

The EAGLE

Widening the Discourse



DECEMBER | 2018

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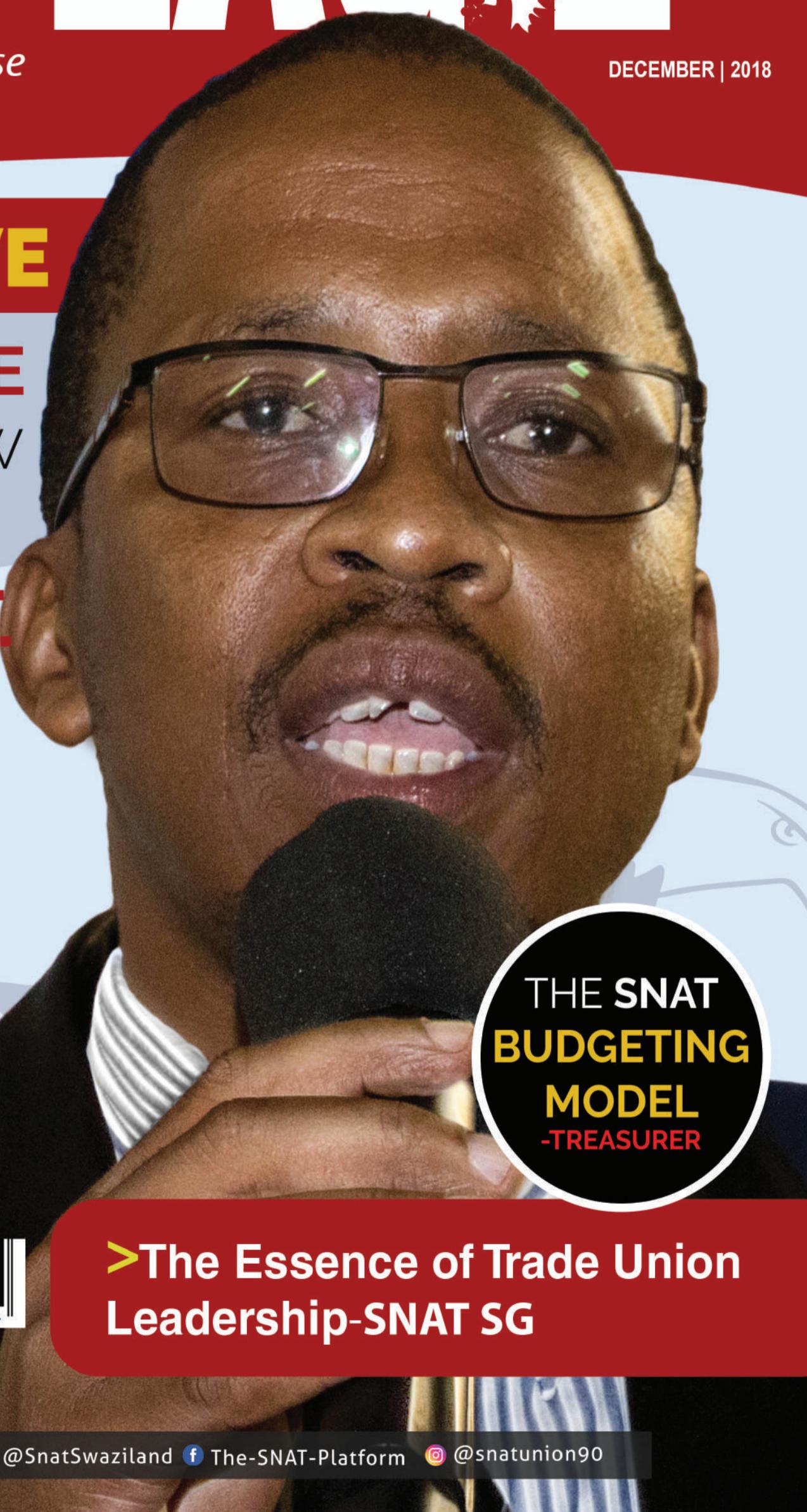
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The Editor's Perspective

BY MCOLISI MOTSA



We begin this Editorial voyage on a gravy train-crisply mindful of the fact that the four years [2018-2022] in office won't be a stroll in a park. This year alone, 2018, has presented a plethora of challenges and 'mutual areas for critical reflection' both at governmental and organizational level: politically, economically, academically etc.

The trajectory of an election year (government and organization) acted as a test stint to the internal dynamics of the organization, in particular. As a ninety-year (90) old teachers' pressure group, the year (2018) presented quite glaring lessons we need to immerse ourselves in as we collectively engage on our electoral system vis-à-vis established tenets, principles and procedures. Not to cast aspersions on our own, we have, as known, contemporary establishments in our circumference that exhibit a myriad of traits which we have an organizational and moral obligation to embrace, moving forward, lest we be caught in a web of Union apathy and challenges in our density.

From this premise, it's hoped that the rank and file shall provoke stimulating debates from the shop floor on particular issues that emanated from this past elections as an organization. I would be doing disservice to bury my head in the sand and not throw the gauntlet to say; pockets of power in the organization should grab the bull by its horns, through democratic centralism, in consciously engaging on constitutional matters.

We cannot turn a blind eye to these pertinent issues that may rear their ugly heads in the not-so-distant future. The discourse around the internal health of the organization has to be broadened: earnestly so. Structures should deem it fit to provide prerequisite platforms to robustly engage on purely organizational issues with a view to establish consensus and harmonious positions for further engagement on same.

Against this backdrop, there's huge expectations from all echelons of the organization to effectively deliver on the core mandate from the Biennial Conference-revitalizing the union in its organic form to meet the contemporary demands, inter alia, in-tatters labour terrain, bargaining regime and most critically, sectoral issues. We cannot, as a case in point, bury our heads in the sand with precarious employment (contract teachers) rearing its ugly head in the education sector. The Ministry of Education and Training [MoET] must, as a matter of urgency, be commanded to cease, forthwith, casualizing the profession.



With a capacitated membership that shall continuously offer due checks and balances to structures, creating institutional capacity shall not be a far-fetched dream towards a SNAT that is a force to be reckoned with domestically, regionally and globally.

Without any further ado, fellow comrades and stakeholders, this is the first deposit-The Eagle under the new Editorial leadership: "Widening the Discourse." I look forward to radically engage with you on our issues under this "kleptocratic capitalism." Have a great read!!!

"Pockets of power in the organization should grab the bull by its horns, through democratic centralism, in consciously engaging on constitutional matters".

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Excellence
Servitude
Integrity
Solidarity
Unionism

VISION

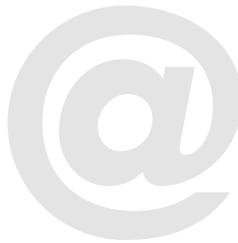
To become the SNAT's premium provider of quality content across all media platforms with a high level of loyalty and activism.

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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.

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President

The People's Choice - Comrade Mbongwa Dlamini!

Delegates at Esibayeni Lodge took the mandate from the shopfloor to cast their votes late in the evening of Sunday, September 03, 2018. The voyage to that historic Sunday marked a milestone for the ninety-year old teacher organization in the Kingdom of Swaziland.



A

At the backdrop, these branch leaders, national committee members and observers had, more than anything else, the interest of the Union at heart as they queued in segments towards the ballot box. Since Gege Branch Conference, the viciously contested position was that of the head of the organization - SNAT President, a dog-eat-dog contest between Comrade Sphasha Dlamini and Comrade Mbongwa Dlamini. Cde Mbongwa Ernest Dlamini emerged victorious on the day as per the declaration of Credentials on the 3rd September 2018. We sought time to engage with the new Head of the SNAT, and this is what we got from him.

EDITOR (ED): Comrade President, it's a good morning to you. I am humbled that in your hectic schedule, you got this opportunity to sit down with me today.

PRESIDENT MBONGWA (PM): Morning Chief. Indeed, Cde Editor, assuming leadership calls for that-hitting the ground running.

ED: Hmm... I can't agree more with you Chief. Such a responsibility is no stroll in a park. Now, Mr. President, the rank and file membership out there wants to know their Leader. Let us nip issues in the bud: who is Mbongwa Dlamini?

PM: Well, I've been around at the SNAT for some time now. I joined the SNAT in 1994, Mbongwa is a Science and Maths Teacher at Mhubhe High School. He's the Former Chairperson of the Manzini Branch of the SNAT. A father of five (3 boys and 2 girls) and husband-what more to say? A passionate and transformational leader: principled on core organizational values and believer of established structures. Perhaps, to add, I'm an optimist from conception. I believe in setting my mind on something and getting

people with core competencies to get the job done. I'm results-oriented too.

ED: Indeed the SNAT enters a new era of leadership-I think you are probably the first President as an ordinary teacher.

PM: Perhaps I may begin to appreciate the indispensable role that my predecessor, Cde Freedom Dlamini, has played in developing our union thus far. We value his contribution as he handed over the baton to his successor. With me being a President from the staffroom is not a problem. It's an indication that the SNAT belongs to every educator out there, not Administrators only.

ED: Oh yes Mr. President! One engages in a reflective thought looking back to February 12, 2018 (first



The President closing the 75th/8th SNAT Biennial Conference

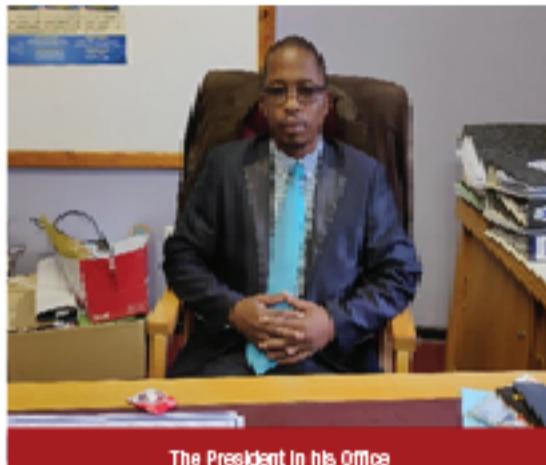


Leading by example: the President leading marchers

Branch conference at Gege), up to Sunday, September 02, 2018; it's been a hectic journey indeed President.

PM: It's been draining. But then that's the essence of elections-worse with trade unions since it's a highly contested terrain. There is need for us as an organization to scrutinize the Elections Procedure. The organizational transition is tedious and has an economic repercussion to the contestants. I hope future Conferences shall attend to this area in our union.

ED: Of course, you had to endure such a rigorous process to qualify for this position President. When



The President in his Office

you look back, what is the most difficult period of your campaign trail can you pick out Chief?

PM: Oh yes! My memory is still fresh on that incident. When I lost in my Region—Manzini. It was a scary moment, I won't lie to you. But it helped as a wake-up call to me, considering what then happened later on. I'm humbled though. The competition was really there; that is the essence of an election-contestation of ideas not personalities.

ED: I'm cognizant that delegates at the Biennial Conference at Esibayeni Lodge gave you a clear mandate to lead the organization. In your four-year Presidency, what shall be your focal areas as the Head of the organization?

PM: Hmm...For that, I'm humbled. The mandate was clear-service delivery. We'll focus on a number of



The President at the courtesy meeting with the PM at Maruso Trade Fair

issues. If you may recall, the rhetoric towards the Biennial Conference was taking the SNAT back to the Staff room. We've to do just that. The organization needs cohesion and coherence. There are Resolutions that have not been implemented since 2009. We need to do have an Organizational Diagnostic Report [ODR] which shall provide an impetus for corrective measures. Teachers out there need service delivery. They need improved salaries: 2021 is a Salary Review year-there has to be a better deal

for teachers. We need improved allowances and other fringe benefits, CoLA. Teachers need economic emancipation thus the need for the SNAT DECENT WORK AGENDA. The issue of casualization of the sector is a real threat that must be grabbed immediately. No teaching post is temporary. The bargaining regime needs overhauling and we shall stop at nothing to confront sectorial issues that are of mutual benefit to us as the SNAT. Unity of purpose is key though.

ED: Well, that's truly mouthful! Leading a huge teachers' organization won't be a stroll in a park. How do you view your team's capacity in collectively dealing with the plethora of challenges teachers from the shop floor are faced with?

PM: The team is fully capacitated. I doubt nobody amongst them to work collectively in delivering to the



The President receiving Dr. Molapo's books at the SNAT Boardroom

membership. We know the type of regime we have in power-stubborn, arrogant, headstrong and selfish. We cannot say we'll do everything at a touch of a button; however, the political and administrative will to address the issues is there. The membership of course will have to rally behind us to ensure these issues are dealt with—Collective Agreements [CA] signed.

ED: I can't agree more with you on the above Mr. President! But then there are glaring challenges of a fragmented industry-incapacitated membership. Do you think its possible to achieve all this above?

PM: Well, I'm sure you know the adage that Rome was never built in one day. The issue of capacity building remains a thorn in our flesh as an organization. I know that there are structures that are responsible for building collective agency. In any case, we shall liaise with other stakeholders such as the TUCOSWA, EI, SATO with resources that may constitute study circles, symposiums, workshops, Discussion Documents etc. creating worker consciousness will never be an overnight thing; however, one step at a time, its achievable.

ED: Talking of stakeholders, how do you view the relationship of the SNAT with the workers Federation, the TUCOSWA?

PM: Hmm...That's an interesting one! [laughs] The SNAT has a healthy relationship with the federation. Since its inception, we've been in the leadership thereof. The SNAT has the largest membership in the country thus its influence is immense too. We'll forever cherish and value our federation. Now and again, the Federation invites our leaders for capacitation. That's invaluable. We look forward to supporting The TUCOSWA in every step.

ED: I can't avoid this one Mr. President. When you entered Office, there were storms in the organization following certain acts, including the contentious Ludzidzini issue. What can you say about that Mr. President?

PM: Oh! About that...well, the Ludzidzini saga was handled by all structures of the organization-General Council and Extra-Ordinary. I think its best we let it go as an organization. The SNAT has stood the test of time, since 1928.

ED: Yeah...I appreciate your time Mr. President! I hope your vision as the Head of the organization shall be translated to pragmatics-tangible evidence.

The TUCOSWA-our glorious federation

PM: Of course! I hope so too Mr. Editor. Leadership is leaving a legacy. Let your leadership be used as a point of reference by subsequent leaders too. But then as a leader, as you provide direction and influence, take counsel from every member. That's the Presidency I would love to exhibit—an accessible President with an open door policy. Let the discourse around transforming the SNAT reverberate in all walls of the staffroom in the country. Let all teachers rise. Let us demand our dignity; our rightful status and place as professionals benchmarking against global standards. Teachers deserve better. We shall do so, collectively.

ED: Indeed my leader. We all look forward to the restoration of the dignity of the teacher. Wishing you all the best in your leadership as the SNAT President:



The SNAT President rubbing shoulders with erstwhile SNAT President, Kati Masuku at the Heroes In Education event

SG's Angle



The essence of sound trade union leadership in the context of the SNAT and its role to union revitalization

The SNAT looks set to undergo transformation of immeasurable proportions. With the new leadership in all structures of the organization, the gauntlet thrown is to ensure concerted efforts towards revitalization with a clear Strategic Plan, articulates the **SNAT SG-SIKELELA DLAMINI.**

Due to the perpetual nature of trade unions, a fully functional trade union normally produces the kind of leadership that is needed to navigate it through contemporary tides and storms. The dynamic nature of the challenges that confront trade unions and their members call for an unparalleled social engineering-a process through which relevant leaders deal with such challenges head-on.

The creation of a sound leadership within a collective is a function of collaborative effort that is scientifically co-ordinated and implemented throughout the various structures of the organisation. A 21st century organisation such as the SNAT demands pragmatic leadership whose philosophy is to be governed more by the 'Servant Principle of Leadership' as compared to other transformational leadership types. This leads us to the question of what servant leadership entail?

Greenleaf in McCormack (2014) posits that, servant leadership requires an understanding of identity, mission, vision and environment. A servant leader is someone who

is a servant first, who has the responsibility to be in the world, and so he or she contributes to the well-being of the people and the community.

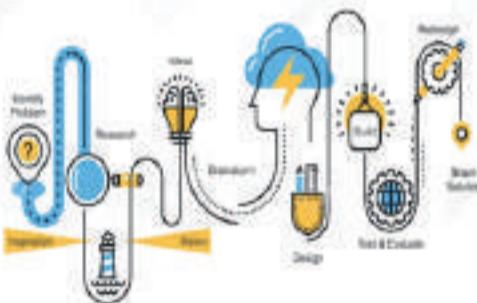
Similarly, any leader in the SNAT (SNAT Shopsteward to National Level) who has ascended into office during the period (2018-2022) should be one who looks to the needs of the electorate and asks himself or herself the kind of service he or she can provide to the teachers to help them solve their problems thus add value to the trajectory on teacher development. Teachers are faced with myriad problems including, but not limited to-extraordinarily low salaries, casualised teaching, burn-out, conflicts at shop-



The SNAT Secretary General, Cde Sikelela Dlamini in his Office

The SNAT comes from an epoch where she has been battered by the employer such that her members have grown weary in participating in the activities of the union. This was further compounded by the fact that the SNAT has been operating without a clear Strategic Plan [SP]. A bureaucratic organisation without a strategic plan can be likened to a ship without a radar-a ship which will eventually land on the 'lifeless shores of the sea of oblivion.' The SNAT membership is informed that the days of operating haphazardly as an organization are over. The strategic plan for the organisation shall be drawn by the SNAT-NEC by the end of March, 2019.

Creative Process



All structures as well as rank and file members shall then be expected to contribute to the draft so that there could be broad-based ownership of this organisational compass. The importance of this strategy in improving the navigational systems of the organisation, can never be overemphasized.

The strategic plan shall embody some specific Programme Areas [PA] from which deliverables will be set.

The ultimate goal is the attainment of Union Revitalisation and this should happen within the current term of office [2018-2022]. To meet this goal, sound leadership is a prerequisite, at all levels and there should be no room for error. The office of the Secretary General, as the controlling officer, shall ensure that this is indeed seen the light of the day.

The road to full union revitalisation has got so many trade union activities in the form of campaigns, symposia, industrial actions and court sessions, to mention but a few. These activities must be rolled out not as a matter of choice; rather, as a means for survival. The SNAT should be a pressure group by both meaning and creed. The SNAT membership, therefore, is encouraged to engage the combat gear, in preparation for the busy times that lie ahead.

The discourse that has been made herein, is made by no means overlooking the fact that the year 2018 has been a rough one for the SNAT and that the Organisation has been going through turbulent weather in the socio-economic and political realms. All Civil Servants, including teachers, have not had their salaries adjusted even by a single percentage since 2016, and this is a serious cause for concern. Public Service workers are literally living on meagre salaries that have been reduced by 14.4% for the past two years [2016-2018]. Our buying power has been grossly eroded. Our morale has been damped and has reached unprecedented levels.

The issues of allowances and appeals for the 2016 salary review have been relegated to the background by the employer, for her own convenience despite the fact that E85 million was transferred to the Consolidated Fund for the exercise in 2016.

The 202-page SNAT Appeals Document on Circular No.01/2016 on the 2016 salary review

Our members are literally dying in droves due to the fact that our employer still does not have a Medical Aid benefit for her workers. As to why this is so, defies logic, especially because we are destined to the nightmare of a First World Status in two (2)-as

floor etc. To fully address these challenges, the SNAT needs leaders who will holistically embrace respect, humility and simplicity as prerequisite human attributes. The full development of each teacher shall surely lead to the full development of all and ultimately, we will have a truly revitalised union. There is no other moment than now.

The year 2018 has been a turning point in the contemporary history of the SNAT since the Union resorted to electing all positions, at the same time, at the various levels. This effectively brought an end to the era of staggering where during an election, some members of a committee would be elected whilst others would be 'exhausting' the remaining years of their Term of Office. Staggering undoubtedly precipitated some challenges regarding evaluating the success of the different officers and committees or lack thereof. With the current reporting structure, (comprehensive reporting for individual office bearers) and the election into a committee on the same day for all positions, underscores the need for a sound leadership that shall surely deliver on the mandate from the electorate.



The SNAT Secretary General, Cde Sikelela Dlamini protesting

proclaimed by the powers-that-be.

Ultimately, it should be noted that, as a teacher union, our collective success lies on our numbers, on our unity; not just unity but unity of purpose-a force unparalleled.

United we Stand!!!

Divided we Fall!!!

Barriers of Vulnerable Children to Education

Hello readers, my name is Futhile Dlamini. May I kindly take this time to thank all of you for entrusting me with the enormous responsibility of being Sub-Editor in National Executive Committee (NEC) of SNAT for the period 2018 up to 2022, the time you took involving yourself throughout the whole tedious elections process is greatly appreciated and well applauded. I will then briefly state my duties as per the SNAT Constitution and provide a short article which directly touches on one or two of my duties. Read on - Duties of the Sub-Editor as per article.

12.9 of the SNAT Constitution reads as follows:

12.9.1 Deputise for the Editor:

- To liaise with writers' organisation and media houses.
- In training of a pool of writers within the organisation.
- In editing and publishing of the Association Magazine and newsletters at regular intervals.
- In editing all forms of communication and correspondences from the central office which might include speeches, press statements, minutes and letters.



The Sub - Editor in action protesting

12.9.2 be a member of the Education and Gender Committee.

My short write-up will therefore focus mainly on my duty as per 12.9.2. As a member of the 'Education and Gender Committee, I saw it befitting to highlight some of the barriers of Education that often co-occur especially among vulnerable groups of children, thus aggravating their educational exclusion. These barriers include: Violence, gender stereotypes, customary practices, child labour, natural disasters, hunger, insufficient schools, low quality teaching, lack of enabling school environment, poverty, HIV/AIDS, no birth certificates, absent parents, disability and among others low literate parents.

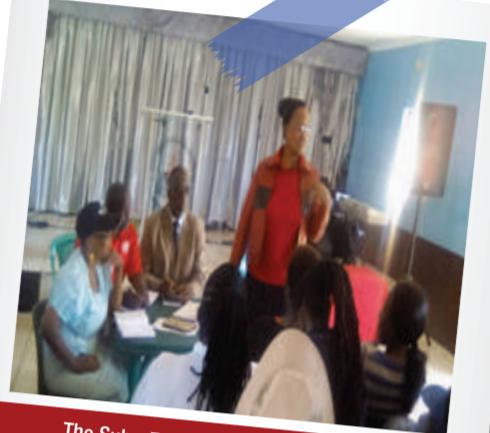
The impact of these barriers affect enrolment, retention and success in school. Not all learners who enrol attend school regularly, and may drop out. At primary school level, more than 20 per cent of children do not complete their education (UNESCO 2011). This discrepancy between the 85 percent of net enrolment rate at primary school and the average secondary enrolment rate of 40 percent indicates high dropout between primary and secondary.

Learners' success in school is in part dependant on the quality of education system, and trends in grade repetition rates and low literacy and numeracy skills indicate the need for improved quality teaching and learning. Many children in the Southern African Development Community (SADC) region do not acquire basic knowledge and skills in primary school. Country-specific studies show that in a number of member states numeracy and literacy levels in grade 2 to 6 are extremely low.

There is also inequality in that the burden of poor education enrolment, retention and outcomes is not shared equally amongst all children. The overwhelmingly majority of children who are excluded from school or perform poorly are economically and socially marginalised. Poverty is the underlying cause of vulnerability of most children. It creates direct and indirect barriers to education. Children living in poverty are less likely than others to enrol and remain at school. Poverty is also linked to early dropout and poor educational outcomes.



Sub - Editor, Futhile Dlamini



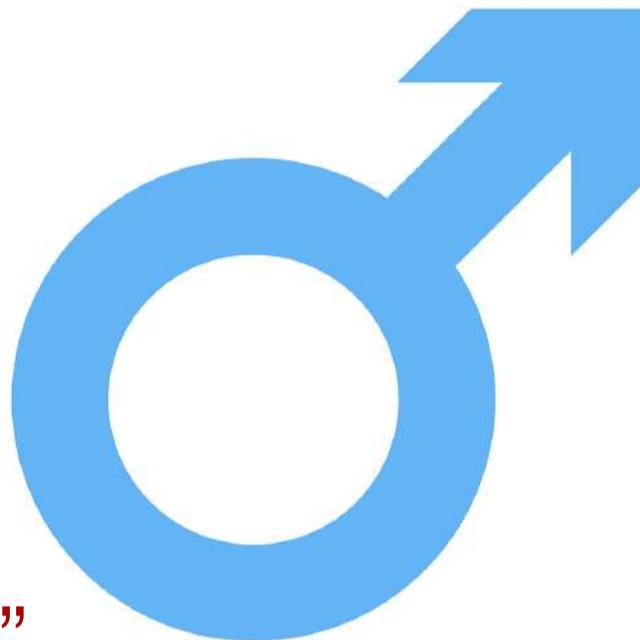
The Sub - Editor facilitating in a workshop

Although gender parity has largely been achieved in learner enrolment at primary and to a lesser extent to secondary levels, the degree of equity is not evident in the case of retention rates and educational outcomes. When gender combines with others such as poverty and rural geography, the access enrolment and achievement ratios for girls are considerably lower than those for boys. For girls the risks of educational outcomes are associated with factors such as gender stereotypes, early marriages, teenage pregnancy and sexual abuse. Lastly most children are affected by HIV/AIDS and some by disability. Children who lose one or two parents are at least less likely to be in school and more likely to be working for more hours in week, and they are also more likely not to be at the correct level of education and complications arise in the form of stigma and discrimination. Children with disabilities are disproportionately represented in the out of school population, only a small proportion of learners with disabilities are enrolled in school

In conclusion, this therefore means Education sector policies should recognise and respond to the barriers faced by children through the provision of curriculum support, teacher development and support, infrastructure, safety and protection, psychosocial support, social and welfare services, material support, community involvement as well as leadership and structure.

The views expressed in this article belong to the author. Any feedback on same could be sent to dlaminifuthile@gmail.com

SNAT AGAINST GBV



“Hear Me Too”
“Ngive Nami Phela.”

The SNAT: Dealing with Gender and Human rights issues

Human rights are standards that are essential to the full development of individuals and communities. They allow all people to live with dignity, freedom, equality, justice and peace. Gender equality is such a basic human right. Many organizations [including the SNAT] are working day and night to solve the inequality between men and women, reports **CDE SIFISO VILAKATI**.

T

The 78th/5th Biennial Conference of the SNAT at Esibayeni Lodge [02-06 September 2018] was a cut above the rest in terms of articulating a renewed direction and giving a fresh mandate to National Office Bearers (NOBs) of the organization, in their various portfolios. What strikingly came out, however, as of great interest to me, was the transformation of the Gender Office, under the new tagname- Gender and Human Rights Officer. This is a cumbersome Office with the addition of the Human Rights aspect of the trajectory. The rhetoric around is; Gender issues are human rights issues. Such is a resounding proposition held in different quarters locally, regionally and globally. The global symbol for gender At this juncture, I would be doing injustice not to greatly appreciate the awesome and telling work that my predecessors have done in this Office. I am, further, humbled by the confidence bestowed upon me by the SNAT Membership on being elected into this post. The task ahead is not insurmountable. It is feasible to win the Gender battle in our patriarchal society.

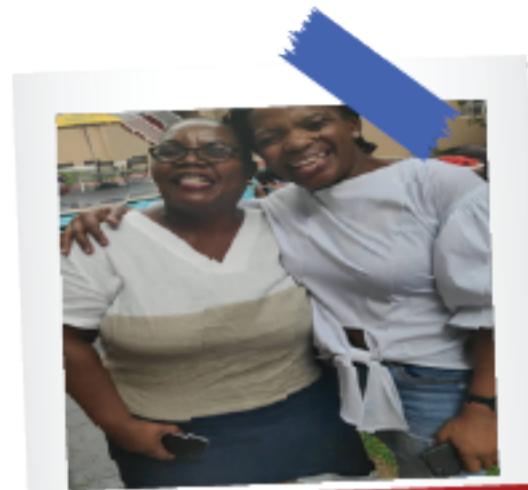


The SNAT Gender and Human Rights Officer (2018-2022) Sifiso Vilakati.

3.DPM'S OFFICE, GENDER UNIT.
4.MOET, the Career Guidance department.

Gender Based Violence Campaign

Friday, 07 December 2018, shall remain in our organization's archives as a historical day where the SNAT converged to speak to pertinent social issues affecting our profession, different communities and country as a whole. It remains a day where we stood up, collectively, to



The SNAT Gender Officer with COSATU President Dde Zingiswa Losi at the TUCOSWA Gender Workshop.

condemn, in the strongest terms possible, the brutally killings against the vulnerable groups-women and children under the Gender Based Violence (GBV) banner. On this day, against all odds, the SNAT Gender and Human Rights Officer joined the World in commemorating the 16 days of activism against gender based violence which is always held from the 25 November to 10 December, annually. The SNAT began with a public sensitisation march from Somhlolo Park to Millennium Park, singing and sensitising the public on the issues under discussion. The theme for the year was: "Hear Me Too - Ngive Nami



The SNAT Gender Officer speaking at Millennium Park in Manzini.

Phela."

The saddening part is: the SNAT, now and again loses membership due to GBV which often affects the majority of them, especially females and students, males included. We have had countless cases where the media reports on incidents where women are brutally killed by their partners, all in the name of love. The statistics for passion killings are alarming thus the urgent need for a paradigm in thought and in action.

Many of our teachers face the following types of abuse.

1. Sexual
2. Physical
3. Verbal
4. Emotional
5. Financial
6. Neglect



Teachers marching in Manzini against Gender Based Violence, December 07, 2018.

7. Other abuse

On a parting shot, the SNAT Gender and Human Rights Officer would love to thank all those who made the day as a resounding success. This includes the SNAT NEC, Gender Committee, all Gender Officers in structures, male gender champions, SNAT Burial, and the SNAT family at large. It would be unfortunate of me not to thank the Times of Swaziland and Eswatini Mobile for their outstanding contribution too.

The SNAT Gender and Human Rights Officer writes in her capacity as convenor of the Gender and Human Rights Committee [article 13.7].

Any feedback emanating from this article could be sent to motsamcolisi@gmail.com or dlaminifuthile@gmail.com.

Gender Strategic Direction (2018-2022)

Following the assumption of duty by the Office of Gender and Human Rights in October 03, 2018, the Office has been running helter-skelter, fixing a few structural issues with an intent to put logistics into perspective with regard to its overall focus [2018-2022] as a unique portfolio.

The SNAT Gender and Human Rights Officer will be focusing on the following from 2018-2022.

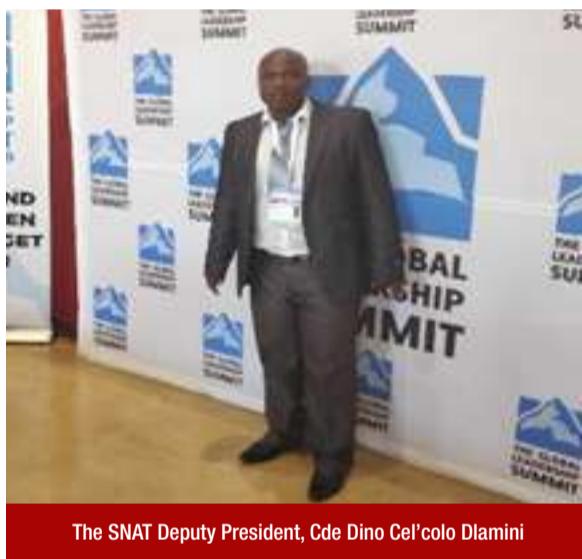
1. Workshops on what is Gender.
2. Gender roles and sex roles.
3. Gender equity and equality.
4. Gender mainstreaming.
5. Human rights as enshrined in the UN charter
6. LGBTI
7. Gender blinds etc.

Organizations working with the SNAT are;

1. WLSA
2. SWAGAA

TRANSFORMING THE DIMENSION OF A HEALTHY TEACHING CADRE

Health and wellness issues border on lifestyle. The very essence of all is to promote and nurture a community of care-supportive of healthy life-long personal and relational behaviors. This includes offering opportunities for development in all areas of wellness: intellectual, spiritual, financial, emotional, physical, social etc, writes **CELUCOLO DINO DLAMINI.**



The SNAT Deputy President, Cde Dino Cel'colo Dlamini

T

alking about health issues, a reputable philosopher, Ralph Waldo Emerson once said; "The First Wealth is Health."

At this opportune moment, I find it rightly befitting to appreciate the SNAT General Membership and delegates from the 75th/8th Biennial Conferencing for entrusting me with the responsibility of being a DEPUTY PRESIDENT for the SNAT 2018-2022.

The SNAT Health and Wellness department looks set to hit the ground on issues that affect teachers as they execute their duties in their different work stations. Wellness is at the fulcrum of any industrial centre. Every employer is expected to ensure that the pool of workers under her employ are mentally and physically fit to be in the production line.

The Health and Wellness Committee would like to put forward the following as key areas of focus for the year.

1. To organize programmes for Branches to kickstart a programme of self-care as means to keep the body healthy

2. To liaise with the MoET Wellness Committee as a social partner rather than as a department
3. To now and gain visit teachers given assistance by the organization
4. To revive the Wellness Committee in the Branches
5. To hold Branch and Regional Shukuma Programmes for teachers
6. To initiate the process of securing a fully-equipped ambulance for the Wellness Department
7. To secure a First Aid Kit for the Wellness Car
8. To visit SWAKOR Clinic and Emafini Rehabilitation Centre
9. To create joint programmes with other stakeholders such as FODSWA, PSHACC etc
10. To partner with a Fitness Zone and negotiate reasonable fees for the SNAT membership

One cannot sleep in contentment knowing very well that a hundred of teachers out there are suffering, lying in their sick beds, with no proper medication and support system. The issue of sinking in debts leading to depression and stress shall come to a halt. The Wellness Department shall roll-up its



sleeves in ensuring that teachers get all the necessary assistance for them to perform well in their respective duty stations.

In my Term of Office, working with the Wellness Committee, we shall ensure that all concerted efforts



National Wellness Committee preparing the World AIDS Day banner

are to mobilize resources to ensure that the life of a teacher is transformed, fit, healthy and productive. It is true that there is a lot that has been done in addressing HIV/AIDS. The war is not over though. Let me take this space to sincerely thank the membership in attending the commemoration of the World AIDS Day on December 07, 2018 at Millennium Park in Manzini. The event was a tremendous success.

What we need to focus more on also is the issue of chronic diseases-where the patient has to adjust to the demands of the illness. These are asthma, bipolar mood disease, brochietasis, cardiac failure, cardiomyopathy, depression, diabetes, hypertension [blood pressure], kidney disease etc. Families, the union, the sector and the country a number of deaths per year as a result of these illnesses. The organization cannot afford to fold arms and bury our heads in the sand as this happens.

Let us all work towards a healthy lifestyle as members of the SNAT.

Amandla!!!!



The National Treasurer, Khumbuzile Sithebe

TALKING UNION FINANCES

The union's financial position is unhealthy. Not only will fiscal prudence be key to come out of the woods we are in; rather, complete change in attitude and behaviours from all structures. We cannot, as a matter of principle, behave normally in an abnormal situation, reports **KHUMBUZILE SITHEBE**.

The 75th/6th National Conference ended on a high note with serious organizational activities taking place. It is befitting at this juncture to dearly appreciate the confidence bestowed upon me by the delegates on this crucial post in the organization.

Without any further ado, one is cognizant of the task ahead. It is prudent that I highlight the indispensable role of the Finance Policy and Compensation Policy as adopted by Biennial Conference. These have a financial implication in the organization. Every Office Bearer in the post of Treasurer is urged to familiarise themselves with the Finance Policy as a yardstick for all transactions in the SNAT.

The National Treasurer, as many are aware, is responsible for the financial aspect of the association. The scope of work includes the following:

1. Drawing up budget in consultation with the Finance Committee for approval by the executive for presentation to the annual conference.
2. Monitoring the budget by keeping a commitment register.
3. Keeping and maintaining the required books and documents.
4. Ensuring that books of accounts are audited by external auditors and internal auditors.
5. Drawing up the accounts for presentation and approval at the annual conference.
6. Ensuring that recruitment is constantly in progress.
7. Ensuring that an accurate membership register is kept.
8. Holding seminars for new committee members and Branch Treasurers in the Association and to assist where necessary.

9. Giving reports regularly to the Executive/standing committee on request.
10. Paying Creditors and collecting money from Debtors.
11. Paying approved claims to members.
12. Paying staff salaries.
13. Banking money regularly and reconcile statements.
14. Administering refunds and other payments by the Association.
15. Keeping notes of meetings and the association calendars.

THE FINANCE COMMITTEE (FINCOM)

Its main role is to monitor expenditure and advises on budgetary controls.

This structure comprises the following:

In the National Executive Committee:

1. National Treasurer (the convenor)
2. Secretary General
3. Organizing Secretary
4. Deputy President

In the Branch Executive Committee:

1. Treasurer
2. Secretary
3. Deputy Chairperson

BRANCH TREASURERS

They are expected to:

1. Be honest, accountable, transparent and display professional management of financial resources.
2. Eliminate fraudulent claims.
3. Manage and control branch assets.
4. Prepare monthly cash-flow forecast in line with the budget.

5. To prepare, keep and maintain the books of accounts financial documents (e.g. analysis book, petty cash book, cheque book, claims, register of members, asset file/register, bank statements file, etc.)

I find it fit to urge all structures to explore all possible ways to reinforce fiscal discipline and propose a Framework for Crisis Resolution and implement some concrete measures.

If the fiscal discipline is not infused as a culture, then the structures expenditures will continue to exceed the revenue collected.

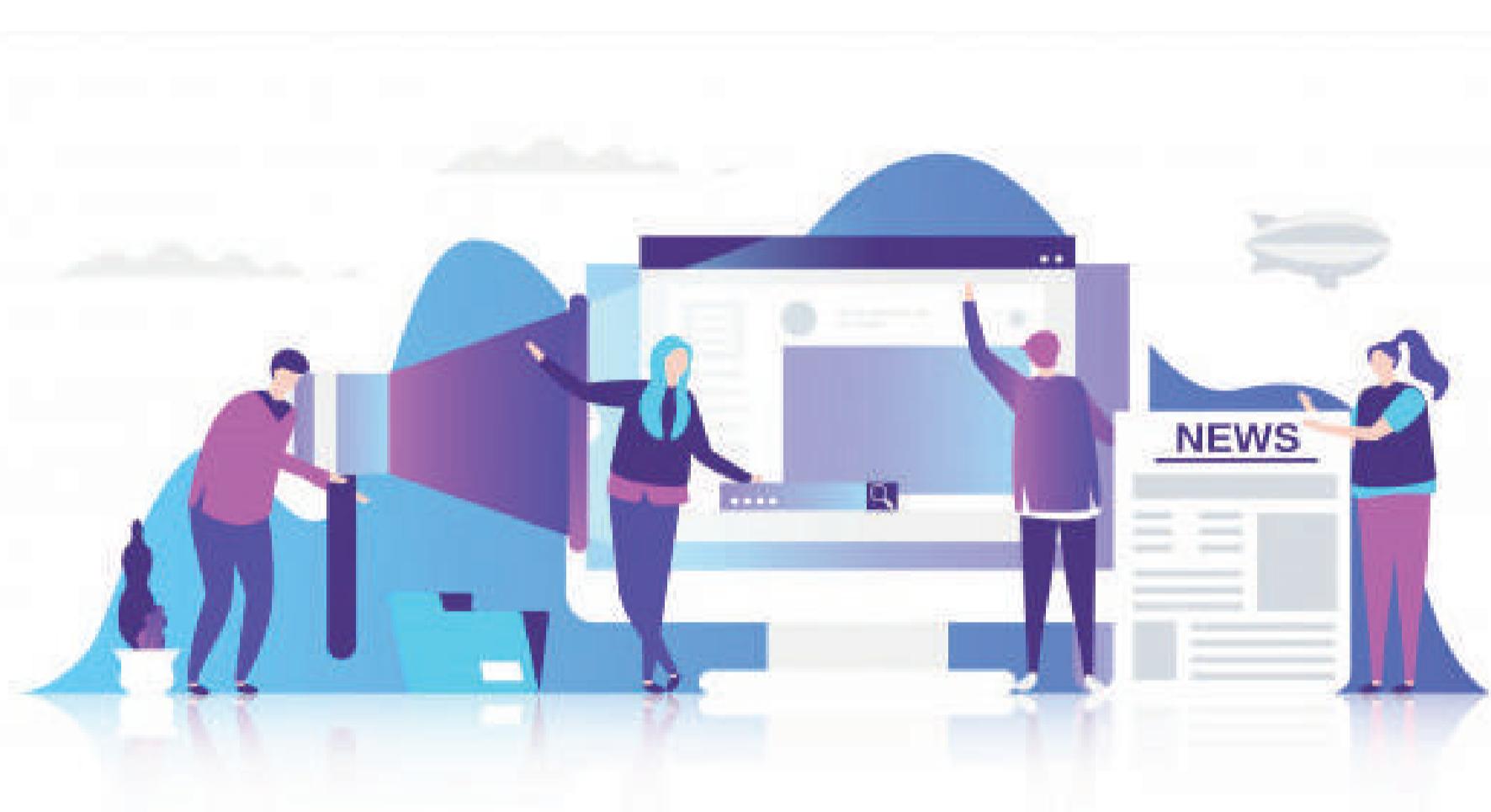
In this regard, a Resource Mobilisation Strategy and Framework aimed at ensuring a more predictable revenue stream to support our activities has been formulated and will be implemented in due course of time.

We shall engage further on the finances of the organization in subsequent articles.



The National Treasurer in Action, on the streets!

Amandla!!!!



Social Media: A Must-Embrace Phenomenon as a union

As we cascade through the Information Age, let us do so alive to the fact that we cannot afford to bury our heads in the sand as an organization, considering the depth of influence of social media. Pro-activeness is a prerequisite for us to accrue the positive spin-offs of this revolution, argues **MCOLISI MOTSA**.

Shy Jacoby, President of Union Marketing once said;

"If you want to achieve social change, our thoughts must be innovative and our actions revolutionary."

Social media is a phrase we seldom throw around these days. Often times, we refer to our postings on Facebook, Twitter, Instagram, Snapchat, WhatsApp and others. The confusion in using this word emanates from the literal description of the sites of these platforms. Some people have a more restricted view of social media, often equating it to mean the same as social networking (a.k.a Facebook, WhatsApp, Twitter etc). Others don't view blogs as falling under social media.

Definition

What then is social media? Let me not bore you in parsing the lexical items; rather, get to the acceptable definition of the phrase. Basically, social media are web-based communication tools that enable people to interact with each other by both sharing and consuming information. World over, social media is a very powerful tool that allows unions to have important conversations with members, potential members and supporters. The SNAT has to get along with the contemporary world-venture and embrace, fully, "Web 2.0."

The new social media is a very powerful thing. It allows unions to have intimate, personal conversations with hundreds, if not thousands of members, potential members and supporters. No longer are unions reliant on the old forms of media (newspapers, television, radio), or on face-to-face conversations between organizers and workers.

Social media allows for unmediated communication and dialogue across vast distances, and at any time of the day or night. The SNAT can now campaign globally, raise awareness of issues locally or build support from the shopfloor, branch to national areas. The SNAT can utilise very powerful and flexible social networking tools, but like any organizing and campaign tool, they must be used properly. Tools such as Facebook and Twitter should not be just an afterthought. The thing, however is—the SNAT should not just set up a Twitter account, make one or two "tweets", and then expect hundreds of its members to start "following". Like any endeavour, the effective use of social networking requires practice, and trial-and-error. Consumers of social media (union members, potential members and supporters) can interact with corporate and commercial users that have a high standard of professionalism. If a union is going to start using social media, it must be prepared to invest time and (human) resources to do so properly.

Using social media well

Social media and the social elements of "Web 2.0" are characterized by conversation, participation, openness and community. These are, nevertheless, core union principles of social media that the SNAT ought to appreciate lest we hit a snag in or exploit thus have many of our efforts wasted. The Ben Ali regime in Tunisia and Hosni Mubarak's reign in Egypt are cognizant of how social networks can be used as revolutionary methods of mobilization to enable pro-democracy movements to flourish. Working-class Tunisians were animated by the same goals as their Egyptian counterparts; namely, the desire to secure dignity and respect, bring about real political democracy and improve their standard of living. We, in Swaziland, yearn for such in our motherland.



Twitter, for instance, is definitely one of the new cool things on the Internet - the epitome of "Web 2.0." Unions have traditionally been slow in their uptake of new technology, including the SNAT. Many union leaders and officials consider social networking tools to be useless, waste of time or not compatible with the needs of organizing. Such, however, is unfortunate.

Eric Lee (founding Editor of LabourStart), has some definite opinions on how Twitter can be used by unions such as the SNAT. He says;

"Unions can utilize very powerful and flexible social networking tools, but like any organizing and campaign tool, they must be used properly."

My observation is that the real power of Twitter is that it's platform-independent. You receive those messages where it's most convenient for you. That can be through your own Twitter page on the web, or it can be as text messages to your mobile phone, or via the Instant Messenger of your choice, or through an RSS news feeds.

Through Twitter, as a useful communications tool, the union is able to get short, concise messages to large numbers of people, cheaply and easily. Twitter is growing in leaps and bounds, just as Facebook has done. The platform is definitely a useful communications tool, especially during sustained campaigns. Just as most unions would never run a campaign without putting out media releases, newsletters, posters, leaflets, emails and text-messages, so too must the SNAT robustly use the likes of Facebook and Twitter. However, Twitter shouldn't just be updates from the union's website. Twitter and Facebook should be used to build authentic relationships with followers, SNAT membership and other key stakeholders (local, regional and global) such as UNESCO, EI, SATO etc).

The SNAT has fully integrated "Web 2.0." We have established ourselves in all the social media platforms with an intent to engage, create online communities, communicate, and deliberate on the feedback/insight from the membership.

Some commentators could permit the temptation to say the approach taken is technically a cart before the horse modus operandi. Such a view may emanate from the premise that there is currently no Information Communications Technology (ICT) Policy at the SNAT. This abnormality speaks to our Trade Union Development Effectiveness and Institutional Capacity. That is why now and again, the organization needs to have its own Trade Union Organizational Capacity (TUOC) Framework/Tool which addresses three (3) variables:

1. Learning about the capacity of the union
2. Planning new capacity development activities
3. Assessing progress in capacity development

Mcolisi Z. Motsa writes in his personal capacity as the SNAT Editor [2018-2022].

The opinions espoused in the article are embraced in his Intellectual Property. Feedback on the article could be sent to: motsamcolisi@gmail.com.



Organizing the SNAT

The SNAT organizing model



The SNAT OS-Cde Mlondi Dlamini

find it proper to take this opportunity to welcome you to this OS's column-Organizing the SNAT. For the next four years, we'll talk about the role and essence of this Office to the entire organization. I am also humbled that the electorate saw it befitting to give me this mandate and responsibility to be the Organizing Secretary (OS) for the SNAT. This Office is an all-rounder.

Many are aware that the SNAT was turning ninety-years (90) in 2018. We look back to count a number of victories since 1928. As we do so, conscious of the challenges that the socio-economic and political set-up pose to us as a critical human resource, selling our labour to capital, we need to review what scholars call the: "Organizing Model" for us as the SNAT. The reality of things is that for the union to be effective and deliver the objects it set out to provide to the membership, it must evaluate its organizing model. Union activists and class-conscious

leaders must stand up and be counted, act as per the union purpose.

Defining organizing model as a term calls for a radical shift in perspective. This is a term used in modern debate about how trade unions can increase membership and influence.

The reality of the debate is that the nucleus of organizing is that it should be issue based, that is focused on identifying and resolving grievances with the employer and by means of oppositional and adversarial collective activity. Union organizing for the members shall promote self-organization, self-reliance, self-initiative, respect, participation and activism.

Importantly, underlying all this is the sense of trying to return our union to its social movement origin by a range of techniques to build the SNAT. This begins with a systematic approach to identify more potential members (recruitment), activists, and issues that concern them. This is called mapping.

In the next four years in Office, the SNAT shall have a variety of campaigns that need vigorous energy and a committed membership. We'll have to engage in mass mobilization at a massive scale on sectoral issues that have been neglected for a while.

Furthermore, I'll ensure the recruitment drive hits the ground running, marketing the union to deal with the issue of "free riders" in the sector to an extent of initiating the statutory Agency Shop Agreement.

It won't be proper for me to turn a blind eye to the issue of marshals at the SNAT. The structure of marshals plays an indispensable role in the organization; however, there is an urgent need to review the operations in the structure to an extent of asking for a Marshals Policy within the organization-a set of clear guidelines on how the organ shall operate.

The OS, like I mentioned earlier, is an all-rounder. He seats in almost all the structures of the organization. I find it prudent to list the structures where the OS is a member, at times ex-officio. These include, but not limited to;

1. NASOWECO
2. CREDENTIALS
3. SNAT BURIAL

It must be revealed too that this Office ceases to exist in this term. Post 2022, there'll be no OS considering the new organogram for the SNAT.

As I conclude this article, I wish to express my utmost apology to the entire SNAT Membership on the inconvenience caused by the t-shirts saga. We hope from next year, all shall fall into place with the committee responsible up to the task and proactive.

Let us organize the workplace to build the SNAT's strength and effectiveness.

Amandla!!!



The SNAT OS gesturing during the courtesy call session with the PM at Mavuso Trade Centre



The OS [overall] busy-organizing Chairs

SNAT: The Empowerment Centre

"Many call it the key to success. Others say, it is the vehicle to intellectual freedom while others regard it as the most powerful and reliable weapon with which to change one's situation around and influence one's destiny". Is it Education I'm talking about? Yes. **SNAT DSG, CDE SIMANGA KHUMALO.**



The SNAT DSG - Cde Simanga Khumalo

edge on workers' rights and general leadership as the most dangerous one. In the absence of knowledge, the power of democracy, sane leadership, purpose and stability are greatly put into jeopardy.



The DSG [black beret] during a protest action

It is true we need CoLA and other bargains in our time as workers but what about the Trade Union apathy that consistently eats up our zeal to associate, the eagerness to participate and the pride of being counted amongst the throngs of workers worldwide who fight for what rightfully belongs to them.

Of the enemies that work against workers, teachers in particular, enjoying their freedom, I regard the lack of knowl-

Comrades, we should count ourselves privileged as the SNAT to have the empowerment centre. The Deputy Secretary General's Office is entrusted with ushering individuals and leadership into the wealth of knowledge the sphere can provide. Before and even during our actions as teachers, we need some capacitation in all issues bordering around our core mandate in the classrooms

as well as in our leadership aspirations. May I, to that end, invite the SNAT family to a period packed with education activities [2018-2022] which may (not exhaustively) include the below;

1. Shopstewardship
2. The new SNAT organogram
3. Marshalling as a component
4. Symposia>Discussion Papers>Position Papers
5. Seminars
6. Workshops
8. The political economy
9. Voter education
10. The Federation perspective
11. Study Circles

The afore-mentioned shall be unpacked in subsequent sessions.

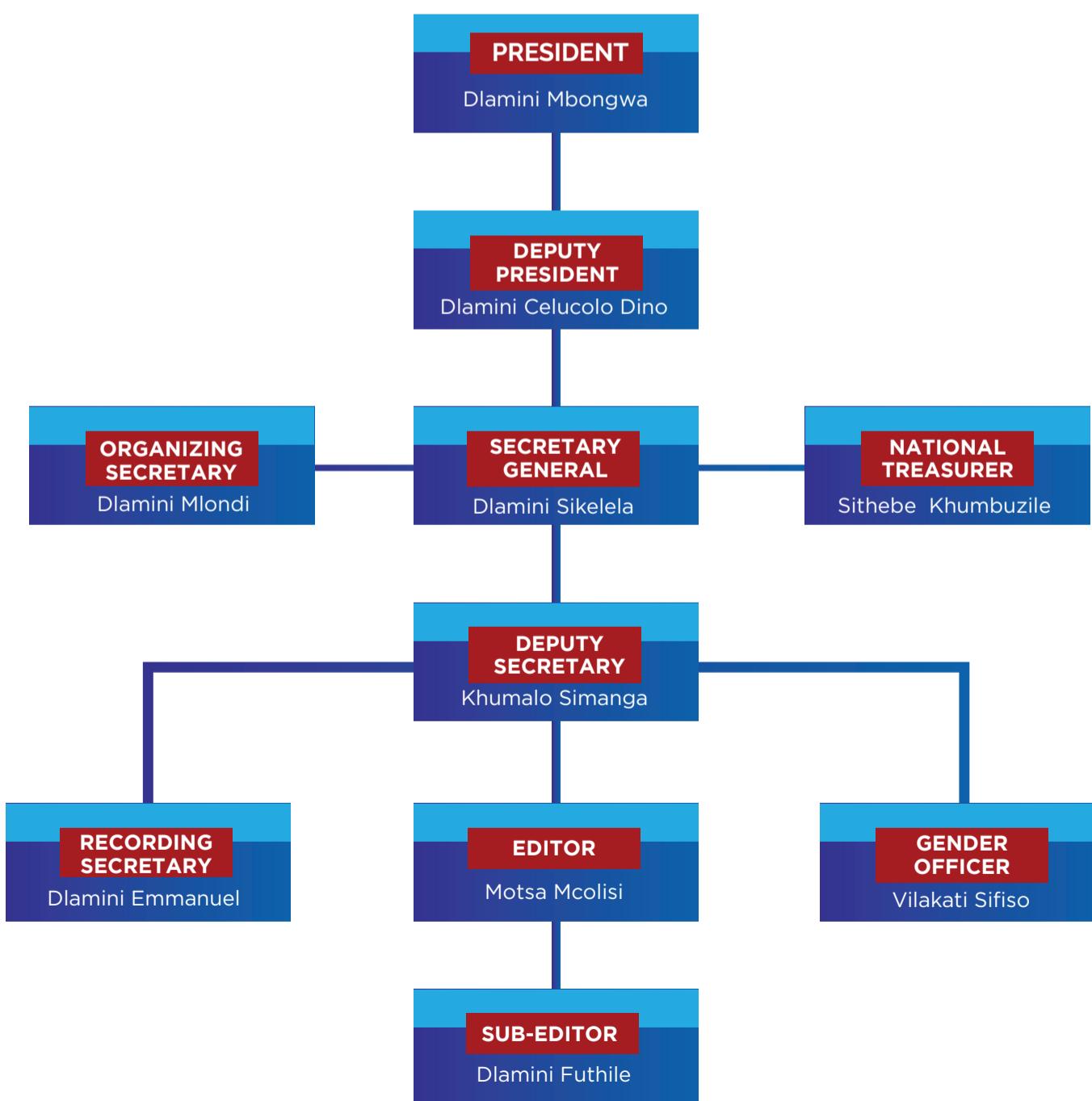
In the process, it must, however, be noted that education may be compulsory but learning is voluntary. Our approach to every programme should display that hunger for growth and advancement of the SNAT mandate.

AMANDLA!!!!

VIVA SNAT VIVA!!!

EMPOWERMENT/ EDUCATION —T HE WAY TO GO!!!

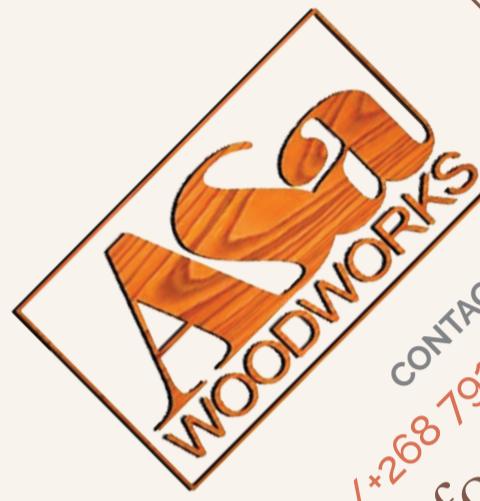
SNAT ORGANIZATIONAL STRUCTURE



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THE CONFERENCE COMMITTEE OF THE SNAT



Conference Secretary, Cde Hlengiwe Mamba.

We as THE CONFERENCE COMMITTEE, established in terms of article 16.1.2 of the SNAT Constitution and Bye laws are composed of seven [7] leaders for the year 2018- 2022. These are;

1. Chairperson - Cde Joseph Sondlo
2. Deputy chairperson- Lindokuhle Mabuza
3. Treasurer-Tsabedze Nomcebo
4. Secretary-Mamba Hlengiwe
5. Deputy Secretary- Maxwell Zweli Masina
6. Recording Secretary- Gamedze Bongiwe
7. Gender-Dlamini Tholakele



Conference Chair, Cde Joseph Sondlo.

DUTIES OF COMMITTEE

The conference committee shall:

1. arrange venues and accommodation for conferences
2. budget for meals, stationery and other conference materials
3. make sure that delegates register on time and are well accommodated
4. delegate marshals to do various duties
5. work hand in hand with the credentials committee
6. raise funds to boost conference committee coffers

In our four [4] years in office, we intend to pursue the committees AIMS and OBJECTIVES by performing the following duties;

1. Scouting and arranging for conference venues that are relevant and cognisant of not only our financial status but also respectful of SNAT's image as a giant trade union.
- As a committee, we believe that the construction of a modern SNAT CENTRE with conference facilities would be a great move and thus add our weight towards the attainment of such an immensely needed facility.
2. We intend to introduce cost cutting strategies on meals, stationery and conference materials budgets.
3. We will ensure that conference delegates are well accommodated and conduct conference business with the due diligence it deserves.
4. We will work closely with the Organising Secretary and Marshals in delegation of conference responsibilities.
5. We shall work closely with the Credentials Committee to ensure that deserving union members are allowed to participate in conference business.
6. We plan to boost committee coffers through fundraising drives, selling SNAT merchandise and forging partnerships with relevant business personnel and institutions.



Members of the Conference Committee;
[Top left] Hlengiwe Mamba [Secretary], Sondlo Joseph [Chairperson], Lindokuhle Mabuza [Deputy Chairperson], Zweli Masina [Deputy Secretary], [Below left] Bongiwe Gamedze [Recording Secretary], Dlamini Tholakele [Gender], Tsabedze Nomcebo [Treasurer]

We understand the unchartered waters that lie ahead of us in light of the socio-economic challenges engulfing us as a country, still as the CONFERENCE COMMITTEE, we remain unfazed as we believe SNAT the giant can still forge across and take her rightful place through hosting relevant conferences and deliberating on the myriad of issues that affect teachers welfare.

The leadership changes and legacies resulting from the elective conferences are also of utmost importance as the SNAT redefines and reshapes herself to remain a trade union of great reckoning in the kingdom and beyond.

Amando!!!!

BY: Nonhlanhla Nkumane



National Status of Women Committee

This is to show the current status of Women's Committee as elected into Office from 2018-2022.

1.0 THE COMMITTEE STRUCTURE



5. Chairperson - Khetsiwe Mkhalihi



5. Treasurer - Gabisile Shongwe



2. Deputy Chairperson - Lindiwe Mahlalela



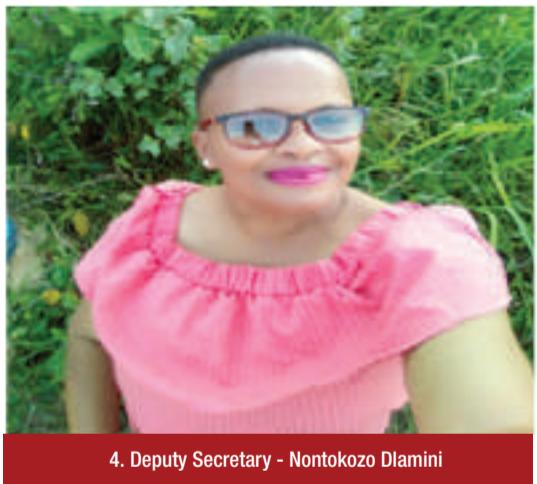
6. Recording Secretary - Nonhlanhla Nkumane



3. Secretary - Lomagugu Sambo



7. Gender - Khanyisile Matsenjwa



4. Deputy Secretary - Nontokozo Dlamini

5.0 DUTIES OF THE COMMITTEE

The duties of the NASOWCO shall be to;

- 5.1 Advise NEC on issues related to women and girls.
- 5.2 Recommend policies and activities to be adopted and undertaken by the SNAT including seminars, conferences, studies and other activities and advice on their implementation.
- 5.3 Provide a written annual report to the NEC.
- 5.4 Encourage and promote the professional and personal advancement of women in an ever-changing society.
- 5.5 Promotes educational and social needs of children in Swaziland.
- 5.6 Organize various activities among women within the association.
- 5.7 Co-ordinate the activities of women in the association with other women organizations involved in national development.
- 5.8 Improve the status of women teachers in Swaziland by encouraging active participation of women in national projects.
- 5.9 Raise the awareness of women teachers towards the need to participate in decision making processes within and outside their environments.
- 5.10 Raise awareness on the need to conduct researches into specific aspects of education and examine the country's problems and achievements.

6.0 FINANCE

6.1 NASOWCO shall get a subvention from the NEC.

6.2 BRASOWCO will in turn get subventions from the NASOWCO and the same shall be reviewed from time to time.

6.3 The committee's specific women's projects shall be monitored and administered by the NASOWCO.

6.4 To ensure that the relationship between the NASOWCO and ETFO (Elementary Teachers Federation Organization) in Canada is maintained.

6.5 To solicit other sponsors.

6.6 The Treasurer and the Chairperson or Secretary shall be signatories to bank accounts at all levels.

AMANDLA!!!

2.0 MISSION STATEMENT

To create awareness of feminine potential lady teachers

3.0 VISION STATEMENT

Maintaining and strengthening the status of women.

4.0 OBJECTIVES

The objective of this committee shall be to empower women teachers to take up leadership position in SNAT.

To mentor women who display exceptional performance or potential.

To prevent sexual harassment and to promote general well being of female teachers and non teaching (support staffs) in schools and in the Union.

The SNAT Burial: A Scheme of Choice

The SNAT Burial Scheme was formed after the pronouncement of the 2001 SNAT Biennial Conference of Delegates-which makes it a National Committee [15.1.5]. The structure has an Executive Committee of seven members, under normal circumstances. As of now, it is short of two members following the demise of our beloved Chairman, Cde Sihawu Dlamini [may his soul rest in peace]. We are hoping to fill the vacant positions in the soon to be held elections after declaration of posts in our coming AGM.



The SNAT Burial Secretary, Cde Bonginkosi Dlamini

The current members of the SNAT Burial Executive Committee are;

1. Nhlanhla Mohale-Deputy Chairperson
2. Dlamini Bonginkosi-Secretary
3. Thwala Thulani-Deputy Secretary
4. Muzi Simelane-Treasurer
5. Jerome Dlamini- Member 1



Some of the SNAT Burial Executive Members. Left to right - [the late Chair] Cde Sihawu Dlamini, Cde Thulani Thwala (DS), Cde Jerome Dlamini (Member 1).

BURIAL MENDATE

Amongst many, one of the reasons for the formation of the Burial Scheme was to make sure that members of the scheme get financial assistance when a member or registered family member [beneficiary] passes on. When a beneficiary dies, the member can make a claim of E6000, and if a member dies or a spouse, they are entitled to E15 000, plus a tent.

and money runs dry. We are usually left with no options but to rely on the overburdened and under-serviced state facilities, which compromises our health.

One would encourage the SNAT Members to join the Medical Aid Facility as it is imperative and will help them to access the private hospitals in the Kingdom as well as outside for improved health.

PROJECTS AHEAD

Another major task that is before the committee is the building and having a truly functional SNAT funeral home or mortuary. The construction is expected to be finished by May 2019 and from there we start working.



It is a fact that the SNAT burial scheme has grown over the years and it is for that reason that we have observed some positive change in the scheme and we are yet to witness others. Credit, however, goes to the membership as it keeps on coming up with new ideas for the Executive Committee to explore and implement.

The SNAT Burial has recently introduced one important product, which is the SNAT Medical Aid. In the next two years, we are planning to have this product having grown in terms of financial resources as well as in service provision. It is the committee's undertaking to make sure that the medical aid is able to sustain itself and offer the best for its members. It is worth mentioning that even though there have been some few set backs in as far as joining the medical aid, feasible improvement have been noted. We again welcome ideas from the members on how we can best manage the operations of the medical aid. A medical aid always protects members financially if suddenly they have to pay large and unexpected medical costs. When times are tough



An angle of the new Burial commercial site (still to be developed)

Again, on the major project, we invite ideas to help in realising this dream where the SNAT Burial will have a fully-fledged mortuary which shall be commercial and start generating profit for the scheme by 2020. This funeral service will be hundred percent (100%) owned by teachers. Our main aim is to offer the best services to our members and to the general society and further perform professional care to the deceased, whenever death occurs. The SNAT funeral home will offer the best services to the society, at a very affordable rate. As Swazis, we have seen the value given to funeral ceremonies all over the country. It is on that premise that we have decided to go beyond just giving money for funerals to our members but also to make sure they are accorded decent funerals.

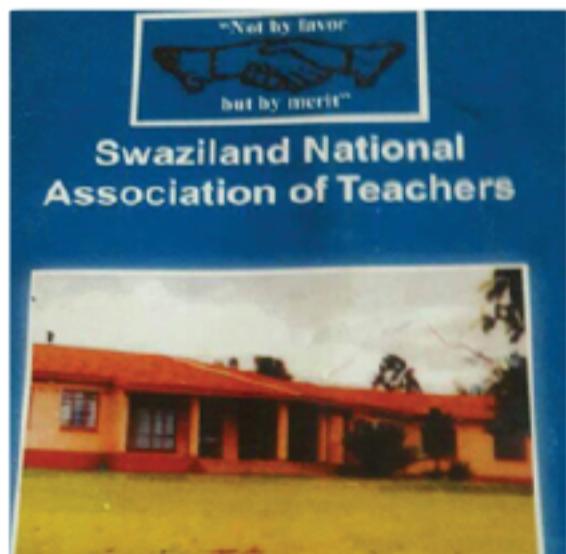
The Constitution and Bylaws Committee

By: Emmanuel Dlamini (SNAT Recording Secretary)

Definitive character

As its name denotes, this SNAT structure deals specifically with matters Constitutional and so does within the parameters of the administrative apparatus of the Union.

The Constitutional structure, as would at times be so referred to, seeks to propagate and/or enhance the doctrine of Constitutionalism, "*a state where collectively a people are generally steeped to the ethos of the Constitution,*"¹ and as should be distinctively applicable across the operations of the organisation as a body corporate.

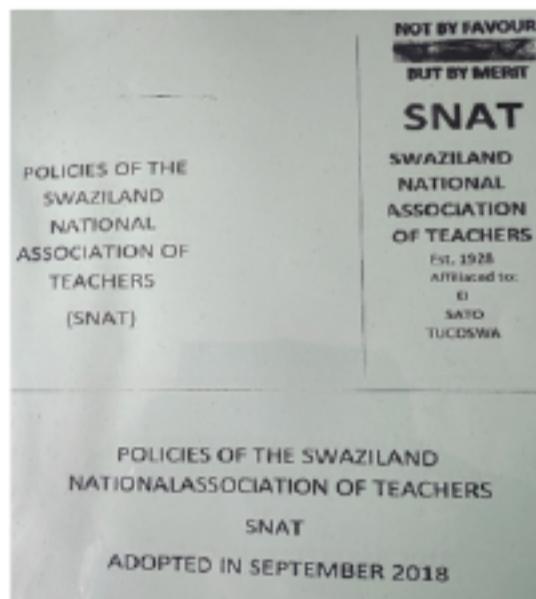


Members of the structure share the view (by conviction) that the Union should be self-governing in all fundamental respects and that organizational principles should adhere to the laws of the country that comply with relevant objects of the International Labour Organisation (ILO) as pronounced.

To that end, comes the notion of Constitutionality, "*a legal fact brought about by the promulgation and adoption of a Constitution*".²

In our case, the Constitution is bridled with its own Bylaws, to give meaning to the matters of principle as enshrined therein.

SNAT Policies also come in to enhance the body of the Union's Jurisprudence and wherefore the Constitutional structure is used as a vehicle serving to juxtaposition the Constitution & Bylaws with the Policies.



It could then be reasonably said that this structure has a quasi-judicial responsibility, in strictly relative terms. This brings about the need to build necessary capacity within the Union for such a responsibility and with a futuristic approach.

Status

This is a National sub-Committee and therefore a microcosm of the SNAT National Executive Committee (hereinafter referred to as SNAT – NEC).

It complements the office of the SNAT Secretary General and enhances in the process, due effect of the SNAT Secretariat in the execution of mandates that have a Constitutional bearing.

Composition

Reference is made to Article 13.1 of the SNAT Constitution & Bylaws, on such composition and with the officers' names as listed hereunder.

Article 13.1.1 - Recording Secretary (Emmanuel Dlamini – Nhlangano) and Convener of the structure).

Article 13.1.2 - Deputy Secretary General (Simanga Khumalo – Mankayane).

Article 13.1.3 - Gender & Human Rights Officer (Sifiso Vilakati – Pigg's Peak).

Article 13.1.4 - Editor (Mcolisi Motsa – Nhlangano)

Article 13.1.5 - All four (4) members of the Credentials Committee.

a) Phindela Nxumalo – Madlangempisi (Hhohho regional Representative and Chairperson)

b) Justice Dlamini – Usutu (Manzini regional Representative and Secretary)

c) Mbali Mamba - Big-Bend (Lubombo regional Representative and Gender & Human Rights Officer).

d) Musa Myeni – Mhlosheni (Shiselweni regional Representative and Recording Secretary)

Article 13.1.6 - All four (4) Members of the Resolutions Committee

a) Sipho Mamba - Usuthu (Manzini regional Representative and Chairperson)

b) Justice Kunene - Mbabane (Hhohho regional Representative and Secretary).

c) Satile Dube - Siteki Top (Lubombo regional Representative and Gender & Human Rights Officer).

d) Sikhumbuzo Matsenjwa - Mbulungwane (Shiselweni regional Representative and Recording Secretary).

It is prudent to further acknowledge that SNAT – NEC Members forming part of this structure are themselves Conveners of other sub-Committees; in their own right.

Article 13.3.1.1 - Deputy Secretary General – Education & Training

Article 13.7.1.1 - Gender & Human Rights Officer – Gender & Human Rights

Article 13.5.1.1 - Editor – Editorial.



The Constitution and Bye-Laws Committee. From left (seated); Satile Dube, Justice Kunene, Justice Dlamini. Back row (from left, standing); Khumalo S'manga [DSC], Mcolisi Motsa [EDITOR], Myeni Maxwell, Mamba Sipho, Matsenjwa Skhumbuzo, Dlamini Emmanuel [RSJ], Mamba Mbali

The Organising Secretary deserves special mention in this instance and as he also sits in this structure to satisfy the conditions of Article 12.6.2 of the SNAT Constitution & Bylaws as ex-Officio Member.

Both the Credentials Committee and Resolutions Committee are extensions of the office of the Secretary General in their capacity as individual structures.

Constitutional mandate

The structure has an obligation to serve the Union through SNAT – NEC and in the following respects:

Reference is made to Article 13.2 of the SNAT Constitution & Bylaws.

Article 13.2.1 – Review all proposals to amend the Constitution.

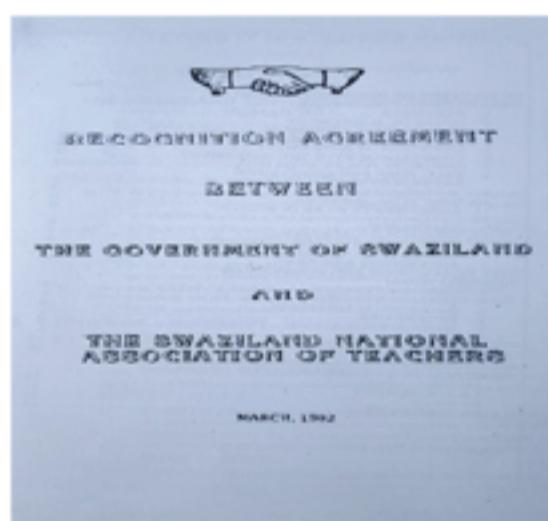
Article 13.2.2 – provide advice on Constitutional matters referred to it by any structure of the Organisation.

Both the Credentials Committee and Resolutions Committee have structural obligations that are exclusive and only serve to enhance this structure on their mandates.

For that reason, all concerned and subject only to Conference and General Meetings resolutions, ought to tread with judicious caution so as not to precipitate unnecessary encroachment (the so called judicial overstep).

Desolution of Power

Within the administrative apparatus of the Union, power (as exercised by Officers or the Principals thereof) is derived from the SNAT Constitution & Bylaws and wherefore the authority (mandate) to exercise such power is sanctioned by the Principals through resolutions at Conference or General Meetings.



The 18 March 1992 SNAT Recognition Agreement

Devolution of Power is a doctrine that refers in this instance, to "the transfer or delegation of power to a lower level, especially by central government to local or regional administration"³.

In our context as SNAT, the delegation of first instance is from Conference or General Meeting to SNAT – NEC and thence a trickle-down effect to Branch Management level. (including shopfloor).

Currently and until due effect of the adopted Organisational Restructuring (Organogram), the Constitutional structure at Branch Management level will be formed by similar composition to the one at National level, as provided for in the Bylaws of the structure (ordinances made to control the actions of Committee Members).

The Branch Executive Committee (BEC) Recording Secretary convenes the structure at local level and serves with the Deputy Secretary, Gender & Human Rights Officer, four (4) Members of the Branch Credentials Committee plus the regional Representative to form a total of five (5) and four (4) Members of the Branch Resolutions Committee plus the regional Representative, in like manner.

Henceforth, the Doctrine of Separation of Powers will apply in the context of the net effect of the anticipated Organogram. Meantime, whilst we realise the objects of the Union within the obtaining framework, our fundamental contemplation ought to be conscious of the future outlook.

Capacity Building

All Education & Training programs of the Union are facilitated and coordinated by the Education & Training National sub-Committee wherefore there be liaison with the Branch sub-Committee for all programs at local level; to be aligned with the National program.

By the time another Article is published, there shall have been a rollout of programs under this portfolio and paramount being Paralegal skills development, as pronounced by the 75th/8th Biennial Conference of Delegates.

Conclusion

Now that Dear Readers and fellow Comrades have a better posture of the Constitutional structure, the Committee wishes to receive fair assistance as the Union transforms itself even through Organisational restructuring.

Branch Executives are called upon to ensure effective discharge of duty by local Constitutional structures until the new era commencing after the 2022 SNAT Congress.

The structure will have a Column in the SNAT Eagle and through which matters of particular interest relating to its mandate could be dealt with, as and when raised through the SNAT Secretary General.

We are the Union we ought to become.

¹ Thomas Masuku J. (as he then was); Judicial Enforcement of the Constitution and Constitutional Adjudication: (A Swazi perspective 2006:13)

² Thomas Masuku J. (as he then was); Judicial Enforcement of the Constitution and Constitutional Adjudication: (A Swazi Perspective 2006:13)

³ www.google.com

Zero-based Budgeting Versus Incremental Budgeting: Which Is The Best For SNAT?



The National Treasurer, Khumbuzile Sithebe

1. Zero-based budgeting is done considering the base as zero i.e. it is done without considering the budget of the previous year. For every financial period, a fresh budget is prepared from the scratch and resources allocated to each committee/branch are justified according to the expenses of that particular period. Instead of allocating same or equal amounts for all branches likewise for all national committees basing it from the previous financial year & then making adjustments from those figures, each branch or national committee rationalise its spending and activities they have done. From there NEC eliminates unjustified spending or activities. Then allocate accordingly.

- In case of incremental budgeting, current year's budget is prepared by making changes in the budget of the previous year. The starting point for preparing budget is prior period's budget. Taking this as base, current period's budget is prepared. We assume that our status quo, activities or our spending will have a small change.

2. In zero-based budgeting, the budgets are prepared by allocating maximum resources to those activities which benefit the organization. The activities which are on the strategic planning and are of most benefit to the membership get the top most priority. It considers the set target date for each activity in the strategic plan.

- On the other hand, incremental budgeting is done without giving any priority to vital activities of the association and last year's budget is simply adjusted considering the inflation factor. For example, just adding 10% across on the figures of the previous budget.

3. Since zero-based budgeting is prepared from the scratch, any resource to an activity would be allocated only after considering the cost-benefit analysis. This eliminates all sorts of inefficiencies that are present in all branches and committees as well as the organisation as a whole. Thus it avoids any wasteful expenditures because resources are allocated to benefit the whole membership than few individuals.

- In the case of incremental budgeting, wasteful expenditures become the part of the budget. The inefficiencies present in the association activities are mostly ignored and only the increase in cost forms the part of the budget.

4. Zero-based budgeting promotes innovation in the organisation. As budgets are prepared right from start for each period, it forces the branch management/national committees/National Executive to come up with innovative ideas to lower their costs so that they can justify the allocation of resources.

- On the other hand, incremental budgeting leads the organisation into a conservative mindset. As the budgets are almost same over the years, it does not promote any innovation in the organisation. Therefore, zero-based budgeting is dynamic in nature whereas incremental budgeting is conservative.

5. Zero-based budgeting is a time consuming process mainly because the budget is prepared right from the start, which makes it a time consuming task. On the other hand, incremental budgeting is less time consuming method because they are prepared by taking previous year's budget as base and changes are done in the previous year's budget to meet the needs of current period.

6. Zero-based budgeting requires justification for allocation of available resources, which can be known only after deep analysis and complex calculations. Thus, preparation of zero-based budgets is a complex task. Whereas, incremental budgets are easier to prepare as it does not involve any complex calculations and can be prepared by any member of the organization just by introducing the incremental changes.

How can we make our budget choice more effective?

- This can be done through rationalisation to avoid a budget deficit. A budget is a tool that translates the organisation's goals into reality.

- Set the main objectives of the budget (what the budget need to accomplish). We must create a budget that reflects the organisation's strategic plan. Then set a benchmark for evaluation.

- All treasures (branches & national committees) must be incorporated in the budget creation process and get their buy-in for greater success. Forecasts and targets of each branch as well as periodic reports are needed for the finalisation of the Master budget.

- When analysing the Treasurer's report, we must examine the major components of the budget expenditure versus unbudgeted expenditures incurred. There is a need of comparing the actual results to the budget to indicate the accuracy of our budgeting and to highlight what is changing (the trends) in the organisation. This can inform next financial year's budgeting and strategic planning process.

- We need an accountable budget that prioritises our spending. A cost-benefit analysis must be done before any spending; this will help us to channel our spending more to servicing or benefiting our principals.

- More of our spending is on travelling claims & legal costs, hence a need to change some policies as well as structural changes.

- We must adopt economical & purposive controls in our expenditures. Weigh options/calculate the opportunity cost before we spend e.g. the cost of importing t-shirts versus purchasing them local.

- Again make standard claiming procedures for all national committees or branches for an easy inter-committees or inter-branches spending comparison & analysis.

RESEARCH

Curriculum Pathways

THE EAGLE # 001 - DECEMBER 2018

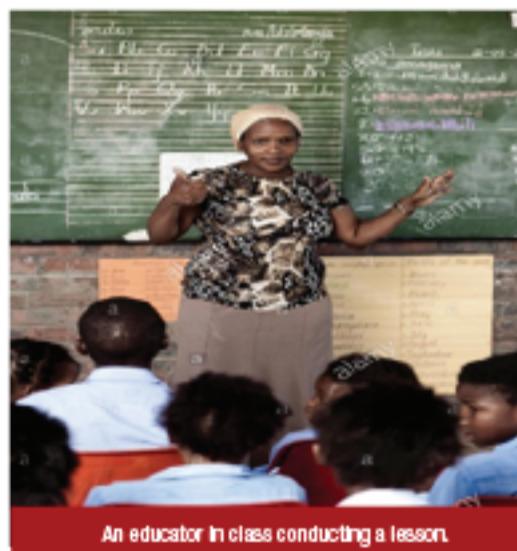
COMPETENCY BASED EDUCATION (CBE) IN ESWATINI

The Competency Based Education [CBE] is an approach to teaching and learning often used in learning concrete skills than abstract learning. With the country in deep crisis, the revived curriculum looks set to salvage the obtaining situation; transform the Kingdom into a knowledge-based society in line with the SDGs-Agenda 2030 and 2063 , DR. NTOMBENHLE DLAMINI, EWARD NDLANGAMANDLA AND MZENZI MASUKU argue below..



NCC Director, Dr Ntombenhle Dlamini

with a variety of socio-economic challenges mainly as a result of lack of abilities to respond appropriately to life's changing situations.



An educator in class conducting a lesson.

World debates these days are attaching more value to sustainable development as enshrined in Agenda 2030. Sustainable socio-economic development, as a wing of sustainable development, begins with education. This, to a larger extent means that education is a foundational catalyst for socio-economic development. If a nation, then, has socio-economic challenges the rightful place to begin in solving them is to rethink the curriculum.

Curriculum by its nature is dynamic as it is influenced by the ever-changing needs of the society.

The Eswatini Society over years, has been faced

Employers these days, as noticed through job adverts, have also begun to seek individuals possessing more than mere academic qualifications; they are looking for team-players, critical thinkers, problem-solvers, effective communicators and lifelong learners. CBE, therefore, as an approach to teaching and learning brings a fresh perspective to our education system so as to respond to these labour market and workplace demands.

The introduction of CBE is a result of broad-based national stakeholder consultations and research. It is influenced by global and national policies like

Sustainable Development Goals (SDG's) and Vision 2022. CBE will begin in Grade 1 in 2019 progressively to other levels. It is Eswatini's proposed vehicle towards achieving a confident and successful learner who can contribute effectively in a variety of forums and contexts while maintaining being a concerned citizen.

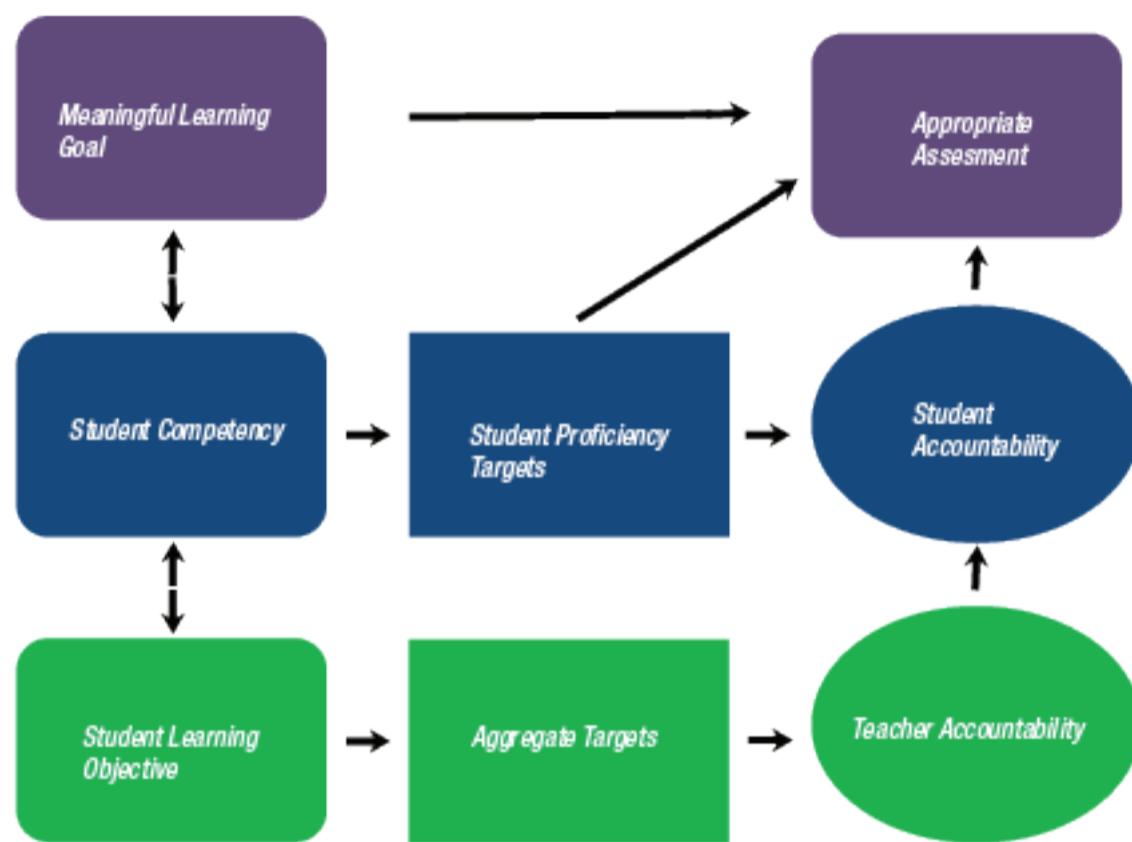
Learners will learn to know, to do and to live together with others. CBE supports Eswatini's vision for a knowledge-based society since it is a country with limited natural resources. A knowledge-based society refers to people who can use acquired knowledge to effectively mobilise resources to address existing and emergent situations.

Within being a knowledge-based society, the Swazi society aspires to be a healthy and connected society. This necessitated the introduction of subjects like Health and Physical Education, Expressive Arts and General Studies.

CBE is to be taught by a teacher who is a skilled facilitator, a caring mentor, a life-long learner and an exemplary professional. Assessment for learning (formative assessment) and the learner-centred approaches to teaching will be emphasised. The information gathered from the classroom assessment processes will be as important as the one from summative assessments.

The three authors condensed information from research on numerous sources on CBE. Send feedback to motsamcollisi@gmail.com

The Competency Based Education Model





By Ms. Nelsiwe Nicky Ndwandwe

UNESCO's Perspectives and Support for Teachers

Teachers are the most influential factor determining equity, access, and quality in education, and represent the key to sustainable development of the planet. By affirming the Incheon Declaration for Education 2030 (<https://en.unesco.org/world-education-forum-2015/incheon-declaration>), countries have committed themselves to work towards "teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems".

Teachers are indeed one of the most influential and powerful forces for equity, access and quality in education and key to sustainable global development. However, their training, recruitment, retention, status and working conditions remain preoccupying.

Moreover, there is a worldwide shortage of well-trained teachers. According to the UNESCO Institute for Statistics (UIS), 69 million teachers must be recruited to achieve universal primary and secondary education by 2030.

UNESCO has made the supply of well-trained, supported and qualified teachers one of its top priorities. This focus has been reinforced by Sustainable Development Goal 4: Quality Education through the Education 2030 Framework for Action, which has a target calling for a substantial increase in qualified teachers through

the betterment of their training, recruitment, retention, status, working conditions and motivation (target 4.c) UNESCO hosts the International Task Force on Teachers for Education 2030 and they work together to address the "teacher gap" as well as tackle the issues raised in target 4.c and in the Incheon Declaration, which specifically calls for Member States to "ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems". UNESCO's work regarding the development of teachers mainly focuses on five areas:

1. Monitoring of international normative instruments regarding the teaching profession;
2. Supporting Member States in the development and review of teacher policies and strategies;
3. Developing capacities for enhancing the quality of teaching and learning;
4. Improving the knowledge and evidence base for the implementation and monitoring of the teacher target in Education 2030; and
5. Undertaking advocacy and knowledge sharing for the promotion of quality teaching and learning.

Sustainable Development Goal 4 and Its targets

Sustainable Development Goal 4 has 10 targets encompassing many different aspects of education. There are seven targets which are expected outcomes and three targets which are means of achieving these targets.

There are also education elements in the targets of several of the other 17 Sustainable Development Goals (link is external).

Seven Outcome Targets

4.1 Universal primary and secondary education

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 Early childhood development and universal pre-primary education

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

4.3 Equal access to technical/vocational and higher education

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

4.4 Relevant skills for decent work

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

4.5 Gender equality and inclusion

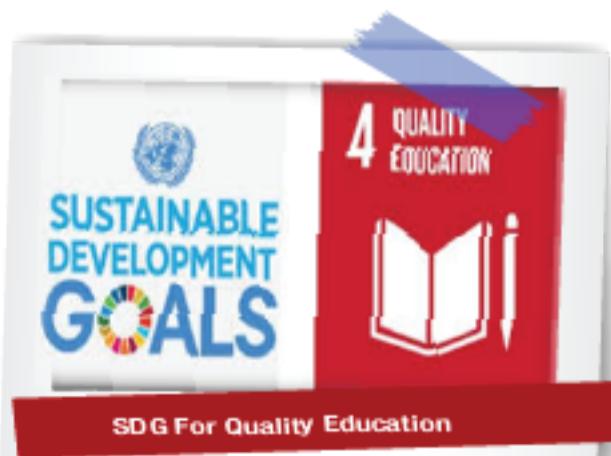
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations..

4.6 Universal youth literacy

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

4.7 Education for sustainable development and global citizenship

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. Read more on Learning to live together sustainably: Trends and progress



Three means of implementation

4. (a) Effective learning environments

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

(b) Scholarships

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries

c Teachers and educators

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Support received from UNESCO BY Eswatini

1. UNESCO has several times supported teachers towards celebrating the International Teachers Day.
2. Developing Teachers Standards and competences (ongoing)



What Skill will students need for the future?

"We are facing unprecedented challenges – social, economic and environmental – driven by accelerating globalisation and a faster rate of technological developments. At the same time, those forces are providing us with myriad new opportunities for human advancement, THULANI LUSHABA (SWANCEFA).

The future is uncertain and we cannot predict it; but we need to be open and ready for it. The children entering education in 2019 will be young adults in 2030. Schools can prepare them for jobs that have not yet been created, for technologies that have not yet been invented, to solve problems that have not yet been anticipated. It will be a shared responsibility to seize opportunities and find solutions.

To navigate through such uncertainty, students will need to develop curiosity, imagination, resilience and self-regulation; they will need to respect and appreciate the ideas, perspectives and values of others; and they will need to cope with failure and rejection, and to move forward in the face of adversity. Their motivation will be more than getting a good job and a high income; they will also need to care about the well-being of their friends and families, their communities and the planet.



Children entering school in 2019 will need to abandon the notion that resources are limitless and are there to be exploited; they will need to value common prosperity, sustainability and well-being. They will need to be responsible and empowered, placing collaboration above division, and sustainability above short-term gain. In the face of an increasingly volatile, uncertain, complex and ambiguous world, education can make the difference as to whether people embrace the challenges they are confronted with or whether they are defeated by them. And in an era characterised by a new explosion of scientific knowledge and a growing array of complex societal problems,

it is appropriate that curricula should continue to evolve, perhaps in radical ways.

Need for new solutions for a rapidly changing world

Societies are changing rapidly and profoundly.

A first challenge is environmental:

- Climate change and the depletion of natural resources require urgent action and adaptation.
- Second challenge is economic:
- Scientific knowledge is creating new opportunities and solutions that can enrich our lives, while at the same time fuelling disruptive waves of change in every sector. Unprecedented innovation in science and technology, especially in bio-technology and artificial intelligence, is raising fundamental questions about what it is to be human. It is time to create new economic, social and institutional models that pursue better lives for all.
- Financial interdependence at local, national and regional levels has created global value chains and a shared economy, but also pervasive uncertainty and exposure to economic risk and crises. Data is being created, used and shared on a vast scale, holding out the promise of expansion, growth and improved efficiency while posing new problems of cyber security and privacy protection.

A third challenge Is social:

- As the global population continues to grow, migration, urbanisation and increasing social and cultural diversity are reshaping countries and communities.
- In large parts of the world, inequalities in living standards and life chances are widening, while conflict, instability and inertia, often intertwined with



populist politics, are eroding trust and confidence in government itself.



Left and Right side of the Brain

Education has a vital role to play in developing the knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future. Learning to form clear and purposeful goals, work with others with different perspectives, find untapped opportunities and identify multiple solutions to big problems will be essential in the coming years. Education needs to aim to do more than prepare young people for the world of work; it needs to equip students with the skills they need to become active, responsible and engaged citizens.

Future-ready students need to exercise agency, in their own education and throughout life. Agency implies a sense of responsibility to participate in the world and, in so doing, to influence people, events and circumstances for the better. Agency requires the ability to frame a guiding purpose and identify actions to achieve a goal.

To help enable agency, educators must not only recognise learners' individuality, but also acknowledge the wider set of relationships – with their teachers, peers, families and communities – that influence their learning. A concept underlying the learning framework is "co-agency" – the interactive, mutually supportive relationships that help learners to progress towards their valued goals. In this context, everyone should be considered a learner, not only students but also teachers, school managers, parents and communities.

Two factors, in particular, help learners enable agency. The first is a personalised learning environment that supports and motivates each student to nurture his or her passions, make connections between different learning experiences and opportunities, and design their own learning projects and processes in collaboration with others. The second is building a solid foundation: literacy and numeracy remain crucial. In the era of digital transformation and with the advent of big data, digital literacy and data literacy are becoming increasingly essential, as are physical health and mental well-being.



Learners at a SWANCEFA event.

Students who are best prepared for the future are change agents. They can have a positive impact on their surroundings, influence the future, understand others' intentions, actions and feelings, and anticipate the short and long-term consequences of what they do. The concept of competency implies more than just the acquisition of knowledge and skills; it involves the mobilisation of knowledge, skills, attitudes and values to meet complex demands. Future-ready students will need both broad and specialised knowledge. Disciplinary knowledge will continue to be important, as the raw material from which new knowledge is developed, together with the capacity to think across the boundaries of disciplines and "connect the dots."

Epistemic knowledge, or knowledge about the disciplines, such as knowing how to think like a mathematician, historian or scientist, will also be significant, enabling students to extend their disciplinary knowledge. Procedural knowledge is acquired by understanding how something is done or made – the series of steps or actions taken to accomplish a

goal. Some procedural knowledge is domain-specific, some transferable across domains. It typically develops through practical problem-solving, such as through design thinking and systems thinking.

Students will need to apply their knowledge in unknown and evolving circumstances. For this, they will need a broad range of skills, including cognitive and meta-cognitive skills (e.g. critical thinking, creative thinking, learning to learn and self-regulation); social and emotional skills (e.g. empathy, self-efficacy and collaboration); and practical and physical skills (e.g. using new information and communication technology devices).

The use of this broader range of knowledge and skills will be mediated by attitudes and values (e.g. motivation, trust, respect for diversity and virtue). The attitudes and values can be observed at personal, local, societal and global levels. While human life is enriched by the diversity of values and attitudes arising from different cultural perspectives and personality traits, there are some human values (e.g. respect for life and human dignity, and respect for the environment, to name two) that cannot be compromised.

If students are to play an active part in all dimensions of life, they will need to navigate through uncertainty, across a wide variety of contexts: in time (past, present, future), in social space (family, community, region, nation and world) and in digital space. They will also need to engage with the natural world, to appreciate its fragility, complexity and value.

The views that are expressed in this article belong to Mr. Lushaba. Any feedback on the contents may be forwarded to lushabathulani01@gmail.com



Latest Information and Communication Technology

Piggs Peak Synopsis; Taking a Stride

The School Administrators have a mammoth task to oversee the daily operations of the institutions they lead. This, however, goes beyond providing leadership in their respective areas of specialization. The SASA, with key stakeholders, shall transform the character and identity of School Administration, reports **COMRADE SPHASHA DLAMINI.**



Cde Siphasha Dlamini-SASA Secretary

As one of the major outcomes, there is plan of action that was drawn. At this juncture, one finds it compelling to share with the SNAT Eagle readership on what unfolded thereof.

1. School administrators agreed that a task team, made of officials from both school administrators and the MOET be put in place. The major task is to ensure that schools sports is rolled out with much ease and cooperation between all parties concerned.
2. In 2019, we wish to see to it that the pillar on psychological support [Inqaba Concept] is effected with zero protests actions by students while every learner who pays sports fee participates in not less than two (2) sporting activities in Schools. As the SASA, we mandated all Deputy Secretaries in all our structures to represent us in the task team.

The SASA was also part of the historic launch of SWANCEFA's activity that was held in Manzini Region Caritas where the ESCAPA National Executive Committee was elected. The SASA was represented by the National Secretary Cde Siphasha Phumaphi Dlamini.

THE SASA STRATEGIC DIRECTION

We are committed to the slogan; *One Industry One Union and One Country One Federation!!*

Moving forward, strategically, the SASA is still committed to the action points below.

1. SASA Funding must come from the agreed membership fee, but the subvention must religiously be remitted from the SNAT Trade Union coffers since the SNAT Constitution has an object to that effect, of which SASA must be the one that draws programs with the other subject associations to promote quality education in the country.
 2. To improve the mode of communications and organise it to cater for both Top-Bottom and Bottom-Up approaches and make sure that there is no conflict with Trade Union Activities.
 3. To convene regular meetings with Deputy School Administrators for purposes of profiling SASA and recruiting them to join SASA through filling membership forms as opposed to assumption.
 4. To amicably resolve conflicts that arise between teachers and school administrators who are both SNAT members.
 5. To make a follow up on the 2014 conference resolution that was declared ADMINISTRATME-SASA-SNAT to avoid a repeat of splintering.
 6. To come up with an effective and rigorous marketing strategy that shall entrench the SASA in all walks of society.
 7. To quickly come up with an ExCo. Strategic Planning that is short, medium and long-term that shall issue out a clear line of march to all SASA Structures.
 8. To work on how the SASA shall be incorporated into the SNAT Branch/Regional Management and General Council for purposes of accountability since there is funding that comes from the national office.
- The discourse should continue reverberating in all structures of the organization towards a better SNAT.
- Comrade Siphasha Dlamini writes in her capacity as the Secretary for the SASA. Feedback on this article should be sent to motsamcolisi@gmail.com

THE TASK TEAM

- i. Cde Zodwa Patience Ginindza [Head]-Lubombo
- ii. Cde Sabelo Mabuza- Manzini
- iii. Cde Justice Dlamini and Cde Julies Dlamini-Hhohho
- iv. Cde Derrick Mkhaliplhi-Shiselweni

More than anything, there is a mountain of action points that came out other the symposium and we shall stop at nothing to make sure our working relationship with the UNICEF remains healthy and productive.



Some of the participants at the SASA symposium - Pigg's Peak

A PANEGYRIC TO THE DEPARTED SNAT BURIAL CHAIRPERSON - CDE SIHAWU DLAMINI



The late Cde Sihawu Dlamini (red t-shirt) mingling with teachers

Comrade Sihawu Samuel Dlamini, the fallen SNAT burial scheme chairperson was a humble man, he always put the interest of the teachers first.

He was one of the pioneers of the SNAT Burial Scheme. In life and now in death, he would never want us to focus on him but the teachers at large. He would not want us to focus on the sadness of his death but to focus on the task before us—that of providing service to the teachers through the Burial Scheme, helping teachers access decent health and medical care through the SNAT med and that of building a funeral home for the teachers where they shall generate profit. He left all these in our hands.

A man as humble and loving as Sihawu will always be remembered by the entire SNAT family, in particular those who have had a chance to work with him, they have seen his leadership and wisdom. Although we miss him, we take consolation in the good things he has done for teachers and his remarkable contribution to the development of education in the country as an educator.

Life will never be the same without you, comrade Sihawu. We know you are near. Even though we don't see you, you are with us. Even though you seem to be far away, you are in our hearts, in our thoughts and always in our minds as the SNAT family.

Rest in Peace Nkosi!!!

The eulogy was written by Cde Bonginkhosi Dlamini (SBAT Burial Secretary on behalf the Scheme)



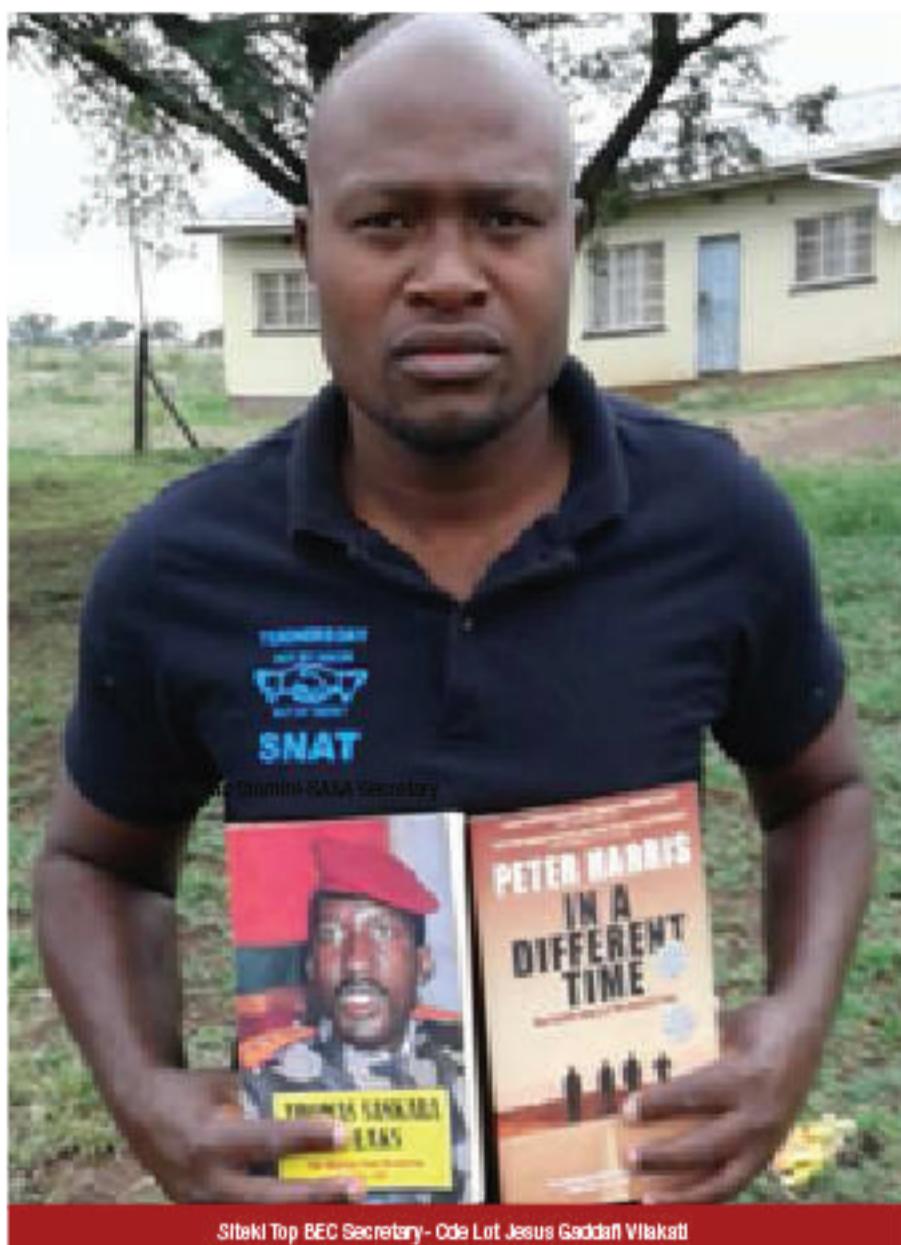
Flowers



The SNAT Burial Cars

SITEKI TOP READY TO TRANSFORM

"We look set to transform the Branch into a formidable force," Siteki Top Secretary, LOT VILAKATI.



Siteki Top branch of SNAT is located in the Lubombo Region, vibrant branch sand witched by the Mhlume Branch in the North and Big Bend Branch [BBB] in the South. Siteki top Branch is one branch that also advocates gender balance, non-sexist, non-feminist and non-patriarch. The Branch Executive Committee [BEC] is made up of four [4] comrades female and three [3] comrades males-all evenly distributed in the four zones of the Branch. These are Mpaka Zone in the Lowveld, Mpolonjeni Zone in the Lowveld, Siteki Zone in the Lubombo plateau, Maphungwane Zone in the Lubombo plateau. We have sixty-six [66] schools in the Branch and more than seven hundred [700] members.

Branch Executive Committee [2018-2022]

1. Chairperson Cde Memory Jabulane Vilakati Work Station Mphundle Primary, Maphungwane Zone.
- 2.. Vice Chairperson-Cde Thembu Mthembu, Duty Station Malindza Central Primary, Mpaka Zone
3. Treasurer-Cde Kholwekile Dlamini, working at Lubombo Central High School, Siteki Zone.
4. Secretary-Cde Lot Mduduzi [JLG] Vilakati, Duty Station Lasi [Ngcina] High School, Mpolonjeni Zone.
5. Deputy Secretary-Cde Nontsikelelo Shabangu, Working at Manyeveni Primary School, Mpaka Zone.
6. Gender Officer; Cde Zewula Katsoe, Duty Station, Manyeveni Primary School, Mpaka Zone.

7. Recording Secretary [RS]-Cde Mandla Sifundza, Duty Station, Malindza Central Primary. Our aim, as BEC, is to restore the dignity and vibrancy of the Siteki Top Branch. We are ready to serve the teachers 24 hours, unconditionally. We are making all means necessary to take back the SNAT to where it belongs—that is the staff room, through capacitation and information dissemination to the members as fast as possible. No member of the SNAT in the Siteki Top Branch's staff room will not get up to date updates and information from our Office. We promised them during campaign-embracing the open-door-policy. We also like to see the union growing in terms of membership and capacity as well as working with other branches to push the agenda to better the working condition for all teachers.

VIVA SITEKI TOP VIVA!!
LONG LIVE SNAT LONG
LIVE!!! AMANDLA!!



Some of the Branch Executive Committee Members at a function.
From left to right:
Cde Mandla Sifundza [RS],
Cde Thembu Mthembu [Vice Chair],
Cde Zewula Katsoe [Gender].



The Branch Chair,
Cde Memory Vilakati,
presenting a gift to a retired teacher.

Madlangemphisi branch



Madlangemphisi BEC Secretary - Gugu Mantimakhulu

The Madlangemphisi BEC finds it humbling to have been entrusted with the task of steering the Branch to new heights [2018 - 2022].

The Branch Executive Committee [BEC] stands as follows:

1. Chairperson - Nxumalo Samson
2. Deputy Chairperson - Mamba Nkosinathi
3. Secretary - Gugu Mantimakhulu
4. Deputy Secretary - Shongwe Nhlanhlalenle
5. Treasurer - Dlamini Zonke
6. Recording Secretary - Mathobela Edward
7. Gender - Magagula Jabulile



From left to right: Jabulile Magagula (Gender), Nkosinathi Mamba (Deputy Chair), Edward Mathobela (Recording Secretary), Zonke Dlamini (Treasurer), Gugu Mantimakhulu (Secretary) and Nxumalo Samson (Chairperson).

KNOWLEDGE IS POWER

As the BEC, we would like to focus much on capacitating members on unionism and their rights as workers. We wish to have members who are well-informed and hands-on with regard to union issues as we believe such members are key to the survival of the union. Believing that the lack of well trained SNAT reps is the destruction of the Branch and the union at large, we intend to hold SNAT reps workshops where they would be trained on their roles as shop stewards, rights and disputes handling procedures.

SOCIAL WELFARE

A healthy mind is a healthy soul. As Madlangemphisi BEC, we would like to invest much on the social welfare of teachers. We would zone the schools and regularly have social activities in an attempt to revive the branch unity and helping our members' distress. In such gatherings, we would invite a motivational speaker who would share on health issues, dealing with debts and life in general.

PROPERTY

In our term of office, we would like to expedite the finalization of the land issue and have it well fenced and ready for infrastructure set up.

Amandla!!!!

Gege branch of SNAT: Thematic areas of focus for the term of office (2018 - 2022)

The Gege Branch of the SNAT BEC is cognisant of the fact that trade unions have a crucial role to provide not only leadership but also service where workers' rights and their working environment is concerned. To this end, we are committed more than ever before to serve our membership and bring back vibrancy and to make the SNAT popular again by promoting solidarity and the unwavering spirit of trade unionism: no retreat no surrender.

Composition of the BEC Members

1. V Chairperson - Andile Maziya
2. Deputy Chair - Sandile Maseko



The Gege BEC Secretary, Ode Lungelo Zwane

3. Secretary - Sifiso Zwane
4. Deputy Secretary - Thabiso Langa
5. Treasurer - Gugu Simelane
6. Recording Secretary - Fikile Khumalo
7. Gender - Nkosinathi Mbuyisa

There are several areas that we shall explore while in office a branch.

1. Education

It is said that the capacity of any trade union determines the rate of its success, longevity and relevance. The BEC in Gege has noted that most teachers do not understand the work and functions of their union which they often mix up with the other SNAT structures especially the SNAT Coops. Education on trade unionism and activism is one of the major objectives the BEC has which it hopes to roll it out through adequate training for all shop stewards in the branch which should in turn cascade to the staff rooms resulting in new heights of the working class consciousness in the organisation.

2. School visits and recruitment

The increase in the level of apathy from membership in attending SNAT activities signals existence of exhaustion, lack of capacity on trade unionism and or strained relations between schools administrators and teachers. There is also a likelihood that with

teachers transferring every year out of the branch due to its remote geographical location, there is a large number of members who are new in the schools who are currently not the SNAT members. The BEC therefore is budgeting for these school visits to forge forward the aim of education and trade unionism alongside with recruitment which we hope will assist increase members and even the amount the branch receives in subventions.

3. Building Branch Offices

The current leadership has a vision to work with the authorities in Gege community to acquire a piece of land upon which to build an office which will be followed by a hall where branch meetings and activities will be held. Consultations have already resumed.

4. Social activities

Noting that a majority of membership in the branch is youthful has presented the leadership with an opportunity to unite membership through various sporting activities and outings to places of interest. Studies have shown that most young workers find unions to be dull and lacking youth participation and ran by senior comrades. The social activities are aimed at breaching this unnecessary gap in the union.

Amandla! Viva SNAT, Viva!!!!

Nhlangano branch of SNAT



The Branch CEO, Cde Zanele Hlophe

As the Nhlangano Branch Executive Committee [BEC], we take this opportunity to express our sincere gratitude to the electorate in entrusting us with the responsibility to lead the Branch for the next four (4) years: 2018-2022.

The current substantive members of the Executive [still to elect Recording Secretary] stand as follows;

1. Chairperson - Cde Msibi Bonginkhosi
2. Deputy Chair - Cde Lucky Mamba
3. Secretary - Cde Zanele F. Hlophe
4. D. Secretary-Cde Zodwa Mngomezulu
5. Treasurer - Cde Patrick Malinga
6. Gender Officer - Cde Lindiwe Dlamini



Some of the BEC Members: Left to right-Cde Zodwa Mngomezulu [DS], Cde Lucky Mamba [DC], Cde Lindiwe Dlamini [Gender], Cde Zanele Hlophe [Secretary], Cde Bonginkhosi Msibi [Chair]

The Branch Executive seeks to concentrate on the following areas for the period 2018-2022:

- a) Capacity building for shop stewards and more members. The continuous capacitation of shop stewards will ensure reliability in terms of information dissemination and confidence in membership to stand for their rights whenever the need arises in their respective duty stations. Members would further understand/appreciate the role of their union.
- b) Fundraising to gain financial independence. The branch has financial problems and will seek to embark on the selling of promotional items for financial stability.
- c) Development of the branch plot. The development of the structure would pump money into the branch since besides an office, the branch would build a few rooms from which rent would be charged.
- d) Empowering women- this seeks to capacitate women on their rights, breaking the culture of silence, gaining independence from toxic relationships. A lot of women teachers have, over the years, been taken advantage of due to lack of capacitation.
- e) Organization of social outings to encourage and to improve attendance of union meetings, improve relations amongst members.
- f) Establish relations with other branch unions to increase sharing of ideas and equipping each other on problem solving techniques.

These issues are, however, not cast in stone-many shall be captured in the next four years by the BEC.
Amandla!!!!

Mbabane branch of SNAT



The Manzini BEC Secretary - Cde Nicholas Dlamini

foundation to take us to another level. Topics to be covered include:

1. Gender
2. Positive discipline
3. Office bearers
4. Shop stewardship
5. Grievance handling
6. PSCHACC services and health issues

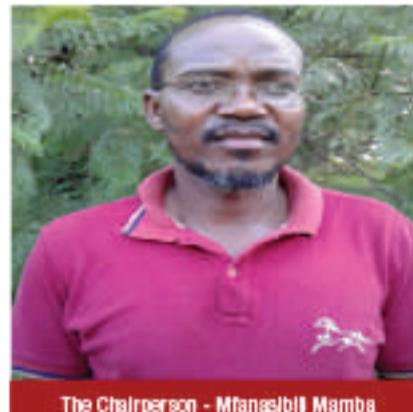
On the 22 of June 2019 the Branch will have a wellness day.
Amandla!!!!



The D. Chairperson - Nomcebo Kalati



The Deputy Secretary - Patrick Mabuza



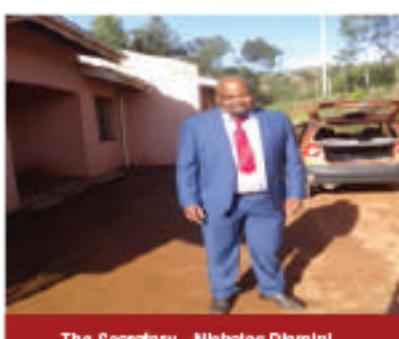
The Chairperson - Mtanashilli Mamba



The Treasurer - Kenneth Nkambule



The RS - Nondumiso Ndzinisa



The Secretary - Nicholas Dlamini



Gender - Cebelle Mhlanga- Mamba

THEMATIC AREAS OF FOCUS FOR THE BEC 2018

The branch will have a management induction workshop on February 21. This workshop will mainly focus on Office Bearers.

This workshop will be followed by another one on March 22. This one will include management and Reps. It will seek to strengthen the Branch at shop floor level to ensure that we create a

Manzini branch of SNAT



The Manzini BEC Secretary - Cde Humphrey Mavuso

in Office:

1. Capacity building of SNAT Reps on workers' rights, grievance handling and dispute resolution, Voter Education etc
2. Trade Unionism and Worker Consciousness
3. Women Capacitation
4. Health and Wellness Issues
5. Development of Campaigns for Teacher Development
6. Schools Visits and Recruitment

As a Branch Executive, we are open to engagement by the General Membership in terms of advice and counsel on the focus areas. We remain committed to support the Elected National Office Bearers [NEC] as we collectively advance the aims and objectives of the organization. Amandla!!!

Branch Executive Committee [BECO]



The Chairperson - Muizi Mkhonto



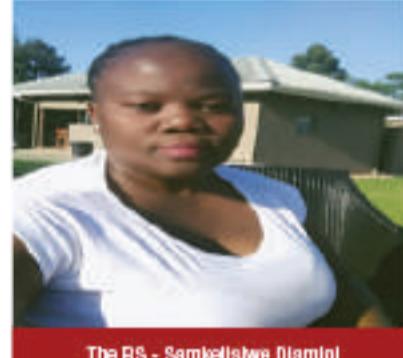
The D. Chairperson - Wlly Dlamini



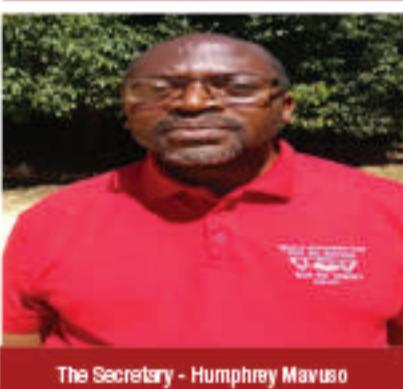
The Deputy Secretary - Madoda Nkambule



The Treasurer - Sthembile Dlamini



The RS - Samkeliswane Dlamini



The Secretary - Humphrey Mavuso



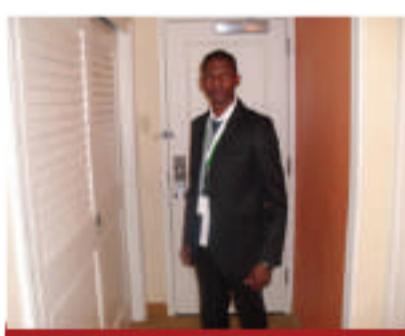
Gender-Siphiwe Kenny

The year [2018] ends on a sad note with less victories to record as an organization. We, however, look forward to a more productive year [2019] ahead of us as the BEC. It would be erroneous for us not to greatly appreciate the conference delegates in giving us the responsibility to take Manzini, one of the biggest Branches of the Union, to 2022. We are humbled.

As the BEC, we are determined to put the interest of the membership first-prioritize issues that affect the membership at shopfloor level. The Branch is engulfed with a lot of challenges from the shopfloor that need concerted efforts from all concerned for a lasting solution.

These are some of the Areas of Focus for the BEC in the next coming four [4]

Mbulungwane branch of SNAT



Branch Secretary, Cde Saverious Nsibande

branch membership is mainly characterized by youthful teachers who are vocal, robust and exhibit all elements of being a strong force to reckon with in as far as advocating for and fighting teacher battles is concerned. We have noted the energy possessed by these soldiers. However, such energy remains potential energy and it's our priority to transform such static energy into energy that can help in the pursuit of economic and social justice for teachers at large.

We have further noted that this membership dormancy state is predominant in the branch and a large portion of the branch membership is no longer interested in SNAT affairs mainly at branch level. It's also worth highlighting that there is a high contingency of teachers within the branch who still have not taken the most important decision of their career to join the SNAT. This therefore, forms areas of concern for us as the new branch leadership. Having mentioned that most members are somehow not very active in the branch, it's our endeavor as the BEC to turn the tables and we know such won't come easy. We need to invest a lot in terms of time, human and financial resources. Hence, we have come up with Ten [10] Areas of Focus as outlined below:

1. Branch Strategic Planning Session
2. Capacity building for branch leaders and members
3. Leadership training workshops and retreats at regular intervals
4. Transforming Mbulungwane Branch into a giant branch through active participation across all levels of the SNAT.
5. Ensuring transparency at all levels of the branch
6. Yearly Massive Recruitment Campaigns

Mbulungwane Branch of the SNAT (THE RISEN GIANT) is one of the small branches of the union with an estimated membership of about 500. It's worth mentioning though that this number is yet to be audited soon. The

Branch Executive Committee [BEC] Members:

Chairman	Matsebula Paris
Vice Chairman	Mndvoti Nomsa
Secretary	Nsibande Saverious
Vice Secretary	Mazibuko Happy
Treasurer	Dlamini Percy
R - Secretary	Dlamini Sandile
Gender Officer	Nyatsikati Pertunia

Usuthu branch of SNAT



Usuthu Branch Management



The BEC Secretary - Cde Sicelo Zondo

and Lobamba Lomdzala. Twenty-seven [27] of these schools are primary schools and fourteen [14] are high schools.

GOALS

Following a successful SNAT conference, the Branch Executive Committee [BEC] has got a clear mandate. As the Usuthu Branch of the SNAT, we hope to have accomplished the following by the end of this financial year:

BEC MEMBERS [2018 -2022]

Chairperson-Moses Hlophe
Deputy Chairperson-Solomon Mlotsha
Treasurer-Zamani Ngcamphalala
Secretary-Sicelo Zondo
Deputy Secretary-Zandile Zulu

Recording Secretary-Mbongeni Dlamini
Gender Officer-Thembi Dlamini

to ensure a well-capacitated membership, particularly on trade union issues.

Amandla!!!

BRANCH THEMATIC AREAS OF FOCUS FOR THE YEAR-2018

1. Induction;
2. Meeting with head teachers;
3. Vusela aimed at capacitating teachers in various zones in the branch on a number of issues;
4. SNAT Representatives workshop;
5. Women capacity building workshop;
6. Social gathering; and
7. Paralegals workshop.

On the long term, the branch intends to secure a piece of land for the branch offices. In addition, the branch intends

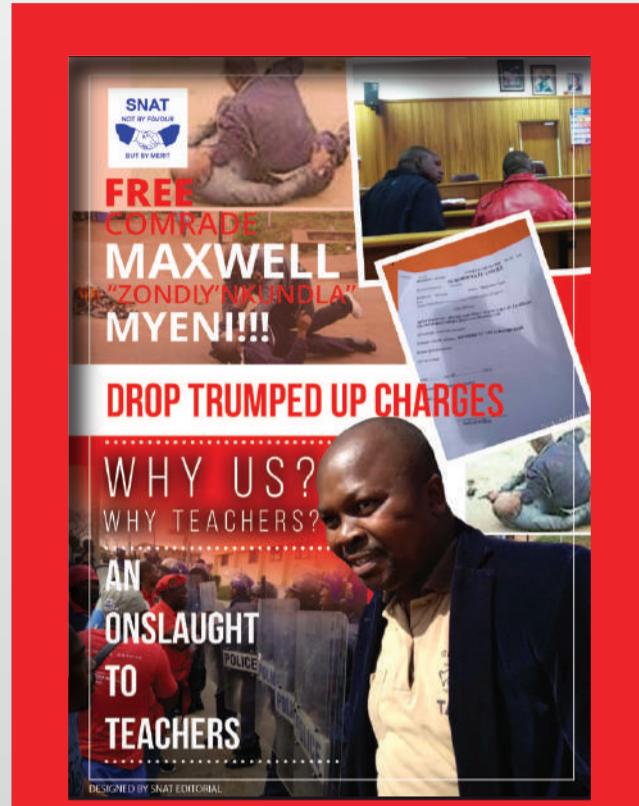
A The Usuthu Branch of the SNAT, situated in the Western part of the country, has a responsibility of forty-one [41] schools which are spread across five Tinkhundla namely; Mangcongo, Mhlambanyatsi, La-Mgabhi, Ntondozi

The SNAT Justice Campaigns

- CDE WILLY'S CASE



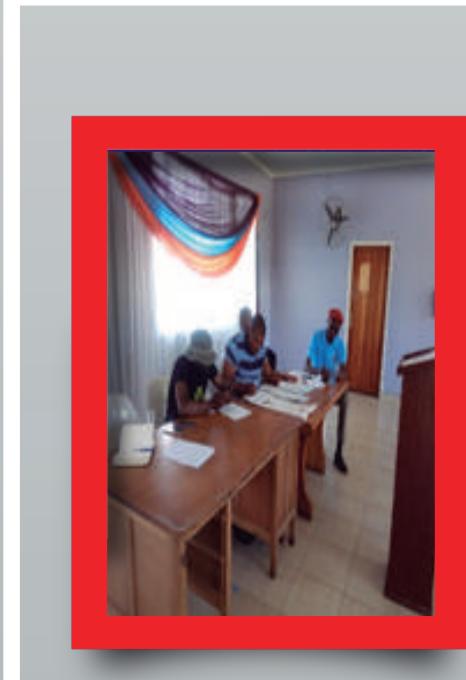
- CDE MAX'S CASE



- HODS PROPER REMUNERATION

	R	WEEK	17	18	19
C1	1	8 838	17	8 382	8 388
	2	8 838	17	8 388	8 388
	3	8 749	17	8 333	8 333
	4	8 483	17	8 089	8 089
	5	8 048	17	8 037	8 037
	6	8 723	17	8 388	8 427
	7	8 350	17	8 040	8 058
	8	8 724	17	8 484	8 508
	9	8 986	17	9 128	9 134
	10	9 285	17	9 574	9 589
	11	9 585	17	9 884	9 897
	12	10 200	17	10 794	10 804
	13	10 306	17	10 986	11 071
	14	10 924	17	11 842	11 947
	15	11 348	17	11 499	11 593

- WAYA WAYA CASE
- PTC'S CASE



- TEATQ-EQUITY CAMPAIGN



For all your comments, suggestions and queries, please write to: The Editor, The Eagle, motsamcollis@gmail.com, SNAT, Manzini Opposite William Pitcher. Address is P. O. Box 1575 Manzini.

A CALL FOR RESOLUTE ACTION

Sir,

Comrade readership salute I'm from Siteki Top Branch. My take is about what the President elect, Cde President Mbongwa 'Gicizamatje' said at the closing



Cde Lot Jesus Gaddafi Vilakati

ceremony at Biennial Conference Matsapha, Esibayeni Lodge 2018.

The incumbent President said; we need to go sectorial and deal with the MoET. First and foremost, I want to

applaud what the current NEC did when it comes to the ECESWA this year. Indeed one may say as much as we agreed that we shall boycott marking this year; regrettably, some comrades decided to mark because of many reasons-some of which include lack of CoLA, school fees, holiday's money etc. The SNAT, however, cannot let it go. The issue of the ECESWA has been going on for a long time and it has become a norm yet it is not in order.

My take is in such cases and some which include the PTC case, HOD care, the TEATQ and others that are in the courts. The SNAT, as a whole, should be seen rallying behind these comrades. The slogan: an injury to one is an injury to all should not be used in meetings only but should be also practised.

As a family [one union of teachers], we need to take care of each other and share the problem. We should not let TEATQ members and activists tail alone; however,



The Writer (Green Trouser) Leading by example

the President himself should declare such cases "union problems" whereby all [affected and infected] should be seen rallying behind the affected the comrades.

The idea of 'inflamed' meeting attendees and absent during action must not be encouraged comrades. Let us walk the talk this time around. When it comes to demonstrations and industrial actions. I don't think we need to hurt others as teachers for not participating; instead, going to our duty stations when you are in leadership.

We don't need to motivate comrades otherwise to attend Union activities. I am not a fan to doing that but I believe that comrades should be honest and attend activities. If we can be honest to ourselves and to the union, when we start talking to the other sectorial issues like teachers allowances, hardship allowances, housing allowances, to mention but a few, the government will know that the membership of the SNAT means business.

The struggle continues!!
Till next time! My take!!!

ARE WE BEING UNDERMINED OR WE SHOOT OURSELVES IN THE FOOT?

Sir,

I t is often said that never embark on a journey that you shall never see through for the sole reason that it drains a lot of energy. Well, for every long journey, one needs perseverance, resilience and thorough preparation to overcome whatever challenges might face along the way. That is natural, of course.

The SNAT is the most vocal and active union in Swaziland-when it comes, particularly, to issues affecting the working class. In fact, many a social commentator hold the view that we are trendsetters. Regrettably, when it comes to resolutely dealing with the inhumane Tinkhundla system of governance, we always stumble before we reach the intended destination. It has happened in the past, mostly recently, 2012, during our protracted strike dubbed, Waya Waya.

It seems, then, we did not have options to counteract government's cunning and slyness. I have taken note that,

seldom times, we fall far too low to reach a solution with our so called government, we quickly rush to court or engage in a strike; but unfortunately, we never win and government always dismisses us as noise makers or attention seekers.

The mind boggling is why such an attitude from the employer? The answer is very simple; we don't have the resilient spirit to stand our ground. We always buckle under pressure.

Many shall concur with me that, the Government always employs the same tactics. At the same time, play her cards close to her chest-have a contingency plan. This is an element that we seriously lack, as a collective. When we resolves to engage in another protracted and even threatening to boycott the exams, government, as usual, pronounced that she was going to apply the notorious No Work, No Pay dictum and will subsequently fire all those who will be absent for three days in 30 days.

Following such unwavering threats, a majority of teachers

went back to class and by the time the infamous judgment of pushing the strike to November 23, 2018, got delivered by His Lordship Dumisani Mazibuko, the strike was already a failure before it even commenced.

The long and short of this is-it is clear that no one is ready to sacrifice in the struggle for CoLA and we will never win against the government because we are always scared of standing our ground. Logic dictates that it is impossible for government to fire all 14 000 teachers and replace them at a whim; however, it seems we always believe that lie by our government.

Next time, the government makes such relenting threats, we need to resign en masse and see what chaos will ensue.

Teachers have value.
By Patrick Sir Patrick Mabuza

A REVITALIZED SNAT MOVEMENT



Thembisa Bhembe, Entonjeni National Primary school teacher

Sir,

The revitalization builds on the strengths of traditional "Bread and Butter" unionism. But it recognizes that our future depends on

redefining unionism from a narrow trade union model, focused almost exclusively on protecting the SNAT members, to a broader vision that sees the future of unionized workers tied directly to the interests of the entire working class and the communities, particularly communities of colour, in which teachers live and work.

This is a sea change for the SNAT (and other unions, too). But it's not an easy one to make. It requires confronting racist attitudes and past practices that have marginalized people of colour both inside and outside unions. It also means overcoming old habits and stagnant organizational structures that weigh down efforts to expand internal democracy and member engagement. Fortunately, teacher's union activities across Swaziland are revitalizing their union and standing up to relentless attacks. And this growing transformation of the teachers' union movement may well be the most important force in our nation to defend and improve public schools and, in so doing, defend and improve our communities and what's left of our democratic institutions.

The SNAT, however, must be aware that we are now paying the price for defining our union as contract bargainers and enforcers. Today, when we try to sign up members, many are aware that our collective bargaining right have been severely limited. New members often ask "why should I join?" Others think we don't even exist, as our identity has been so tightly woven to the contrast. But we have a long way to go, at times it feels like a long battle. Each year more teaching and planning time is stolen from teachers by new initiatives and mandates, most of which are linked to technology, tests, and standards.

Until next time!!! Fighting for Social justices and better working conditions.

IMPORTANCE OF TEACHER PARTICIPATION IN SPORTS

The five S's of sports training are: stamina, speed, strength, skill, and spirit; but the greatest of these is spirit,"

- KEN DOHERTY.

Sir,



Geared for training -
Cde Thabiso Langa

Sport has always been an integral part of my life-from primary school, through to tertiary, and now at the workplace. Not only have I participated in sports; my whole life is around Sports, but I also enjoy watching it both in person and on television.

I believe as educators we have to make sports an important part of our lifestyle. The benefits of sports are well documented. Sports is a key element of the health and wellness program and can also go a long way in boosting staff moral.

Over the years, I have observed how professionals (teachers) tend to change their lifestyle when they get to the workplace. They begin to lose interest in sports and that marks the beginning of an unhealthy lifestyle. I envision a future where school administrators will take the issue of staff health and wellness very seriously. A future in which every school will own a gym and other sporting equipment that will be at the disposal of both students and teachers. This can help in reducing absenteeism that is caused by sickness thus improve teacher performance which in turn impacts on the school performance and the education system in its entirety.

Research has shown that sport can have a positive impact on boosting morale and improving mood, I

urge all teachers to declare 2019 a year of healthy living. Every teacher should find a sporting discipline that will help him or her exercise. More teachers should be seen on the road doing those morning and afternoon jogs. Teachers should also make it their habit to participate in regional and national sporting events such as marathons.

I dream of a SNAT Football Club competing at the Premier League of Swaziland; a Netball Club; a Volleyball club; a Choral Music Choir for the SNAT; a tennis club etc. This is possible.

Let us all rise and be healthy!!! Towards a healthy SNAT!!!!

*The views expressed here belong to the author.
Any feedback could be sent to
Thabisoelanga@gmail.com*



motivation and productivity in the working environment.

Letters to the Editor

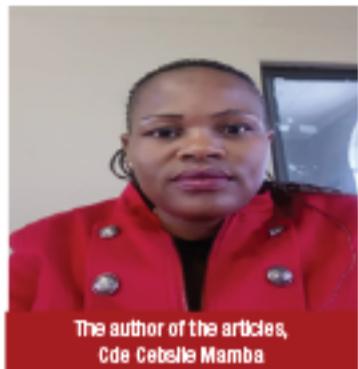
THE EAGLE # 001 - DECEMBER 2018

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SHOULD WE JUDGE A BOOK BY ITS COVER?

Sir,

The current year's conferences: Branch (Mbabane) and Regional (Hhohho) have altered my perception of the Education Officer-Mrs T. Langwenya regarding her



The author of the articles,
Cde Cebile Mamba

responses to invites. Over the years, one has over-indulged on the premise that she never avails herself for school functions; be it farewells bereavements and any other organised celebrations, let alone Union events.

The unexpected was witnessed as she honoured both invites forwarded to her at branch and regional level in March and May respectively. I am yet to research on what could have changed her outlook- I guess- if there is anything.

It could sound easier concluding that the branch conference was very accessible from her office as St. Marks' High is a stone's throw away, but the same cannot be asserted about Mananga Metropolitan College in the far Eastern part of Swaziland.

It is worth noting that the Regional Conference was on a Saturday but she availed herself for the better part of the day as she heartily declared her willingness to be with us for longer than we had anticipated. The gratifying and

motherly messages on the impressive pass rate and leadership qualities of the electorate she shared were an icing on top.

This was indeed a clear-cut indicator for the need to avoid absolute statements. And to this I would love to say 'Bravo Madam REO'! We enthusiastically anticipate having you in attendance in more functions within the region. Do not succumb to our predictable insinuations as we have been alluding to past experiences. The schools need to vividly feel you are considerate and affectionate more than the mere knowledge of your name.

ASSERTIVENESS

One has had to battle with numerous ideas flooding the mind; tedious a task it has been but assertiveness demands an imminent address before any other critical area. As we look forward to events characterising the term ahead - 2018 - 2022; the urge to deliberate and actively engage is largely influenced by the need to strike a significant balance on the capabilities of individuals.

Unique, we all are and interestingly resilient in our own right- we all can move mountains. But what needs to complete this puzzle is the level of assertiveness demonstrated in various spheres of operation.



Assertiveness is quite parallel to being conceited as the latter is filled with boastfulness and pride. Who wants to associate with pompous personalities? Obviously the people's choice will always be the meek, principled and goal oriented- the so called assertive type who invites less prejudice if at all.

Mere reference to the insinuations provoked by this discussion drives one to accept the frailties experienced in this interesting excursion- life- which then leaves indelible lessons that we are all human. Humanity is inevitably fallible, hence the need to always 'bury the hatchet' and shoulder on... acknowledging that whatever does not kill, makes one stronger remains a noble approach to life. Otherwise; lamentations and bitterness breed contempt which all has detrimental repercussions.

Now, bearing in mind that 'a journey of a thousand miles begins with one step.'

I wish to challenge all assuming leadership posts within the UNION to believe in the 'self'. Forget about 'what if I fail?' And think about 'where to from here?' Focus on gaining confidence from the slightest accomplishments.

Intrinsic motivation will help boost thy confidence. Stop hunting for accolades as you can never rate how genuine they are. Take-off and approach reality head-on: draw useful lessons from set-backs and turn them into dynamites.

*The views expressed herein belong to the author.
Any feedback on the article could be sent to
cebsilemhlanga121@gmail.com*

A SHOP STEWARD CAPACITY

Sir,

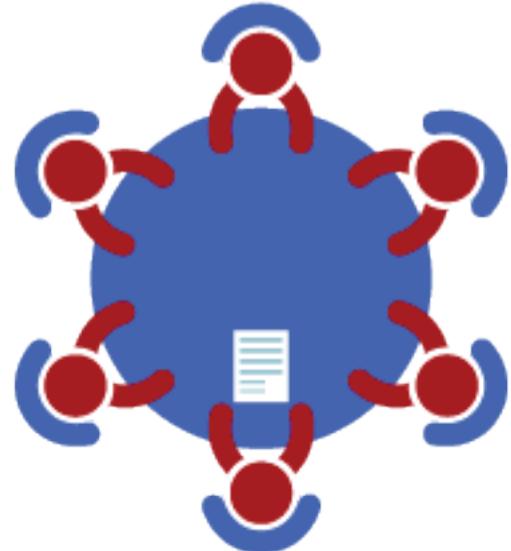
Let the SNAT capacitate us at shop floor for an effective and vibrant trade union. SNAT Reps as the pillar of the union, need capacitration.

Let our Recognition Agreement be amended to make it a must for Reps to hold meetings at least once a month at school. Let the Code of Good Practice, section 109 of the IRA, 2000 [as amended] be a Bible for Reps. Let it

be extracted into our pocket note book as Reps. Let us have a simple pocket note books that have almost all extracts of sections that touch on our daily situations at the work place, e.g. sick leave, maternity, loads of teachers, arriving time, mode of communication during misunderstandings, etc.

By so doing, we would have brought SNAT back to the staff room.

The views expressed here belong to Lucky Malaza from Nhlangano Branch.



THE MAGIC BEHIND MANZINI NAZARENE JUNIOR ACHIEVEMENT



Sabelo Dlamini, Manzini Nazarene Junior Achievement.

1. PERSONAL BACKGROUND

Sabelo Dlamini is a business education teacher at Manzini Nazarene High School where he is teaching economics and accounting. He holds a Bachelor's degree in Education Management and Leadership; Bachelor of Commerce degree major in Risk Management; Bachelor of Theology degree major in Psychology and Counselling, and Secondary Teacher's Diploma in Commercial Teaching.

2. EXPERIENCE AS PATRON TEACHER

Dlamini Started participating in Junior Achievement Programmes way back in 2009 when he came to Manzini Nazarene High School. He introduced the Junior Achievement programmes in the school after having an experience of Junior Achievement Programmes from his previous school, St Christopher's High School. He was the Patron Teacher for all Junior Achievement Programmes in the School from 2009 to 2012. During that time, he was also facilitating the Economics for success programme in form 3. As a Patron teacher, he worked very well with all facilitators Junior Achievement had sent to the school.

3. EXPERIENCE AS FACILITATOR

Sabelo started facilitating the Junior Achievement Company Programme in 2013 after his groups have been disappointed by facilitators that the JA office sent to the school.

3.1. 2013 ACHIEVEMENTS

In 2013, I facilitated a group that was producing Oyster mushrooms. This was a first group he facilitated. They were unfortunate not to finish the project on time to make it to the top ten. The challenge they faced was that the cropping period took longer than expected due to very cold temperatures. What was the biggest achievement is that the students were very much inspired by the project. Three of them after finishing school decided to continue with the mushroom production. They registered a company and they trade as vibrant Mushroom. As we speak, they supply big shops in the Kingdom of Eswatini like Pick n Pay, Spar and ShopRite.



Figure 3.1.1 Mncedisi the CEO showing their product.



Figure 3.1.2 Vibrate owners and directors, former graduate under Mr Sabelo Dlamini in JA programme

3.2. 2014 ACHIEVEMENTS

In 2014 Sabelo facilitated two companies within the same school. Both companies did well and managed to make it to the top 10. Though these two companies could not win the competition but they did provide a strong competition. Company A won the prize of best kept records while Company B won the prize for best CEO, and best new comer.



Figure 3.2.1 Manzini Nazarene company a making a presentation during JA National Expo 2014



Figure 3.2.2 Manzini Nazarene Company B making a presentation during JA National Expo 2014

3.3. 2015 ACHIEVEMENTS

In 2015, Mr Sabelo Dlamini facilitated another group. This group was producing dog food using left-overs from the school hostel. This company, Econovative Productions Pty Ltd made it to the top 10 and participated in the JA 2015 National Expo. The innovation the students displayed and their presentation on stage showed that they were well prepared by their facilitator. As a result, the company became JA Company of the Year 2015.



Figure 3.3.1 Manzini Nazarene after winning JA Company of the year in 2015
Front row: Sabelo Dlamini (Facilitator), Sizolwenkhoel Madonetsa, Welelile Mtsetwa, Dlamini Bongumenzi, Dlamini Mvumeni and Vilakati
Back row: Director in the Ministry of Industry and trade, Minister of education, Taiwan Ambassador JA CEO, Minister of Education, Board Chairperson of JA



Figure 3.3.2 Manzini Nazarene High School In joyful mood after being announced champions of JA Company 2015

In the same year, Mr Dlamini went with the team to represent Swaziland in Junior Achievement Company of the year competition held in Libreville Gabon in December 2015. Mr Dlamini's JA Company went all the way to win the JA Africa Company of the year. Over and above being overall winners, they also won, Best CEO Prize and Best Corporate Social Investment.



Figure 3.3.3 Sabelo Dlamini In Joyful mood after his team was announced JA 2015 Africa Company of the year

3.4. 2016 EXPERIENCE

In 2016, Mr Dlamini facilitated another group that was producing a re-usable ice cube using sour porridge left overs. This product came at the write time where the country was faced with a draught. It was indeed a good and innovative product. The company, Combative New Talented Creators Pty Ltd, was able to make it to the top ten out of 40 schools in the country. They went on to participate in the National Junior Achievement Company of the Year Competition. They came out as the runners up i.e. number 2 in the National Expo Competition. On top of that, they got the prize for best CEO.



Figure 3.4.1 Manzini Nazarene Company 2016 Top four Management In JA Expo Training



Figure 3.4.2 Manzini Nazarene 2016 Company displaying their product

3.5. 2017 EXPERIENCE

In 2017, Mr Sabelo Dlamini also facilitated another JA group called Bicrenolus Production Pty Ltd. This group is making natural herbal medicinal soap that removes pimples, black heads, dread raft and leave skin even and tone. The students are using herbs which they grow in their garden, used cooking oil and natural indigenous tree (Imbhondvo and Umkhaya) to replaced chemicals. The soap is selling like hot cakes as a results the school assisted the students register their company. This company ended up being runners up in the 2017 Junior Achievement Company Competition.



Figure 3.4.2 Manzini Nazarene 2016 Company displaying their product



Figure 3.5.2 Picture showing the bath soap produced by Manzini Nazarene High School 2017 company

To date, this company is fully registered and operating through the mentorship, leadership and guidance of Mr Sabelo Dlamini. Moreover, he helped this company in buying a machinery from Cape Town to the value of E100 000.00 to automate the production process.



The Soap Making machinery at the school lab on arrival from Cape Town

3.6. 2018 EXPERIENCE

This year, 2018, Mr Sabelo Dlamini facilitated another group called Nazware Innovations Pty Ltd that won and become the Junior Achievement Company National Expo 2018. The company came with a very exciting product, a desktop application called VOTE system. This system is meant to eradicate the old style of voting using ballot system and introduce a more advanced way whose greatest strength is the absolute elimination of human errors, thus resulting to no biasness, hence maximum efficiency in the whole voting system. This system is user friendly such elderly and people without computer skills can use it without problems. This therefore shows a high level of awareness of the learners on what the nation goes through during the national elections. Soon cuing to cast a vote will be a story of the past.



Figure 3.6.1 Sabelo Dlamini with his team on stage after being announced Champions



Figure 3.6.3 Students doing what Sabelo trained them to do best, selling their product

Relevant Legislative Framework for Teachers

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

MINISTRY OF EDUCATION & TRAINING LAWS

25. Education and Training Sector Policy, 2018
26. Education Act No.009/1981
27. Teaching Service Act No.001/1982
28. Teaching Service Regulations, 1983
29. Council of Educators Act
30. Free Primary Education Act No.001/2010
31. Council of Higher Education Act
32. Examinations Order

SIGNIFICANT DATES FOR THE SNAT MEMBERSHIP

1. MINISTRY OF EDUCATION & TRAINING [SCHOOL] CALENDAR

TERMS	OPENS	CLOSES
FIRST	22 JANUARY 2019	18 APRIL 2019
SECOND	07 MAY 2019	09 AUGUST 2019
THIRD	10 SEPTEMBER 2019	06 DECEMBER 2019

2. ORGANIZATIONAL DATES

THEMATIC EVENT	DATE	DAY
SNAT LEADERSHIP INDUCTION	JANUARY 04, 2019	FRIDAY
COMMENCEMENT OF THE COLA LEGAL STRIKE	JANUARY 28, 2019	MONDAY
INTERNATIONAL WOMEN'S DAY	MARCH 08, 2019	FRIDAY
1. WORLD HEALTH DAY	APRIL 07, 2019	SUNDAY
2. INTERNATIONAL DAY OF NON-VIOLENCE	APRIL 07, 2019	SUNDAY
WORLD BOOK DAY	APRIL 23, 2019	TUESDAY
WORLD DAY FOR SAFETY AND HEALTH AT WORK	APRIL 28, 2019	SUNDAY
LABOUR DAY	MAY 01, 2019	WEDNESDAY
PRESS FREEDOM DAY	MAY 03, 2019	FRIDAY
INTERNATIONAL YOUTH DAY	AUGUST 12, 2019	MONDAY
INTERNATIONAL LITERACY DAY	SEPTEMBER 08, 2019	SUNDAY
INTERNATIONAL DAY OF DEMOCRACY	SEPTEMBER 15, 2019	SUNDAY
INTERNATIONAL DAY OF PEACE [PEACE DAY]	SEPTEMBER 21, 2019	SATURDAY
WORLD TEACHERS DAY	OCTOBER 05, 2019	SATURDAY
WORLD DAY FOR DECENT WORK	OCTOBER 07, 2019	MONDAY
WORLD MENTAL HEALTH DAY	OCTOBER 10, 2019	THURSDAY
INTERNATIONAL DAY OF THE GIRL CHILD	OCTOBER 11, 2019	FRIDAY
INTERNATIONAL DAY FOR THE ERADICATION OF POVERTY	OCTOBER 17, 2019	THURSDAY
INTERNATIONAL EDUCATION WEEK	NOVEMBER 11-15, 2019	MONDAY-FRIDAY
16 DAYS OF ACTIVISM FOR NO VIOLENCE AGAINST WOMEN AND CHILDREN	NOVEMBER 25- DECEMBER 10, 2019	MONDAY-TUESDAY
WORLD AIDS DAY	DECEMBER 01, 2019	SUNDAY
INTERNATIONAL DAY OF DISABLED PERSONS	DECEMBER 03, 2019	TUESDAY
HUMAN RIGHTS DAY	DECEMBER 10, 2019	TUESDAY

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