lack of teaching and learning materials, loss of zeal to learn, employment of teachers on contractual basis, leading the battle against the COVID 19 pandemic without the proper knowledge and skills, no consideration on raising salaries and wages and high levels of intolerance societally. All the above pose a daunting challenge even to teachers who are always placed at the centre of all educational processes and dynamics.

The meeting was themed, 'TOWARDS A REVITALISED UNION'. The values agreed on were;

- Transparency
- Participation
- Accountability
- Democracy
- Fairness

The Teaching Service Act of 1982 spells out that teachers have a duty to among others, the communities they serve. In spite of all the challenges aforementioned,

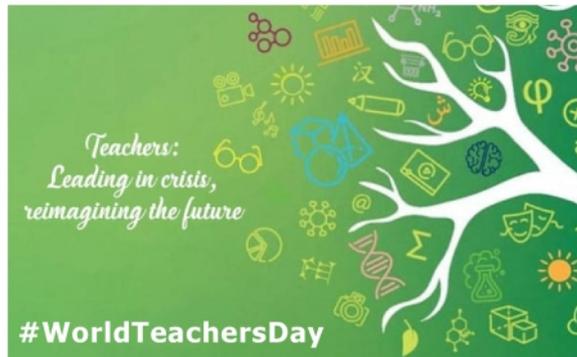
teachers remain the only hope to keep pointing to a glamorous future the young minds have to strive for. As they rise each morning to execute their

tasks, teachers are perpetually faced with the mammoth task of causing and instilling a sense of belief in the learners, parents and communities that investing in education still remains the way to go. One wonders how teachers, also as human beings, should live free from being entangled in the ill

CONCLUSION

We take this time to applaud the teachers from Grade 0 to tertiary for the quality effort they exert each and every year in ensuring the Swazi population gets meaningful service. We again call

upon all concerned, individuals and holders of stake in education to throw their weight behind the teachers as they endeavour educating the Nation. Seeking to make strides educationally, against pricks of all sorts has a diminishing effect on the morale in the implementers of the curriculum, teachers. Lastly, we challenge all teachers in all levels to roll up their sleeves and deliver to the best of their abilities amidst all disenabling factors. As we celebrate this day, let new or fresh atoms of energy and a great sense of belief fill our internal systems, so to face each day and its assignments with courage.



CRISIS OF TEACHERS IN SWAZILAND

A. Casualisation B. Under-remuneration
C. Pay Disparity and Discrimination
D. TSC corruption on appointment, transfer, promotion & discipline
E. Lack of Scheme of Service F. Few Fringe Benefits
G. High Burn-out and attrition rates H. High teacher - pupil ratio

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**VIVA SNAT
VIVA!!!
LONG LIVE
TEACHERS**

**LONG LIVE!!!
AMANDLA!**

affairs of the education systems they serve. Are they snails to continue impacting communities positively like nothing is or has happened?

The Early Changes of the name of the Organisation and the Categories of Schools in Swaziland



The SNAT SG, Sikelela Dlamini

In 1928, Teachers in Swaziland realized that it was impossible for individual teachers to influence their employer to increase their salaries and improve their conditions of service. Therefore, they founded their own employee organization which is known as the Swaziland National Association of Teachers (SNAT) today. The early years of the existence of this very first employee organization was characterized by immeasurable turbulence. Consequently, the organization was forced to change its names many times, before the current one was finally adopted. This article therefore seeks to highlight those various name changes as well as the categories of schools from which these educators were coming from.

The first name-style of the organization was the Swaziland Native Teachers Association [SNTA]. During this time, many teachers in Swaziland were coming from the Union of South Africa where there were already teacher organizations. The word 'Native' was used by the white Community to refer to an African (Masuku, 1997) thus it was used to refer to teacher organizations that were composed of Africans who were regarded as the natives in South Africa. Since the teaching profession in Swaziland was influenced by the trend of events in the Union of South Africa, the word 'Native' found its way into the name style of the teacher organization in Swaziland, hence the first name for the teachers' organisation. The word soon had some nasty implications on the Africans – such that they considered it a derogatory term. This necessitated its replacement with the word 'Bantu' by

the African teacher organizations. The teacher organization in Swaziland followed suit and changed the name style from the “Swaziland Native Teachers Association” to the “Swaziland Bantu Teachers Association,” in the late 1930s. In the early 1950s, the word 'Bantu' also



A 1983 Issue of The Eagle Magazine [Sourced from the SNAT Archives]

began to have derogatory implications in South Africa. It was used by the white community in South Africa to imply that Africans were an inferior sub-human species that had been created by God only to be their servants and slaves. This novel connotation of the 'Bantu' made it no longer acceptable to the African population though they had previously been proud to refer to themselves as 'Bantu,' because it had accorded them some form of indigeneness. They naturally became more attracted to the word 'African.' This also affected the situation in Swaziland such that by 1957 the word 'Bantu' had been deleted from the name style and the word 'African' took its place. Consequently, the teachers in Swaziland changed the name of their organization and called it “the African Teachers Association.”

Categories of Schools and names of organisations to which those teachers affiliated

Between 1928 and the late 1960s, schools in Swaziland were divided into three [3] categories. There were Europeans, Coloured and African schools. European schools and coloured schools received preferential treatment from the colonial Government. They had all sorts of social amenities, superior educational equipment and highly qualified teachers who received attractively high salaries. On the contrary, African schools were neglected. The division of these into three teacher categories led to the birth of three teacher organizations within Swaziland. These were; the European Teachers Association, the Coloured Teachers Association, and of course, the Swaziland African Teachers Association.

African teachers themselves in Swaziland were also divided into four [4] categories of schools. There were Government schools, popularly known as Central schools such as Mbabane Central, Lomahasha Central, Lubombo Central, Nhlanguano Central and many others. There were also National schools such as Matsapha, Zombodze, Lozitha and Lobamba. The other two categories were Community schools and Mission schools. Teachers in National schools were the highest paid group. But the Government soon placed her teachers above those who were teaching in Mission schools in the pay roll (Masuku, 1999). This made teachers who were teaching in National schools the second highest paid group. Teachers in Government schools were employed and paid by the Government, those in National schools were employed and paid by Swaziland National Council. These two [2] groups of schools received their salaries monthly. Teachers in mission schools were employed and paid by the Churches. They received their meagre salaries quarterly every three [3] months. Those who were in community schools received almost nothing since Chiefs and communities had no means of generating money for paying their salaries. Missions encouraged teachers in their schools to form teacher organizations that would enhance domestic

management. Hence the birth of the Catholic Teachers Union, the Mhlosheni Teachers Union and the Nazarene Teachers Union. Teachers in these organizations were of course members of the Swaziland African Teachers Association. Since the Government and National Schools offered high salaries comparatively speaking, all qualified teachers were attracted to these schools. Unqualified teachers were employed to teach in the Mission and Community Schools. Obviously, the standard of education was very low in these two [2] categories of schools. For this reason, the conference of the Swaziland African Teachers resolved late in 1960 that the Association should approach the Government and ask it to take responsibility of employing and paying all teachers in Swaziland.

When the teachers' Executive was about to present such a conference resolution, William Pitcher, the then director of Education, refused to give them audience. He said that he did not recognize them as representatives of teacher organizations in the country thus the central executive went back to the Mission Teacher Organizations and negotiated that they could speak in one voice so that they could command Government recognition.

When the mission teacher organization had affiliated to the Swaziland Association of Teachers, the Central Executive Committee resumed their negotiations with Government. Again, William Pitcher did not recognize the organization, arguing that it catered for one [1] ethnic group and discriminated against European and Coloured teachers in the country. This forced the organization to change its name style again and it became 'the National Association of Teachers.' ' The word 'National' aimed at embracing and impressing all the teachers in the country irrespective of colour and nationality. The new name style impressed Pitcher such that he recognized the Association and talked to Executive as a representative body of the teaching force. Nevertheless she did not readily solve their problem. He said that Government had no money to employ and pay all teachers in the country.

In 1962, the Swaziland National Association of Teachers [SNAT] heard about the existence of the World

Confederation of the Organization of the Teaching Profession (W.C.O.T.P.), and immediately registered its membership with this world body. Early in 1963, there was a WCOTP meeting at Rio de Janeiro in Brazil. Walter Dlamini represented the Association at this meeting. The meeting had been called to prepare an agenda for a subsequent conference. The case that the Swaziland Colonial Government did not take the resolution of the Swaziland National Association of Teachers seriously was included in the agenda. Late in 1963, the WCOTP held its conference at Niamey in the Niger Republic. Brigadier Fonono Dube, who was General Secretary [GS], attended the conference. The conference advised that since the British understood Trade Unions better than it did to Associations, the Swaziland National Association of Teachers [SNAT] was advised to consider changing its name to accommodate two [2] operational wings: namely, the Trade Union and the Professional aspects. The professional aspect would cater for all the educational advancements in the country and the Trade Union aspect would cater for the bread and butter issues of the organization thus teachers in Swaziland accordingly changed the name style of their organization, replacing "Association" with "Union" hence the Swaziland National Union of Teachers (SNUT). This new name made the organization a potentially powerful body in terms of negotiation and collective bargaining. Many Subject Associations were created to take care of the professional aspect of the Union. Many of these Associations have since then remained an integral part of the teachers in Swaziland. In April 12, 1973, a state of emergency was declared by King Sobhuza II in Swaziland. The decree stated amongst other things that all public meetings could not be held without a written permission from the Commissioner of Police, and that all political parties were banned. For this reason, the Government of the day regarded all Trade Unions as political organizations. Hence the Trade Union element of the Swaziland National Union of Teachers could no longer be tolerated. Therefore, the organization was ordered rather than advised to change its Trade Union element. Complying with this new order, the Swaziland National Union of Teachers was changed back to the Swaziland National Association of Teachers.

This was despite arguments by Teachers that politics were in people's minds and not in the word as the Government of the time argued. Teachers had serious challenges when the Government appointed one of their own in Dabulumjiva Nhlabatsi to be the Minister of Education. He vowed never to talk to teachers as unionists but he argued that he would talk to them as an Association. The then Secretary General (Paul Nhlengetfwa) was also summoned by the Ministry cornered and forced to change the name SNUT to SNAT since the former was evidently stronger and more threatening than the latter. The Executive of the time could not be spared from such coercion as they were summoned to William Pitcher College wherein they were forced to change the name style of the Organization.

Before the Teachers changed names from the Swaziland National Union of Teachers to the Swaziland National Association of Teachers, dialogue had been totally closed between the Government and the Teachers. A Memorandum of Agreement [MoA] was then designed. This would serve as negotiation and recognition tool for the teachers. It is such developments that led to this giant teacher Organization to be referred to as an Association and not a Union. In essence, the SNAT is therefore not a Union, even though in practice we engage on issues that are advanced by Unions and not just associations. Many employee organisations that got registered after the SNAT have been able to correctly position name their unions so as to make them effective collective bargaining vehicles for their members. As the SNAT, we may need to reflect on these Historical facts and ponder on whether or not a proper name change is necessary at the present moment, considering the potentially rugged terrain that we are to traverse as teachers in the not so distant future, regarding the socio-economic as well as political climates of the country.

NB: This historical information has been taken from a manuscript which the author of the article put together after conducting some research, four [4] years ago which however needs to be taken through all the necessary steps before publishing.

ONE BILLION RISING CAMPAIGN: THE FULL INVOLVEMENT OF THE SNAT

The One Billion Rising (OBR) is more than just a campaign. It is a movement geared towards empowering women and men to bring awareness to the everyday violence committed against women. Founded in early 2012 by Eve Ensler, winner of a Tony award for writing The Vagina Monologues, OBR is a grassroots campaign that advocates on behalf of women and girls globally. On the OBR website it encourages people to join this effort because “ending violence against women is as important as ending poverty, or AIDs or global warming. The SNAT is in the process of establishing a Memorandum of Understanding [MoU] with One Billion Rising Swaziland in an endeavour to have exchange programmes between the tow [2] entities, writes the SNAT Gender and Human Rights Officer, Sifiso Vilakati

In 2012, the One Billion Rising campaign culminated in the biggest mass global action to end violence against women ever with tens of thousands of events held. Singer/songwriter Tena Clark produced a music video entitled "Break the Chain," to accompany the campaign. On September 20, 2012, people from 160 countries had signed up to take part in the campaign.

As earlier stated, the One Billion Rising Campaign is a Global Campaign to fight abuse and violence against women and girls. It is based on the, U.N. statistics that 1-3 women on the planet will be beaten or raped in her life time. The

world population is at 7 Billion this adds up to 1 Billion women and girls, including what takes place here in Swaziland on a daily basis, teachers as victims too. This campaign was founded by Eve Ensler, an activist who has been giving a voice to women and upholding women's rights to end rape and violence against women and girls. Ensler started the campaign with a song and a dance on February 14, 2012. The simple sign of the Movement is 'V' for Valentine, Victory and Vagina.

By 2013, more than 200 countries had joined and rose for the revolution, including Swaziland. The movement now feels they should not only focus on the violence against women only but to

enlarge the topics to all forms of violence which we also speak against as the SNAT.

Yearly, the campaign comes with its own theme and then different countries localize it. The One Billion Rising Campaign demonstrates the love for women and girls. During the campaign, all women and girls rise to end Rape, Incest, Sexual Harassment, Female Genital Mutilation, Sexual Slavery, Trafficking, Child Marriage etc.



The SNAT Gender and Human Rights Officer, Sifiso Vilakati [File Pic.]



The first campaign was launched on 14 February 2012 Valentine's Day to demonstrate the love of women and girls: V DAY thus from the 14th February to 8th of March it's the International Women's Month where:

1. Women and girls have marches on issues of unfair Justice
2. Women Conventions are held
3. Petitions are delivered
4. Mass Demonstrations on abuse of women
5. Prayer gatherings are held

In different countries, such as in Asia, the campaign is celebrated during their full moon. The One Billion Rising Campaign 2020-2021 Theme for the country is: Rising Gardens as One Billion Rising Campaign in Swaziland. Following the huge blow by COVID-19 pandemic, we embraced the above theme.

- We will focus on Women's Land Rights as we have lots of challenges
- We will be Rising for mother Earth
- Rising against GBV
- Rising for empowerment of women and girls to build confidence and assertiveness
- Every woman to have a backyard garden (young and old)

Other planned activities by Swaziland are as follows:

- Street Campaigns
- Girls Dialogues
- Women and Girls Empowerment Conference will be held on the 28 November 2020

As Swaziland, we are very proud and happy that one of our own a Women's Human Rights activist, a fighter of women's abuse against abuse and Violence Colani Hlatjwako, is now Africa Coordinator for ONE BILLION RISING CAMPAIGN. She is flying our flag high as a country and as women.

The good news is that the SNAT and One Billion Rising are having talks [at preliminary stage] at the moment on the prospects of partnering with the Gender and Human Rights SNAT Unit so that whenever either of them are having activities, they will both attend.

SNAT Rising Against Violence to Women and Girls!!!
SNAT Rising for Workers Rights!!!
SNAT Rising in Solidarity with One Billion Rising Campaign!!!



One Billion Rising Country Director, Colani Hlatjwako with other Gender Activists at the SNAT Centre to meet the SNAT Gender and Human Rights Officer, Sifiso Vilakati. [Picture by Mcolisi Motsa].

THE SNAT SECURES YET ANOTHER FUNDING FROM THE OSISA



The re-opening of schools July 6, 2020 by the government of Swaziland in the midst of COVID-19 pandemic led to mayhem in schools as the Ministry of Education and Training [MoET] was ill-prepared to ensure learners and educators are safe in schools. The issuance of Standard Operating Procedures [SoPs] without any political and administrative will from the government to fund safe schools meant that teachers were exposed to the lethal coronavirus with insufficient PPE such as masks, sanitisers, shields etc. The SNAT Media [SM] took time to engage the SNAT SG on the OSISA Project that the NEC secured recently which seeks, inter alia, to address the challenges faced by schools with COVID-19 going nowhere.

MAIN STORY

SNAT Media [SM]: Good day SNAT SG.

SNAT SG [SSG]: Good day comrade Editor. Hope the Department is keeping the membership abreast of what is happening at the SNAT,

SM: Of-course leadership! All Formal Platforms are engaged on everything that is unfolding in the Union. Kindly describe the year 2020 of the SNAT my leader.

SSG: Well, the year 2020 has been the turning point in the history of the SNAT in the sense that the good image that the SNAT has maintained with her domestic as well as foreign image has yielded positive spin-offs in so far as the establishment of development co-operations is concerned. Three months ago, as the SNAT National Executive we announced the establishment of the SNAT – OAJ development Co-operation. This month, as the NEC we are proud to announce the establishment of the OSISA -SNAT Development co-operation.

SM: Wow! That's awesome SG. What does OSISA stand for?

SSG: Well, OSISA stands for the Open Society Initiative for Southern Africa. (OSISA) is part of the global network of Open Society Foundations (OSF) and operates in eleven (11) southern African countries: Angola, Botswana, DRC, Lesotho, Madagascar, Malawi, Mozambique, Namibia, Swaziland,

Zambia and Zimbabwe. OSISA promotes open society values by working towards building vibrant and tolerant democracies across the region, through our various thematic and country programmes. It aims to support a range of partners to implement catalytic and context-specific strategic interventions which will enable them to influence positive change in the attitudes and behaviour of citizens, civil society, the private sector and government. Making government and the private sector as a whole more responsive and accountable to the needs of marginalised groups.

SM: Hmm...that's mouthful indeed SG! Now, tell us in detail the gist of the OSISA Project, starting with the background.

SSG: In any case, the biggest contemporary problem that is faced by the teachers and learners in Swaziland is that though the Government has set COVID-19 safety standards which are aligned to WHO standards, the same government violated her standards by re-opening schools without ensuring maximum safety of teachers, learners and support staff in these schools. For the record, it is prudent to state that there are 354 986 learners in 252 primary schools and 681 high schools countrywide. The Government used the phased approach in re-opening these schools. This was based on a wrong assumption that the COVID-19 safety and health standards were exactly the same for all schools and yet some schools particularly those that are in rural areas are not anywhere near complete readiness.



This is a handwashing station in one of the schools in the country that educators and learners used when schools opened July 6, 2020 amidst COVID-19.

SM: Oh yeah! We have seen the SNAT taking the employer to Court on the re-opening of schools. What is it then that the OSISA Project seeks to achieve?

SSG: I'm glad you asked comrade Editor. Basically, the SNAT-OSISA project therefore attempts to address this problem as earlier highlighted. Specific Objectives of this project are as follows;

A. To hold the Government of Swaziland accountable with regards to adherence to the WHO and National COVID-19 safety standards in Education facilities.

B. To provide psychosocial support to almost 13,000 teachers who are members of the SNAT and their immediate family members to enable them to deal with COVID-19 related infections and deaths of teachers and learners in the country.

SM: Wow! Quite mouthful indeed! What are the desired outcomes of the Project SG?

SSG: Well, the desired outcomes are:

- that all the 252 high schools fully adhere to COVID-19 safety standards and regulations.
- That all the 681 primary schools fully adhere to COVID-19 safety standards and regulations.
- teachers and their families have increased levels of psychosocial health wellness.
- Teachers and learners with underlying co-morbidities have their rights to self-determination, dignity and privacy protected.

SM: Oh yeah! That's really inspiring. Well, when you did project scoping, what type of activities did you have in mind for the project?

SSG: Basically, there is a lot that shall take place as the project is rolled-out. Key activities shall include:

- Random sampling of schools to establish the impact of the pandemic on learners and teachers.
- Take the government to court (litigation) to reopen schools in line with COVID-19 safety standards and regulations.
- Monitor compliance to COVID-19 safety standards and regulations in 933 education facilities.
- Facilitate psychosocial support to SNAT members and their families.
- Advocate for the protection of the rights of teachers and learners with underlying co-morbidities.

Widely disseminate the results and lessons learnt during the project implementation project



The SNAT SG, Sikelela Dlamini wearing a SNAT mask in this file photo.

SM: Well, that's really impressive SG. Let us address the question of how much COVID-19 has affected educators in schools in the country?

SSG: The effects of COVID-19 on the Educators is far reaching. So many of our members and learners have contracted the virus. Some of our colleagues have succumbed to the pandemic and many more put on quarantine camps. This undoubtedly presented serious psychological trauma within the school community. This has therefore adversely affected the teaching and learning process within the over 900 schools around the country

SM: Hmm...that's so saddening! Indeed, we're in trouble as a sector with an uncaring employer. How much was the grant?

SSG: On that one, the total funding that the SNAT was able to secure \$80 000.00 which is equivalent to E 1 320 220.00. As the SNAT, we're extremely indebted to the OSISA for such a grant.

SM: Well, that's quite impressive. I'm interested SG on how the SNAT received the grant? Take us through the process on how the whole grant came to reality?

SSG: The SNAT 2018 – 2022 leadership has, as one of its strategic objectives, to ensure the delivery of tangible benefits to the individual members of the organisation. To do this a resolution to source for funding from certain organisations was made. It is such funding that shall then be used to build the capacity of our members in various aspects. In this instance as the SNAT we shall be focussing on the protection of the well being of our

members during this era of the COVID-19. That is How the idea of generating such a proposal to OSISA came about. Though it was an intellectually stretching one, as always but we have been able to secure such.

SM: Oh yeah! Is there a specific Project Committee for the whole project?

SSG: Well, this Project will be placed under the SNAT Health and Wellness Committee by virtue of it, dealing with the Safety and Health issues for Teachers, Students and support staff. Our efforts should always be put behind advocacy work since we are also a human rights organisation. This development co-operation shall run for 12 months. The SNAT and OSISA are yet to sign agreements to officialise this partnership.

SM: Ordinarily, donors have particular standards and expectations from the recipients of the donation. How will the SNAT ensure that there are sufficient checks and balances with regard to the management of the funds thereat?

SSG: The SNAT has recently tightened its finance management procedures so as to improve on accountability and prudent reporting. There will be a strict oversight role in this regard from the Project officer to the Project Team. Quartely reporting shall be done, in line with the Development partner's reporting standards and guidelines.

SM: Well, it was great engaging with you SG on this Project. We hope the SNAT shall have more of such taking place thus capacitating the general membership in the process.

SSG: We also hope, this project will go a long way in building resilience to COVID19 amongst our members and learners. Salute.

SNAT Media Engages Golfer Kenneth Nkambule.

In our Personality Profile Column today, we bring you a celebrated golfer based in Mbabane, Kenneth Nkambule: a man who has experienced a colourful career in golfing since time immemorial. He takes us through his journey towards being a legend in the sport and his future goals and aspirations.



SNAT Media [SM]: Good day leadership.

Kenneth Nkambule [KN]: Good day to you too my leader.

SM: Hmm...hope all is well my leader. Tell us about Kenneth Nkambule. Who is Kenneth?

KN: Kenneth is a teacher of Business Education Studies at Somnjalose High School and specialises in teaching Accounting and Business Economics. I started teaching in 1991 the same year I had graduated for a Diploma in Commercial teaching at the then Swaziland College of Technology (SCOT). Later on, I upgraded to do a B. Com (Law) at the University of Johannesburg, B. Ed and M. Ed at Midlands State University. I am a man of few words which to many appears as pride but I am team player who enjoys vigorous debates in the boardroom and I don't shy from taking tough decisions.

SM: Wow! That's great my leader. I know you as Mbabane Branch Treasurer. Give us a hint about your relationship and History with the SNAT.

KN: I joined this prestigious and esteemed organisation in 1992 and I am a very proud member. I have served in many structures: Branch Organising Committee (BOC), District Organising Committee (DOC) – those were sports committees when SNAT was practically running sports in Swaziland schools, Branch Coops as secretary and then BEC Treasurer since 2012.

SM: Oh yeah! That's really humbling leadership! I have seen you winning honours, time and again in your golf. Give us a low-down on your journey as a golfer.

KN: It will surprise you that I started playing the sport in 2012. I got bored during the "Waya Waya" strike and as an athlete and someone who has been doing sports for most of my life, I decided to buy my golf kit and the rest is history. Luckily for me I found the sport easy to play and as a teacher my strong weapon has been routine preparations and practice which led to me starting to win tournaments

and that's how my name started reaching the newspapers and other media. I am rated as one of the A-players in Swaziland (A-players are the single handicapped players which in short means very good players).

SM: Well, to say I am thrilled is an understatement. How is the golf journey in Swaziland? And how does golf develop one as an individual considering that the sport is known as a preserve of the Upper Class in the society?

KN: Golf in Swaziland is a fast-developing sport and there are many people taking interest. It used to be a predominantly white sport but it's now the opposite. The sport of golf requires maturity, it requires one to be calm and fully focussed, it requires one to make decisions and decisions that are very important in a short space of time and sometimes when you plan to do this a golf ball may do its own thing. In a nutshell it promotes critical thinking, friendship and a high level of discipline as all other sporting codes do.

SM: Hmm...that's mouthful indeed! Heard that you're now Mbabane Golf Club Captain. Tell me about that. How did it feel being elected as the captain and what comes with the position?

KN: It's an honour to be the captain of Mbabane Golf Club. Mbabane Golf Club is one of the best run clubs in Swaziland in terms of its administration which talks to many issues including transparency and accountability. It is also a huge responsibility because as a captain I have the responsibility of leading a team in the committee whereupon the members entrust us with the responsibility of keeping the golf club financially afloat by maintaining the sponsorships we have and also solicit for more sponsorships. The staff members at the golf club are also a direct responsibility of the captain. I have been the captain before in 2017 and 2018.

SM: Well, in February this year, you were crowned Champion of the highly sought-after MTN Master of Masters, beating other 32 golfers on the day. Tell me how you managed to grab that title, beating other highly-charged contenders in Nicholas Vilakati and Dumisa Gama?

KN: I had actually won it even last year so this year the pressure was not on me but the other guys. I had prepared well for the competition and I am tough mentally which is why I was able to deliver on the big stage with aplomb. It was not easy though because I was facing a very stiff competition from the rest of the field comprising of very good and experienced golfers.

SM: Wow! Indeed, you're heading for greater heights. Your fitness levels are amazing; give us a hint of your training schedule each day and week.

KN: I go to the gym strictly twice a week on Tuesdays and Wednesdays for a one hour 30 minutes workout, 20km road run once a week on Monday mornings and play squash on the same Monday evening. But all this would count for nothing with a proper diet which I give precedent to on a daily basis. I then go to the golf range to hit some golf balls why I allow my body to recover. Then on the weekend I am geared up for competition.

SM: Well, I'm certain a lot of teachers out there do have interest in playing golf. Take me through the steps. What does it take for one to be a golfer and how can the Swaziland Golf Union [SGU] market the sport towards its full development in the country?

KN: The SGU works with clubs for the golf development because they are the ones with the playing facilities. I would encourage teachers to join the sport because it is a good way for recreation, relaxing, networking and socialising. To be a golfer one has to buy a set of golf clubs and go to any golf club near him/her and there will be coaches readily available to take them through at a small fee. For children, coaching lessons are free and they do not have to bring any golf clubs/equipment to begin but they are available for them. Teachers may bring their children as well. As current administrators of the sport we are striving to groom boys and girls who will play the sport at professional level



Kenneth doing his passion in Mbabane.

to emulate golfers of Tiger Woods statue.

SM: Hmm...I look forward to seeing you compete even outside the country my leader. Golf is a professional sport and perhaps become our own Dustin Johnson, Justin Thomas, Tiger Woods etc, competing in events such as the PGA, Eye of Africa PGA Championship, South African Open Championship etc. Have you competed outside the country?

KN: Thank you my leader that is very encouraging. I have competed in many competitions in South Africa and I have also religiously pg. SNAT MEDIA, 2020 featured in the Botswana Open which is an annual tournament and very famous to many golfers in Swaziland.

SM: Oh yeah! Now tell us Mr. Nkambule: where to from here? Where do you see yourself in 6 years from now?

KN: Will almost be retiring in 6 years my leader! On a serious note leadership, I see myself playing professional golf and being a golf ambassador whereupon I want to have a golf academy from which golf professionals will emerge from the children we teach in schools.

SM: Well, thank you so much Mr. Nkambule for your time. It's been a great pleasure engaging with you. Wishing you all the best in your future endeavours in the sport.

KN: Thank you my leader for hosting me. Long live the SNAT long live.

SM: Amandla!!!!



Kenneth sweeping the boards during the MTN Awards Ceremony.



THE SNAT EAGLE

LETTERS TO THE EDITOR

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What's the importance of saving money and why should you do it?

DEAR EDITOR

"It's not how much money you make, but how much money you keep, how hard it works for you, and how many generations you keep it for." - Robert Kiyosaki

Saving money is one of the essential aspects of building wealth and having a secure financial future. Saving money gives you a way out from uncertainties of life and provides you with an opportunity to enjoy a quality life. Wealthy people have a great habit of saving money and controlling their expenses to grow wealth.

To illustrate my point, Robert Kiyosaki is one of the world's richest men. He knows the importance of saving money, so he values money and always practices spending money wisely. However, if you look around and find out that one who is financially secure, can enjoy life with a peace of mind and achieve dreams. One fact about financial stability is that you enjoy life with a peace of mind. Here are the few benefits of savings which will help you understand the importance of saving money:

a) Peace of mind: Who has stayed awake up, waking up at 3:00 a.m. wondering how they were going to afford something they needed? If money is really tight, you might be wondering how you are going to pay rent next week. If you are a little further up the financial ladder, you might be worried about how many months you could pay the bills if you lost your job. Later in life, the money thoughts that keep you up at night might center around paying for your kids to go to high school or college. As you accumulate savings, your financial worries should diminish, as long as you are living within your means. The more money you have saved, the more you control your own destiny.

Money working for you. Most of us put in hundreds of hours of work each year to earn most of our money. But when you have savings and stash your funds in the right places, your money starts to work for you. Over time, you will need to work less and less as your money works more and more, and eventually, you might be able to stop working. When you save money and invest in some income-generating products like Mutual funds, equity, and so on. You will earn interest in the money invested every year, which gets compounded and builds a vast corpus.

b) Helps in emergencies: Saving money can help you from unexpected circumstances. You don't know what might unfortunately befall you. Emergencies are always surprising. Therefore, when they occur, the funds are usually not part of the regular budget. There will be pressure to look for extra funds in short notice. These expenses can come in many ways, such as sudden hospitalization, job loss, accident, repairs, and so on. This type of emergency requires much money. Hence savings allow you to pay for these without going to massive debt like personal loans or credit card bills.

c) Limits Debt: When you have some amount in your savings, it helps you limit the debt burden. Savings can be used for financing certain expenses instead of using credit cards or taking a personal loan. This decreases and limits the amount of debt liability and also saves the amount that could have been spent on interest. Moreover, savings will also help to avoid taking any emergency loans when an unexpected event occurs. Savings will also help you pay off your loans and mortgages early thus saving helps you to achieve a debt-free life.

d) Helps to achieve your Dreams: Everyone has some dreams to succeed in their life, but only a few of them will be able to make it. You may have dreamt of owning a big house, travel around the world, a grand wedding, or something else. But to achieve these dreams, you need the right amount of money. By setting a goal and saving money for the future will help to make your dreams. You can also be among the list of successful persons who achieved their dreams. Hence, regular saving can give you the key to fulfilling your dreams.

e) Financial Independence: The one thing being rich or wealthy means to most people is financial independence and savings to depend on. One of the best parts of life is being independent and having the freedom to do what you want when you want. This may mean being able to take a vacation whenever you want to, leaving work and going back to college to switch careers, taking a job that is more personally satisfying than financially beneficial or starting your own business. But the less you save, and the more debt you accrue, the less independence you will have. So, if you want to be financially independent, you need to save.

e) Helps to finance down payment of mortgage: When you want to buy a house or a car through a loan, you need to pay a certain percentage before the loan is approved. This down payment is not to be borrowed. Hence you must save this money or request for it from family/friends. Saving will be the best option among these because family or friends may not have the necessary fund. Saving will also reduce the amount you need to borrow, making your mortgage payments more affordable.

In essence, it is definitely important to save as a crisis never come un announced. There is a crowd existing with a thought that we have one life so why think twice, but well this does not hold true in case of money. You always should think twice before spending it. It is not about restricting yourself from living blissfully but prioritizing the needs. The saved money may come handy some day when there is a vital need in your life and then you would be thankful. Obligations can help but being cautious is more helpful.

Save your money, maybe it would save your life!

Thabo Magagula
[Piggs Peak Branch]

THE SECRET LIFE BENEFIT OF BEING A SNAT MEMBER

DEAR EDITOR

'Are you happy about the state of the SNAT currently?' is what many people ask when I tell them I am a SNAT member. I reply that I am not, and my heart is bleeding about the current state of the union. What amuses me most about this is that a large number of people who are concerned about the state of the union are not teachers.

I have been biased for as long as I have understood trade unionism and was delighted when I got a chance to join the leading union in the country (SNAT). It was a chance for me to join the cause, to promote workers' rights, do my bit to get labour back in power and eat 'hummus and pitta bread' with intelligent cadre who enlightened me with their deeply thought-out unionism theories.

The grand question is why has teachers stopped striking and why teachers no longer feel empowered to act? The reality is somewhat different. There are too many opinions: too many discussions and not enough decision makers-but I guess that's Socialism for you. Weak branch management means there is a complete lack of consistency among SNAT members. Every member seems to be working on their own pet projects rather than doing anything together as a team. Our crumbling membership, which sees us lose many members every month, never gets addressed-no wonder striking is at its lowest level.

I haven't completely lost faith in the movement yet, because of the secret life benefits of being a SNAT member- as you would expect from a credible union. The SNAT has one of the collective bargaining powers to negotiate with employer on the members' behalf. This basic right gives one more power than if you tried to negotiate as an individual. By being a SNAT member, you are always part of something bigger, and have the support of the union when you need it. A SNAT representative will work with you should you have a work-related issue with the employer. The SNAT is also an important advocate of human rights and democracy. She provides workplace representation for their members, have some influence over workplace rules, and provide protection from arbitrary discipline and dismissal.

Almost every teacher has at one point felt un-heard or powerless as an employee. Joining the SNAT simply means that you and your colleagues have a say because you negotiate important elements of employment conditions together. That could mean securing wage increases, better access to health care, work place safety enhancements, and more reasonable and predictable hours. Through collective bargaining negotiations, the union also works with education management to develop a process for setting disputes that teachers and their supervisors are unable to settle individually. Non-unionized teachers have theoretical access to a number of rights and standards through individual litigation and complaints under employment standards legislation, but there are basically means to seek redress after employment has been terminated. In short, the SNAT give many teachers a collective voice and some workplace power vis-`a-vis their employers.

Thembisa Innocent Bhembe
[Pigg's Peak Branch]

Are We Giving to Caesar what belongs to him?

Intriguing but ridiculous observation on whether we are 'giving to Caesar what belongs to him' or Caesar takes what presumably belongs to him? Apparently even investors are crying foul where their company's taxations are concerned. Is it worth it? What is wrong with this Caesar?

We have had numerous fascinating debates on tithing and the diverging ideas have been quite engaging. One hilarious excuse by a close friend was that; they will only remit tithes once they are in a position to afford the 10% calculated from gross earnings. So, the intention is that they do not want to breach the 10% regulation as much as they don't want to give what is against their perception of tithing: that being the net percentage. Then, the mind boggling question becomes; when shall that be? Is this an authentic call or a prank? I cannot completely tarnish anyone's viewpoint either- my take is as follows:

There is the school of thought which advocates for tithing which is for the upkeep of the church. However, the analysis on how tithes are utilized will vary from one church to the other. But paramount amongst such relates to the upkeep of the marginalized: the aged, poor and the physically challenged. A study by "Religion News Service," May 2019 confirms that Western Europeans

still support church taxes regardless of the advent of secularization.



Sourced from www.lifey.org

This system has been in place for the past two decades and majority of the Christian churches benefit as the state collects and distributes the tax to the various denominations wherein even Jews benefit, obviously relating to Judaism being 'an ancestor' to Christianity. A fascinating observation is that the payment of the tax is not guided by the member's participation in church activities, hence the accrued amounts are just calculated based on the figures on their payroll. And this means the churches in these countries benefit from every employed citizens which makes it easier to generate income there without any scramble for membership. One can only envy the harmony in the co-existing churches there.

If operations were to be guided by such actions locally, our country could be the best place to be- an unfathomable utopia, a Moses; the ravens' "sugar candy mountain"- definitely. Imagine if the state were to remit the funds collected from taxes to the various denominations; wouldn't we eliminate the corruption syndrome ravaging our system? If some of the taxpayers' money is under the auspices of the church, government would be lauded as caring because of the key objective of tithing alluded to prior, wouldn't she? Nonetheless, what is obtaining on the ground is the converse. The same Christians who are paying taxes witness their monies squandered by the elusive government. As if that is not enough, they are further 'coerced' by the spirit to remit the 10% as tithes in their respective churches. Doesn't that appear to be double debiting? Then, how are those individuals expected to cope with all these financial bearings amidst our unstable economy? Should my friend be blamed for putting tithing 'on hold'? On that note, I still stand convinced that the tax



Sourced from www.lifey.org

collected from our dues should cover all these expenses. Otherwise, financial strains are inevitable. The irony is that as members of various unions, we subscribe far less compared to what Caesar snatches yet, moan frantically over the subscriptions which are meant to cater for services benefiting us in the long run. Consequently, we eventually see ourselves not giving to Caesar; rather, acceding to his grabbing of what s/he deems his or hers-gripping hermeneutics!



Mbabane Gender and Human Rights Officer, Cebisile Mhlanga

The Essence of Discipline in an Organisation



**Cde Saverious Nsibande,
Mbulungwane Secretary**

INTRODUCTION

When talking about discipline, Zig Ziglar posited, "It was character that got us out of bed, commitment that moved us into action, and discipline that enabled us to follow through." The wisdom of Ziglar demonstrates to us that discipline (or lack thereof) is one key aspect that may completely bring an organisation to extinction on the one hand, or build any organisation into a powerful force on the other hand. Without discipline, an organisation cannot be united, cannot function well and can drown in disharmony. Ill-discipline throws an organisation into anarchy. Ill-discipline plunges an organisation into apathy and disarray. It is for that reason that every organisation must make sure that it never rests but ensures discipline within its rank and file.

The ugly head of ill-discipline must be crushed wherever and whenever it rears up. All members must be held to account and abide to organisational code of conduct or practice. That in essence emphasises the need for every organisation to possess an articulate and biting code of conduct, ethics or practice. This paper seeks to empower members on how we as SNAT can ensure discipline within our ranks as a labour union that every now and then is met with elements of ill-discipline.

What is discipline?

Discipline can be loosely defined as to study, learn, train, and apply a system of standards. We can also simplify it as just an orderly conduct or pattern of acceptable behaviour. Discipline is, therefore, not rules, regulations, or punishment. It is not compliance, obedience or enforcement. It is not rigid or rather doing the same thing. John MacArthur teaches us that discipline teaches us to operate by principle rather than desire. In essence, this means discipline helps us to say no to our impulses and puts us in control of our appetites rather than vice versa.

Discipline is not what others do to you

army can win a war no matter how strong. Even in our union we need disciplined members for our success. It's the easiest thing to do for the ensuring of harmony within an organisation. Once there is discipline in an organisation, members tend to respect other members. Discipline helps members not to lose focus on organisational work, activities and goals.

Discipline also brings stability and structure into the life of an organisation. It helps bring leadership to account and discourages laxity and apathy amongst members. Without discipline members become obsessed with matters that may bring instability. Members fail to do organisational duties and obligations. It is for that reason that Jim Rohn concluded that "discipline is the bridge between goals and accomplishments." All accomplished goals depend on discipline on the part of the actor. He (Jim Rohn) went on and warned us that in life "we must all suffer one of two things: the pain of discipline or the great pain of regret or disappointment." Every organisation must make preaching discipline a lifestyle if it wants to succeed in its key mandate.

To be continued in the next issue on how to nurture discipline and how to tell if you are ill-disciplined.



Image sourced from www.deflancrossfit.org

but it is something you do for yourself. You can choose to be a disciplined person or the opposite. Being disciplined is all about committing to behave orderly and execute your organisational tasks with the utmost respect and seriousness such tasks demand of you. Again, one may ponder and ask: Is that too much to ask?

Why is discipline important?

George Washington correctly asserted that "discipline is the soul of an army. It makes small numbers formidable; procures success to the weak, and esteem to all." Without discipline no



Sourced from www.slideshare.net

Casualization is a cancer in the Sector



Lot Vilakati
[Siteki Top Secretary]

What is casualization?

Wikipedia defines work force casualization as a process in which employment shifts from preponderance of fulltime and permanent positions to casual and contract position.

What causes casualization?

Most of the time it is due to lack of opportunities in organized sector. They start working as casual workers to earn a living. Furthermore, the flexibility in terms of working conditions and also follow up of labor laws, make companies and government ministries to recruit more casual workers. Companies, organizations and governments hire casual workers to expand their productions while paying little/peanuts in terms of salary and free from paying gratuity, rent, travelling allowances, housing allowances, leaves etc. in some un-organized capitalist governments, lack of budgetary support also promote casualization as in case of education. In government schools, various states of incompetent governments are recruiting more casual teachers rather than permanent teachers in order to control and manipulate them in the process using the tactics of the Somali warlord and militia leader, Mohamed Farrah Hassan Aidid, who opined that starve them to control them. Farrah Aidid's only weapon was hunger, he was capturing all the food aid and the people would come crawling to him and beg for food and surrender themselves to him.

That is the plight of a contract teacher in Swaziland under the hand of merciless head teachers and the renowned school Principals. Lord have mercy in the country! In teaching, we have spouses, parents, fathers, mothers, girlfriends and boyfriends including responsible personnel, who have been in the field for even more than ten [10] years teaching in vacant posts and the teachers are qualified. Teachers are not hired on permanent basis yet the posts are there. *Kazi koze kube nini bothishela badvonsa kamatima kulelive?* Most of them are members of the union or let me say association. As I'm penning down right now, someone who came here had announced hiring freeze to reduce the wage bill so they say and we are saying: we see you, we know your tricks. We all

paid as soon as they are recruits? Why are teachers hated so much? We are pushed to a tight corner where moving backwards will be nowhere but facing them head on will be our last resort. We need to go to a strike of no mercy.

What are the threats of casualization?

Before we look at the threats, let us look at the characteristics of a Swazi worker. Here comrades, readership, in Swaziland we do not have what is called a classic worker. In Marxist terms, this is exactly what is unfolding in the country. What we have is that the same wage earner is very close or at par with the peasantry in the country. For example, now in the education sector we have trained Primary teachers Diploma PTDs. These comrades are in B2 scale earning a gross salary of E5 150-00 which is less than a monthly pension salary of a permanent PTD/STD. This is wickedness and must come to an end. The casualization of workers (contract teachers), the abuse of fixed term contracts and the misuse of independent contractors, at its heart. Its core mandate has been or is about depowering workers, unions (SNAT) and undermining their ability to organize and fight for their rights.

My take will be, there is a high need to end this insecure work. It is not about seeking something that is not deserved; rather, about opportunity. It's about every one of us getting a chance to fulfil our potential while we are still living. That is not a lot to ask from the government.

CASUALISATION OF THE WORKFORCE

Sourced from www.prezi.com

know it is about the end of the year and most contracts of qualifying teachers are expiring. The government is expected to engage the comrades on permanent basis and someone is saying hiring freeze. And the very same hiring freeze is selective because armed forces don't have contract constables and contract soldiers. Why, in fact they start getting



SNAT Members in one of the protests last year [File Pic.]

TEATQ: EQUAL PAY FOR EQUAL WORK



Mandla Nkomonye, Mhlume Branch Secretary

On the 18th of September 2020 the UN/ILO commemorated the first International Equal Pay Day, [2020] under the theme, "Building back a better future of work by ensuring pay equity." The concept of Equal Pay or lack thereof is a thorn in the flesh of many teachers in the country especially Degreed teachers teaching in primary schools.

Looking at this year's theme of the Equal Pay Day: "Building back a better future of work by ensuring pay equity," one wonders what goes on in the mind of our cruel and corrupt government which is hell bent on robbing teachers their hard-earned money through the infamous

Legal Notice No.147/2009 (to pay according to post) which revoked Legal Notice No.61/2005 that teachers should be paid according to their qualifications not posts. One wonders how are we as Degreed teachers teaching in primary schools expected to build a better future both for ourselves and our families when we are robbed huge amounts of money by the government for example a teacher at C5 Notch 5 is paid a basic salary of E16,185.76 yet a teacher at C3 Notch 5 (primary teachers) is paid a basic salary of E11,160.05. The monthly difference is E5025.71 and annually we are robbed E60,308.52. The inconsistencies in salaries (remuneration) of teachers doing the same value of work, has caused problems not only for the individual teachers who

Pay Day is talking directly to the situation faced by degreed teachers teaching in primary schools. These teachers are having a hard time coping with the peanuts they receive as salaries and for them to build back a better future of work without Equal Pay it is still a dream yet to come through. Our government (Ministry of Education and Training) has been hiding under the cover that there are not enough posts in secondary and high schools to accommodate these fellow comrades, now the million-dollar question is " why not upgrade the already available posts occupied by these teachers into degree posts and remunerate them accordingly. Vele hulumende akakwenti leni loku? One theory to answer this question is that the government is doing this in order to

save thousands of emalangeni, which would in turn be pumped into projects like the 'emaganu' festivities where the country goes on a drinking spree at our expense as tax payers (worse of all imagine if you personally don't drink, bese live lonkhe lidzakwa ngamali yakho).

The TEATQ campaign, which has now been

changed to Equal Pay for equal Value of Work is aimed at correcting such irregularities. The government of Government must heed to the call of the Equal Pay for Equal Value of work and such an exercise would help in ensuring high standards of productivity from these teachers who would be motivated and encouraged to do their work, for a good pay equals to a highly motivated worker



are victims of our cruel government, but also at the work stations (schools). Teachers do the same value of work and are remunerated differently. This is discrimination and a violation of workers' rights as enshrined in the ILO Convention 100 (Equal Remuneration) which the Eswatini enforced on the 5th of June 1981 and as well as the constitution of Swaziland of 2005. This year's theme of the International Equal .



The Ministry of Education and Training [MoET] continues to exploit teachers in schools; under paying them.

ABSENCE FROM DUTY



SNAT National Recording Secretary, Emmanuel Dlamini

Introduction

This edition will deal with Absence, as one of the common causes of Conflict at the workplace and whether or not such being called for.

Definition

Absence From Duty may refer to an Employee being away from his/her duty station of record, during working hours and whether or not such absence was authorized/approved by the immediate Supervisor.

In the Law of Administration, more so in the Management Sciences, Absence from duty (absenteeism) may be viewed in contrast with the subject of Presenteeism, where an Employee may report for duty yet,

- remaining in the Staffroom and not attending to a scheduled class/lesson.
- being sick/ill and thereby causing productivity loss and other workplace epidemics.
- seeking to protect career prospects and, the expectation of presence driven from the Management is thereby advanced.

Record Management

It is the duty of the Management to keep proper records of any Absence From Duty by each concerned Employee.

There are various categories of Absence From Duty that the domestic Legislation allows, albeit with prescribed conditions.

Some of the Legal documents that are used to record Absence From Duty are dealt with, hereunder.

Discussions in schools usually centres around signing or non-signing of the Absence From Duty Forms following the absence of a teacher in his or her respective duty station. The bone of contention has always been on whether it is legally proper for teachers to sign Absence From Duty Forms in schools at different times and different scenarios. The SNAT Recording Secretary [RS], Emmanuel Dlamini, takes us through the Absence From Duty Form debacle.

Reporting Absence from duty

It is the responsibility of every Employee to acknowledge the role of the Management, in a duty station, right from the Head of the institution to all subordinate centres of power, on such reporting. Examples of centres of power, not necessarily listed according to the context within which they exercise their delegated authority, may include but not limited to the Deputy Headteacher, Senior Teacher, Head of Department and Shopsteward.



LEAVE OF ABSENCE

Temporary Leave

- Duration of this leave may last only a part of a working day and where the concerned Employee may be expected to be at work for some time prior to close of the day's business.
- Temporary leave may also be approved by the Management where an Employee may have reported prior, for one or two working days.
- Temporary leave of Absence is recorded in the Temporary Absence Record Book, once the Management has so sanctioned. Time out and time in should clearly reflect. This being for part of a working day.

Temporary leave of Absence for a day or two, may be recorded in the prescribed Absence from Duty Form, once the Management has sanctioned, to protect both parties as permissible evidence.

General Leave

- Regulation 9 of the Teaching Service Regulations, 1983 provides for such Leave of Absence, for which an Employee may apply to the Management and as the TSC may prescribe from time to time.
- The Leave days are cumulative. That is, an Employee is confined to a maximum of seven days General Leave in one calendar year.
- Such Leave may be granted during a school term for the following.
- Regulation 9 (2) of the Teaching Service Regulations, 1983.
 - a) Attending a Church Conference
 - b) Writing an examination recognized by the TSC.
 - c) Compassionate reasons (whether male or female).

Maternity Leave

- Regulation 10 (5) of the Teaching Service Regulations, 1983 provides for an application for Maternity Leave and in accordance with Form TS 3 in the first schedule thereto.
- The Employment Act, 1980 (as amended) defines "Maternity Leave" under Section 2, as, "Leave granted to an Employee arising from, or in contemplation of, her confinement".
- The conditions set out in Sections 102 to 103 of the Employment Act No.5 of 1980 (as amended) are seemingly conflicted by those in the Teaching Service Regulations, 1983 regarding entitlement to Maternity Leave and the duration thereof.

- It is incumbent upon the SNAT to ensure that there is harmony, by the time the Regulations are reviewed. (Please juxtaposition with Regulation 10).

Sick Leave

Regulation 11 of the Teaching Service Regulations, 1983 provides for such Leave of Absence, with exceptions on pay whilst away from work.

- Regulation 11 (1)
 - a) Up to six months of Sick Leave – full pay.
 - b) Up to six months of Sick Leave thereafter – half pay.
- Regulation 11 (6) of same provides that an application for Sick Leave is made in accordance with Form TS 3 in the first schedule thereto.
- Regulation 11 (2) to (5) prescribes the conditions under which such Leave may be extended at the behest of the TSC and circumstances that may precipitate termination of an Employee's Service, whilst still sick.

Study Leave

- Whereas Regulation 12 of the Teaching Service Regulations, 1983 still provides for paid Study Leave for a period not exceeding twelve months, the following obtains.
 - a) The Ministry of Public Service suspended entitlement to Inservice Training.
 - b) Only identified Training areas/fields are afforded Paid Leave and upon successful inclusion in the Training Plan.
 - c) Self-sponsored Inservice Training was also suspended, whether paid or unpaid the leave applied for may be.

Leave on Union Duties

- Section 42 of the Industrial Relations Act 2000 (as amended) prescribes that where an Employee organisation has been recognized as the exclusive employee representative for that category of cadre, it shall be afforded a Recognition Agreement, with that Employer of record.
- On March 18, 1992 the SNAT entered into a Recognition with the Government of Swaziland, with particular conditions for engagement.
- Clause 4.7 provides that like the Employer, the Employee organisation shall furnish the Employer with names of such Representatives as so referred to. (Reference to Letters to duty stations upon SNAT Elections).
- Clause 8.1 prescribes that Union business is conducted during working hours, as part of the Agreement.
- Clause 8.2 provides for Temporary Leave of Absence to attend to Union duties, in a responsible manner from both the Employee and the (local) immediate Supervisor.
- Conditions of Temporary Leave or General Leave then apply, accordingly.

NB: To be continued in the next issue. Shall look into issues of industrial harmony, violations and penalties, discussion/case studies and fundamental considerations on absence from duty.

We are the Union that we ought to become!!!

SHOULD YOU COME OUT OR NOT?



Melusi Simelane, Founder & Director of Eswatini Sexual & Gender Minorities

Has anyone ever wondered about the sexual dissimilarities in our beings? Has it ever occurred to anyone perhaps to think that for white to exist, there should be black, for wrong to exist there should be right? Does it resonate in us that we must exist in plurality or even more than just the binary? We live in the midst of a miscellaneous type of people, with even more diverse attributes.

This is an inevitable truth, the universe (or should I say GOD, depending on what intelligent creator/designer you believe in) has granted you and I the liberty to live as mortals who are different in colour and race, religions and political affiliations, sex, gender and even sexuality.

I would like for us to begin by looking into the process of 'coming out of the closet.' It is a fact that not everyone will understand or accept what it is you have finally come to terms with. There is also the risk for some relationships with friends, family members, or co-workers which may be permanently changed in negative ways and you could end up losing some of these support systems. The support systems that have protected your feelings, no matter how fragile, for a very long time. I mean not to discourage anyone from coming out. However, individuals may experience harassment or discrimination based on their sexual orientation or gender identity. In many cases, (especially in Eswatini) this harassment or discrimination has no legal protection; therefore, an individual may be terminated from their job, expelled from church, denied housing, or denied basic governmental services like, health care etc.

Observed annually on October 11, by members of the LGBTI communities and their straight allies, National Coming Out Day is a civil awareness day for coming out and discussing LGBTI issues among the general populace in an effort to give a familiar face to the LGBTI rights movement. Coming out is a process of understanding, accepting, and valuing your sexual orientation/identity. It involves both exploring your identity and sharing your identity with others, writes Melusi Simelane, Founder of Eswatini Sexual and Gender Minorities.

Nonetheless, it is worth noting that once you come out, you may be able to change the common misconceptions about the LGBTI population simply by speaking out and being open with others. The best way to change an individual's mind is through a personal relationship. And to consider the fact that there are already other people within the LGBTI community, who have been out and are living comfortably. Some relationships may be changed permanently in positive ways if you were to come out and acknowledge who you are, and it goes without saying that you may be able to connect more with individuals who identify themselves as part of the LGBTI population and become a part of the community without any fears. The modus operandi is: you belong to people who you share the same emotions and values about life.

Living in hiding causes psychological problems for instance stress, depression, anxiety, fear of the unknown and anger in individuals. Imagine if you lived happily in the open, and you were amongst a proper support system that understands who you are and what you represent as an individual. You are bound to alleviate the stress associated with "hiding" your identity or living your life "in the closet."

My goal is to open up a new page in the society we live in and enable individuals to have the ability to live their lives openly. I hope that I am able to help you build self-esteem by being honest with who you are, I know that in this way many people will be able to develop closer, more genuine relationships with new friends and family. I know so because by being myself and being happy with my own skin, I have met many amazing people, and I want to take you with me on this journey.



The ESGM Director [R], Melusi Simelane with EU Ambassador Esmeralda Hernandez Aragones at the High Court on the 20th of October 2020 [Pic.sourced from ESGM website]

Over and above that, it is a fact that we live in a hetero-normative society and we are surrounded by people who are ignorant of diversity. Allow me to share with you how it can be helpful when someone decides to 'come out' to you. I know that there is a million ways you would feel when someone came out to you: be it your best friend, your sibling, your co-worker, or the most feared one, your child. Of-course you will be engulfed with; shock, disbelief, discomfort and perhaps denial. Do not lose heart, remember these are humans as well, and there is quite a lot good you could do for them, by just being compassionate and kind in your listening and actually not being upfront with how you might feel at the time.

Remember that this person has not changed, they are still the same person you knew before; you just have more information about them than you previously had. You could perhaps try to consider it an honour that they have entrusted you and shared with you very personal information. Thank them for trusting you. It may be the best thing you could have said to that person.

It is a small random act of kindness that makes the world we live in a better place. We may make it an even better world by recognizing that our basic human rights are subject to the responsibility to respect and share compassion with the next person.

I hope you can find the compassion to love your neighbour as you love yourself. And also find comfort in those around you, to be comfortable to come out.

#RegisterESGM



"The beauty of standing up for your rights is others see you standing and stand up as well." -Advice columnist Cassandra Duffy

REGISTERESGM
#standingupforourrights

Tracking your spending on a month to month basis



**Finance Literacy Advocate
Terence Thwala**

One may start by appreciating the SNAT for the availed opportunity to publish this article on a subject matter that concerns all of us. In real life, we all wake up to various destinations chasing money, and we may try all we can to ignore the fact that money makes the World go around, but for me it does. Money has that inner satisfaction once it is in your position-it does not matter whether it is yours or not, but the feeling is bliss. The unfortunate thing is that, in all our educational life, we are unfortunately or deliberately not exposed to financial literacy, and this article and others to follow are aimed at closing that gap so that in good time, you my dear readers can appreciate the value for money. The lack of financial literacy exposure in turn deprives many people the ability to understand and effectively use various financial skills and knowledge that will allow them to make informed and effective decisions with their financial resources. We will, going forward,



Photo sourced from www.google.com

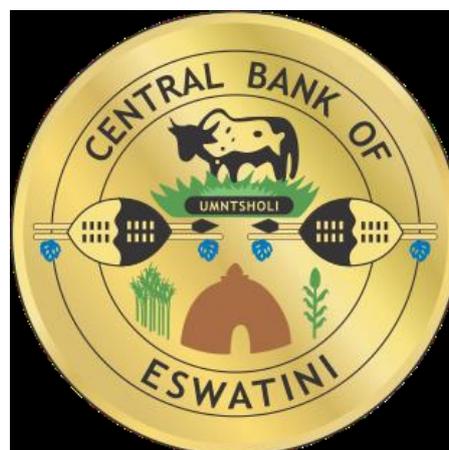
unpack a number of these foreign concepts like; savings/ investments, budgets, debts, interests, pensions and many other topics to help you comprehend the language of money. How often do you hear people complaining that they just got paid, but they cannot trace where their monies were utilized? Let us then kick start our financial journey by emphasizing the importance of tracking your spending, and the consequences of not doing

The main reason we always encourage people to learn to track their spending is to help them identify and eliminate wasteful spending habits to cultivate and promote better financial habits. People who track their spending know how much they are earning, where that is spent, and how much they eventually invest or save.

If you do not know where your money is going, you will definitely not recognize and identify your negative spending's that you can easily change to make your money work for you. When we are talking of tracking your money, we literally talk of recording all your incoming money, follow it and record every spending using the available tools. I usually say money is the only loyal servant you will ever have, as it always goes to where you want it to go. Tracking every cent counts for you to get a good picture of where your money goes, and redirect it to where you want it to go. Let us then look at the various available methods you can use to track your spending, as we endeavor to put each cent to good use;

1. Scrutinize your statements:

Take inventory of all your accounts, be it your bank statements, your till slips as well as your restaurant bills. This will not only help you understand where you are spending, but will also help you identify if you are spending where you are not supposed to spend. Fun lovers



continuously complain that when reviewing their bill's after a night of fun, discover that they paid for drinks they never even ordered. You might as well start scrutinizing your till slips, and you may get a shock of your life to discover that you sometimes pay for two items,

but actually go home with one, or bought something you don't need.

2. Categorize your expenses:

Grouping your expenses will help you identify your fixed and your variable expenses. Your fixed expenses will be those expenses that will appear in your budget on a monthly basis which are more of your needs, while your variable expenses are those wants that come and go. Your fixed expenses may include your monthly utilities or instalments, and there is nothing much you can do about them save for downgrading, while your variable expenses like your entertainment can be reduced or eliminated when need be.

3. Budgeting:

A budget will help you allocate certain amounts of your spendable income each month to what you want to buy, and determine the amount you want to spend on it. Once you receive your disposable income, you will know exactly where to channel it, and at the end you will know where you spent more, or less and take corrective measures going forward. We can all draw our budgets either on a manual note book or your spreadsheet in your personal gadgets.

4. Identify room for change:

Up to this far we had been tracking where your money is going, you must be in a position to tell where you recklessly spend, and where you are doing well. That being said, you must then create room to adjust because you have identified what is really costing you. Adjusting may mean downgrading your habits like changing how you spend your weekends, or letting go of the big car taking a huge percentage of your income to a small affordable car as well as unnecessary shopping giving you peaceful nights and allowing room to develop yourself.

Now that we know the importance of tracking our money, let us put it to practice and let our money work for us.

For more information on Financial Literacy, please follow our page tagged 'Financial Literacy with Mtera Thwala' on Facebook or reach us on 268 7957 6065. Until we meet again, may the good Lord keep you safe during this trying times.

THE REPEAL OF THE EMPLOYMENT ACT NO. 5 1980: WHAT IS THERE FOR THE WORKERS?

The Employment Act No.5 of 1980 has not been reviewed for forty [40] years now, since 1980. This is despite that a lot has happened in the Labour Landscape in the country that warranted the need to amend the principal legislation that underpins employment relations in the country. Employment law is in place to guarantee a fair and safe working environment for employers and employees. Statutes and strict rules outline, for the employer, how their employees should be treated within the workplace. It is in that premise that in 2013, the Labour Advisory Board [LAB] commenced the process of amending the obsolete Employment Act No.5 of 1980, writes Acting Secretary General [SG] of the TUCOSWA, Mduduzi Gina.

INTRODUCTION

The Employment Act No. 5, 1980 was enacted two years after the Country ratified most of the Core Conventions of the International Labour Organization (ILO) in 1978. The Act, in the main, provides for the minimum standards, terms and conditions of employment to be observed during the existence of a contract of employment between an Employer and an Employee. This is the Act that regulates the relationship of the ordinarily weak individual worker and the mighty and powerful employer. It regulates the types of contracts of employment, the rights of the workers under such contracts as well as the rights of the employers to terminate such contracts for the listed reasons as outlined in section 36 of the Act or if it becomes reasonable under the circumstances of particular instances that the contract be terminated.

Subsequent Amendments and the long walk to the obtaining repeal

The Employment Act was once amended in 1985 and included a provision for the payment of severance allowance when an employee retires. This amendment was celebrated as

before then, severance allowance could only be payable if an employee had been unfairly dismissed or had been retrenched. This worker benefit was, however, taken away by an Industrial Court decision in 2010, which gave an interpretation that suggested that employers could not be compelled to pay severance allowance at retirement as the termination of employment at retirement is not the fault of the employer. Many workers since then to date are being retired literally with their last month pay, since a majority of the private enterprises do not have pension schemes. At this stage it is important to state that under that previous arrangement even if a worker was entitled to pension in terms of the contract of employment, s/he was also entitled to the severance pay. This included government employees.

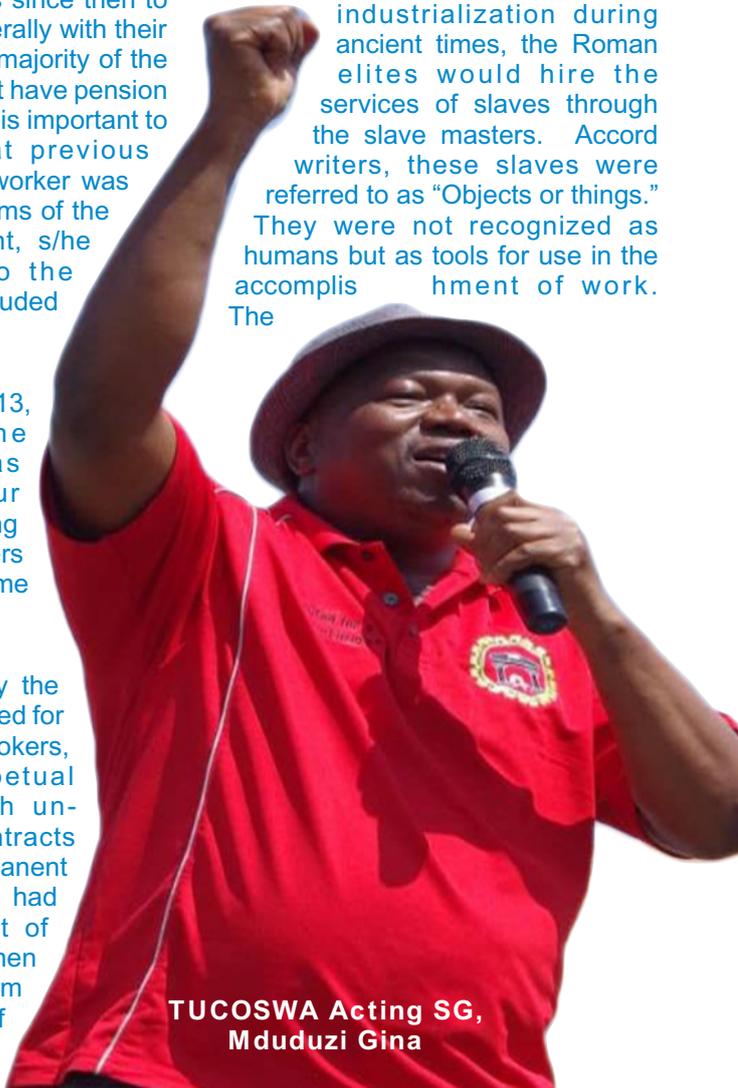
On or around the year 2013, the first draft of the Employment Bill was issued by the Labour Advisory Board following demands by the workers for the amendment of some sections of the Act.

The workers as lead by the TUCOSWA had demanded for the banning of Labour Brokers, the banning of perpetual casualization through unending fixed term contracts even on posts of permanent nature. The Federation had called for the payment of severance allowance when an employee retires from work, the recognition of domestic workers for ing to many industrial and

pension purposes, the introduction of an Unemployment Benefits Fund etc. For purposes of this article I will concentrate on four major positives that may come with the Bill if it were to be adopted into law in its current form.

- **Prohibition of Triangular focus of Employment: (section 130)**

At the beginning of industrialization during ancient times, the Roman elites would hire the services of slaves through the slave masters. Accord writers, these slaves were referred to as "Objects or things." They were not recognized as humans but as tools for use in the accomplishment of work. The



TUCOSWA Acting SG, Mduduzi Gina

slaves were not paid for the services that they were rendering but their Master was paid. It was in 1948 when the ILO member States resolved against this gross inhuman conduct and declared that, "Labour is not a commodity." The obtaining labour brokerage in many chain stores, forestry, agriculture and other sectors has re-instated the slavery tendencies, i.e. workers are "employed" by Gundane and Sons but render services in forests and factories belonging to Montigny. Montigny pays Gundane not the workers. It must be understood that the workers are carrying out the core work of the company they are not providing support services.

• **Payment of severance allowance and retirement (section 82)**

The right to payment of severance at retirement has been reinstated in the Employment Bill in section 82. The severance allowance has been renamed as Service Benefit in line with the

recommendation by the Courts. This amendment will go a long way in addressing the challenge of workers retiring empty handed.

• **Fixed Term Contracts (section 26)**

Employers are currently, as they please, engage workers in perpetual fixed term contracts even on posts and/or jobs of permanency in nature. This conduct by the employers is always designed to exploit the fixed-term worker by not affording him/her the benefits enjoyed by workers on indefinite contracts (the workers in full time and pensionable contracts).

The Bill now seeks to create a mechanism for the determination of the fixed period and the time frame within which the worker could be entitled to the benefits accruing to the permanent workers including the conditions provided by a collective bargaining agreement.

In the Bill, an Employer may now be required to justify the engagement of workers in fixed term contracts. The justification should be satisfactory to an

• **Unemployment Benefit Fund (section 48)**

The Bill is seeking to introduce the establishment of an Unemployment Benefit Fund. This Fund is intended to cater for workers who may have lost employment between the times when the worker is still seeking for alternative employment. These Funds, in countries where they existed were effectively utilized to mitigate the loss of earnings during the obtaining Covid-19 pandemic.

Still a long way to go

There appears to be a long struggle awaiting the passing of the Bill into an Act. The Employers are completely opposed to the inclusion of the section banning Labour Brokers and the regulation of Fixed Term contracts.

It is common cause that a majority of those individuals in Cabinet and in Parliament are business people with substantial and direct interest on the outcome of this Bill.

In the next piece, we shall be looking at the holistic review of the Industrial Relations Act, analysing what is there



TUCOSWA Members in a protest action for better conditions of service for workers. [File Pic.]

Inspector (Labour) and if the Inspector is not satisfied the employee shall be deemed to be employed on contracts without limit of time (indefinite contract of employment)



Sourced from www.capelabour.org.za

HEGELIAN THEORY AND PRACTICE MUST BE A WAY OF UNDERSTANDING THE WORLD



**Cde Ntai Mampane
from South Africa**

This year, 2020, the world should be celebrating a person whose upbringing didn't deter him to become a philosopher in his own right. My point of entry is from some of the early life of Hegel from "Hegel Biography" as a point of reference for all to follow the readings.



Georg Wilhelm Friedrich Hegel
[Sourced from www.wikipedia.org]

My questions are: how should we continue to learn from him to build Progressive organizations in all communities to attain social justice and finally economic justice for all?

It's almost 189 years since Hegel passed on but the Hegelian theory and practice still influences how aspiring modern philosophers should approach worldwide affairs.

After his birth in 1770, August 27, Hegel experienced losing a mother at the age of 11 but never shied from reading books to sharpen his worldview. The study of dialectics for any person should be encouraged from an early age, like the promoting of International Literacy Day, young people must appreciate to indulge in self-cultivation, to better understand their world, and shaping the future they aspire to have.

"Hegel's aim was to set forth a philosophical system so comprehensive that it would encompass the ideas of his predecessors and create a conceptual framework in terms of which both the past and future could be philosophically understood. Such an aim would require nothing short of a full account of reality itself. Thus, Hegel conceived the subject matter of philosophy to be reality as a whole. This reality, or the total developmental process of everything that is, he referred to as the Absolute, or Absolute Spirit."

Those in the Labour Movement when engaged in workers education, we use Hegelian approaches to teach dialectics. For example, we would expose newly elected leaders to the dialectics of democratic meetings of workers by saying; in every meeting of workers there must be a motion (thesis), and through promoting democracy, all workers must debate (antithesis) to express differences and finally all workers in that meeting must take a decision (synthesis) as a wayfinding to agree to move forward. And it has simplified the understanding of dialectics to ordinary workers.

"Concerning the rational structure of the Absolute, Hegel, following the ancient Greek philosopher Parmenides, argued that "what is rational is real and what is real is rational." This must be understood in terms of Hegel's further claim that the Absolute must ultimately be regarded as pure Thought, or Spirit, or Mind, in the process of self-development. The logic that governs this developmental process is dialectic. The dialectical method involves the notion that movement, or process, or progress, is the result of the conflict of opposites. Traditionally, this dimension of Hegel's thought has been analysed in terms of the categories of thesis, antithesis, and synthesis. Although Hegel tended to avoid these terms, they are helpful in understanding his concept of the dialectic. The thesis, then, might be an idea or a historical movement. Such an idea or movement contains within itself incompleteness that gives rise to opposition, or an antithesis, a conflicting idea or movement. As a result of the conflict a third point of view arises, a synthesis, which

overcomes the conflict by reconciling at a higher level the truth contained in both the thesis and antithesis. This synthesis becomes a new thesis that generates another antithesis, giving rise to a new synthesis, and in such a fashion the process of intellectual or historical development is continually generated. Hegel thought that Absolute Spirit itself (which is to say, the sum total of reality) develops in this dialectical fashion toward an ultimate end or goal.

For Hegel, therefore, reality is understood as the Absolute unfolding dialectically in a process of self-development. As the Absolute undergoes this development, it manifests itself both in nature and in human history. Nature is Absolute Thought or Being objectifying itself in material form. Finite minds and human history are the process of the Absolute manifesting itself in that which is most kin to itself, namely, spirit or consciousness. In 'The Phenomenology of Mind' Hegel traced the stages of this manifestation from the simplest level of consciousness, through self-consciousness, to the advent of reason." My angle in Utilization of Hegelian approach has been to present simplified concepts taught by Hegels and encourages self-cultivation through reading of the material and debate ensues wherein each teach one another based on their understanding and it has simply worked in our favour.

Thanks for allowing me to join the SNAT public debate platforms and looking forward to contribute on my understanding of Hegelian principles and how to create a new world to attain social justice for all.

Cde Ntai Mampane is a former Police and Prisons Civil Rights Union [POPCRU] National Educator and National Spokesperson of the Congress of South African Trade Unions [COSATU] as well as a Shopsteward and Magazine Editor, based in Johannesburg, South Africa.

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LAUGH A WHILE



1. A woman in labour suddenly shouted, "Shouldn't! Wouldn't! Couldn't! Didn't! Can't!"

"Don't worry," said the doctor. "Those are just contractions."

A man tells his doctor, "Doc, help me. I'm addicted to Twitter!"

The doctor replies, "Sorry, I don't follow you..."

Q: Is Google a he or a she?

Answer: A she, no doubt, because it won't let you finish your sentence without suggesting other ideas.

1. A man goes to the lawyer: "What is your fee?" - Lawyer says: "1000 US dollars for 3 questions." - Man: "Wow - so much! Isn't it a bit expensive?" - Lawyer: "Yes, what is your third question?"

A man was driving down the road when a policeman stopped him. The officer looked in the back of the man's truck and said, "Why are these penguins in your truck?"

The man replied, "These are my penguins. They belong to me."

"You need to take them to the zoo," the policeman said.

The next day, the officer saw the same guy driving down the road. He pulled him over again. He saw the penguins were still in the truck, but they were wearing sunglasses this time. "I thought I told you to take these penguins to the zoo!" the officer said. "I did," the man replied. "And today I'm taking them to the beach."

"I'm telling you one last time," a doctor yells at his nurse, "when you're filling out a death certificate, you put the name of the illness under cause of death, not the name of the supervising physician!"



3 drunk guys entered a taxi. The taxi driver knew that they were drunk so he started the engine & turned it off again. Then said, "We have reached your destination". The 1st guy gave him money & the 2nd guy said "Thank you". The 3rd guy slapped the driver. The driver was shocked thinking the 3rd drunk knew what he did. But then he asked "What was that for?". The 3rd guy replied, "Control your speed next time, you nearly killed us!"



2020



SWAZILAND NATIONAL ASSOCIATION OF TEACHERS MEDICAL AID

Swaziland National Association of Teachers

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SNAT MEDICAL AID NOTES

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.

ADMINISTRATOR: SWAZIMED

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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)	90	per script
Within OHEB		
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	Subject to OHEB	
OPTOMETRY		
Frames, Lenses, Readers	474	M0
One in 2 year claiming period, align to 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 BIOMECHANICS	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

The SNAT Eagle, © July 2020 Published by the SNAT Media

