# ELRC Strategic Plan

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EDUCATION LABOUR
RELATIONS COUNCIL

## 2020/21 to 2024/25

# Education Labour Relations Council

## Strategic Plan

**for**

**the Fiscal Years 2020/2021 – 2024/2025**

## Foreword by the General Secretary of the ELRC



The Council's Strategic Plan outlines our strategic priorities for the period 2020/2021 to 2024/2025, with a primary focus on our mandate to maintain labour peace in public education. This medium to long-term plan also identifies key interventions to contribute towards the improved quality of public education.

The Council's Dispute Resolution activities will focus on the resolution of disputes through intervention and mediation. A central focus will be on the implementation of Collective Agreement No. 3 of 2018, *Providing for compulsory inquiries by arbitrators in cases of disciplinary action against educators charged with sexual misconduct in respect of learners.* In fulfilling the provisions of the Agreement, the Council will continue to ensure the availability of intermediaries and suitable venues for these special cases, with the assistance of the Provincial Departments of Education.

To accomplish our mandate to maintain labour peace in public education, the Council provides facilitation both at national and provincial level, as a precautionary approach to circumvent labour unrest.

The Council's plans for the next five years are aligned with the National Development Plan (NDP) and vision for 2030. In giving effect to the proposed interventions for Early Childhood Development (ECD) as outlined in the NDP, the Council, through the ECD Work stream that was established as an outcome of the 2017 Education Indaba, plans to assist the Department of Basic Education to realise its goals in terms of ECD and ensure the universalisation of Grade R and conversion of qualifying Grade R practitioners at NQF level 6.

The Addendum to Collective Agreement No. 2 of 2014: *Quality Management System (QMS) for School-based Educators,* was concluded in the 2019/20 financial year. Training on the QMS will be taking place in the 2020/21 financial period.

Collective Agreement No. 2 of 2014 not only gives effect to the mandate of the Council to maintain labour peace in the public education sector, but also seeks to fulfil the vision of the National Development Plan on accountability within the system:

> *"… schools need to be well run by skilled and dedicated principals who foster a vibrant but disciplined environment that is conducive to learning. By 2030, the schooling system is characterised by learners and teachers who are highly motivated; principals are effective managers who provide administrative and curriculum leadership … schools are accountable to parents; committed and professional teachers have good knowledge of the subjects they teach; schools and teachers are supported by knowledgeable district officials."*

The NDP also advocates for the recognition of educators and proposes that a higher value should be placed on the teaching profession. In realising this objective, the Council will continue to support World Teachers' Day initiatives to celebrate teacher excellence and elevate the teaching profession. The plan for the 2020/21 financial year is to introduce an ELRC commemorative event for teachers in three provinces.

As the Accounting Officer of the ELRC, I am confident that our strategic goals for the period 2020/20201 to 2024/2025 will allow us to make a significant contribution to government's priority outcome 1: *to improve the quality of basic education* in public schools. The plan also

demonstrates our commitment to fulfil our mandate of ensuring labour peace in public education.



**Ms. NO Foca**
General Secretary, ELRC

## Official Sign-off

It is hereby certified that this Strategic Plan:

- was developed by the management of the Education Labour Relations Council under the guidance of the Minister of Basic Education;
- takes into account all the relevant policies, legislation and other mandates for which the Education Labour Relations Council is responsible; and
- accurately reflects the performance targets which the Education Labour Relations Council will endeavour to achieve given the resources made available in the budget for 2019/2020.

**Signature:**



**Ms U Ndobeni**
Chief Financial Officer

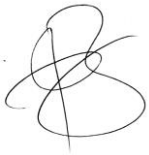
**Signature:**



**Ms N.O. Foca**
Accounting Officer

**OFFICIAL APPROVAL BY THE ACCOUNTING AUTHORITY**

**Approved by:**



**Signature:**

**Adv L. Bono**
ELRC Chairperson (Accounting Authority)

## List of Acronyms

| | |
|---|---|
| ANA | Annual National Assessments |
| APP | Annual Performance Plan |
| DBE | Department of Basic Education |
| DHET | Department of Higher Education and Training |
| DRP | Dispute Resolution Practitioners |
| ECD | Early Childhood Development |
| FAR | Fixed Assets Register |
| ICT | Information and Communications Technology |
| IQMS | Integrated Quality Management System |
| LRA | Labour Relations Act |
| MTEF | Medium Term Expenditure Framework |
| MTSF | Medium Term Strategic Framework |
| NDP | National Development Plan |
| NECT | National Education Collaboration Trust |
| NEPA | National Education Policy Act |
| NTA | National Teaching Awards |
| PFMA | Public Finance Management Act |
| PPN | Post Provisioning Norms |
| QLTC | Quality Learning and Teaching Campaign |
| SCM | Supply Chain Management |
| SGB | School Governing Body |
| TASP | Teacher Appreciation Support Programme |
| TPA | Teacher Performance Appraisal |
| ULP | Unfair Labour Practice |

# Contents

**PART A: STRATEGIC OVERVIEW ..... 7**
1. Vision ..... 8
2. Mission ..... 9
3. Values ..... 9
4. Legislative and Other Mandates ..... 10
   4.1. Legislative Mandates ..... 10
   4.2. Policy Mandates ..... 11
5. ELRC Organogram ..... 17
6. Updated Situational Analysis ..... 18
   6.1. Performance Delivery Environment ..... 18
   6.2. Organisational Environment ..... 18
   6.3. Description of the Strategic Planning Process ..... 19
7. Strategic Outcome Oriented Goals ..... 19

**PART B: STRATEGIC OBJECTIVES ..... 21**
8. Strategic Objectives Per Programme ..... 22
   8.1. Strategic Objectives: ..... 22
   8.1.1. Administration Services ..... 22
   8.1.2. Dispute Management Services ..... 23
   8.1.3. Collective Bargaining Services ..... 24
   8.2. Resource Considerations ..... 24
   8.3. Risk Management ..... 25

# PART A: STRATEGIC OVERVIEW

# 1. Vision

Our vision is:

To contribute towards quality public education through labour peace

This is exercised through our motto:

'Quality services for excellence in teaching.'

As a sector bargaining council in public education, the Council in giving effect to its vision through:

**Proactively strengthening the social contract** between government, teacher unions and civil society in order to create a conducive environment for improved quality in teaching and learning, creatively discharging its full range of obligations as envisaged in the Labour Relations Act and other relevant legislation and conventions.

This vision is underpinned by the following strategic principles, which relate to the functional areas of work of the Council:

| Research, M&E | Dispute Management | Collective Bargaining | Support and Training | Communication, Special Initiatives and Campaigns |
|---|---|---|---|---|
| Studies commissioned by the Council must provide an evidence base for improved policy, legislation and collective agreements and/or improved implementation of policy, legislation and collective agreements.<br><br>Research commissioned by the Council must prioritise the study of factors which promote labour peace, educator morale and | In order to ensure labour peace, proactive dispute prevention is as important as dispute resolution:<br><br>To prevent disputes of rights and mutual interest through intervention and mediation.<br><br>To resolve ordinary and special disputes of rights through conciliation and arbitration.<br><br>To resolve mutual interest disputes | The purpose of collective bargaining is to maximise the scope of the Parties' shared interest, promoting the best possible fit between good educational outcomes and a fair deal for the teaching profession.<br><br>The Council must continue to participate in major initiatives such as the QLTC, which endeavors to improve the quality of education in public schools, and World Teachers' Day, which seeks to | Training of Dispute Resolution Practitioners (DRPs), intermediaries, and Panellists must guarantee a rights-based approach to dispute resolution. A particular emphasis will be placed on the rights of children.<br><br>Training must provide negotiators with insights and tools to assist them in the bargaining process.<br><br>The Parties must be supported in the | Educators must be aware of the functions and achievements of the Council and the services it offers. |

| Research, M&E | Dispute Management | Collective Bargaining | Support and Training | Communication, Special Initiatives and Campaigns |
|---|---|---|---|---|
| educator wellbeing.<br><br>Monitoring and evaluation mechanisms must show whether implementation of policy, legislation and collective agreements is proceeding as planned, and must also uncover strengths and deficiencies in policy, legislation and collective agreements. | through mediation.<br><br>To enforce implementation of the ELRC collective agreements through the constitution. | uplift the teaching profession.<br><br>The National Education Collaboration Trust (NECT) seeks to improve the quality of schooling and systems for monitoring and supporting schools; and provides a governance platform for joint initiatives to improve education. | implementation of collective agreements through effective communication, the findings of M&E activities and more intensive support when necessary.<br><br>Support and training must, however, go beyond collective agreements and extend to matters of profound importance to educators, such as their morale and wellbeing. | |

## 2. Mission

The mission of the Council is:

To provide quality services for excellence in teaching.

## 3. Values

The values adopted by the Council are:

**Professionalism:** promote behaviour that is generally accepted to be correct and proper

**Transparency:** ensure access to information by citizens

**Independence:** the right to making informed decisions independently that minimise or avoid conflicts of interest

**Accountability:** accepting responsibility for actions and decisions taken, with allowance for corrective action and penalty for wrongdoing

**Fairness and equity:** the adjudication of grievances and disputes

**Social responsibility:** respond to the social issues of the day

**Efficiency:** Delivery of quality services economically.

# 4. Legislative and Other Mandates

## 4.1. Legislative Mandates

The ELRC is a bargaining Council established in terms of Section 37 (2) of the Labour Relations Act (LRA).

**Applicable Legislation**

- Labour Relations Act 66 of 1995, as amended
- ELRC constitution

**Other Mandates:**

- Service Delivery Agreement of the Minister of Basic Education
- Action Plan to 2019: Towards the Realisation of Schooling 2030

Key legislation related to the mandate of the Council:

- Constitution of RSA:
  Section 23
  Section 28(2)
  Section 29(1)
- Children's' Bill of Rights of 2007
- Sexual Offences Act 32 of 2007
- Child Care Act 74 of 1983 amended 1 April 2010
- Criminal Procedures Act 65 of 2008

## 4.2. Policy Mandates

A significant development in national basic education policy has influenced this Strategic Plan. The *Action Plan to 2019: Towards the Realisation of Schooling 2030* (Department of Basic Education,) sets out 27 goals in the improvement of the schooling system; 13 of these are output-related goals and 14 are process-related. A summary of the output-related goals follows:

- Goals 1 to 6 reflect the need to enable learners to meet minimum standards, such as increasing the number of Grade 12 learners who pass mathematics and physical science (Goals 5 and 6).
- Goals 7 to 9 reflect the need to improve the standards of learning performance (in particular in language and mathematics), in addition to ensuring that minimum standards are met.
- Goal 10 is to ensure that learners remain effectively enrolled at school until they complete the compulsory years of education.
- Goal 11 is to ensure that all learners have access to pre-primary education.
- Goal 12 is to improve the promotion rates of learners through Grades 1 to 9.
- Goal 13 is to improve the access of youth to Further Education and Training beyond Grade 9.

Goals 14 to 27 are process-related, and principals, teachers, learners, parents, education officials and partners in education transformation are expected to play important collaborative roles in achieving them within the framework of a Code for Quality Education:

- Goals 14 to 18 address teachers and the teaching process. For example, Goal 15 is to ensure that the availability and utilisation of teachers is such that excessively large classes are avoided, Goal 16 is to improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their careers and Goal 18 is to ensure that learners cover all the topics and skills areas that they should cover in their current school year.
- Goals 19 and 20 relate to the availability of textbooks, workbooks and other educational materials. Goal 19 is to ensure access to the minimum set of textbooks and workbooks required in policy and is particularly relevant to indicator 5 above (access to textbooks and workbooks); Goal 20 is to increase access to a wide range of other media, including computers and libraries.
- Goals 21 and 22 deal with school governance and management. Goal 21 is to ensure that basic school management processes are in place and contribute to a functional school environment. Goal 22 is to ensure that parent and community participation in school governance is improved.

- Goal 23 is to ensure that all schools are funded at the minimum per learner level and that the funds are used transparently and effectively.
- Goal 24 is to ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach, with all schools achieving the nationally defined level of optimum functionality.
- Goal 25 is to use the school as a location to promote access among children to the full range of public health and poverty reduction interventions.
- Goal 26 is to increase the number of schools which effectively implement the inclusive education policy and have access to centres which offer specialist services. Indicator 14 above (training in the identification and support of special needs) represents an important aspect of this goal.
- Goal 27 is to improve the frequency and quality of the monitoring and support services provided by district offices to schools.

A second important influence on this Strategic Plan is the Delivery Agreement for Outcome 1 ***(Improved Quality of Basic Education)*** signed by the Minister of Basic Education. The Delivery Agreement is closely based on the *Action Plan to 2019*. It stresses the importance of developing a "strengthened 'social contract' between government, teacher unions, teacher training institutions, parent and School Governing Body (SGB) organisations, business and civil society organisations". This emphasis is of particular importance to the Council and provides an opportunity to strengthen the presence of the basic education sector's strategic outcome-oriented goals within our work. These goals are:

- Improve the quality of teaching and learning
- Undertake regular assessment to track progress
- Improve early childhood development
- Ensure a credible, outcomes-focused planning and accountability system

The first, third and fourth of the above goals are, in different degrees, clearly areas in which the Council can play a role. The importance of the 'social contract' in the Delivery Agreement underpins all the work of the Council and has inspired the development of a refined vision for the Council's work, as presented in section 1 above.

The submission of this Strategic Plan 2019/2020 – 2023/2024 provides an opportunity to strengthen the presence of the basic education sector's policy priorities within the work of the Council. These priorities are captured in the Department of Basic Education's (DBE) *Action Plan to 2019: Towards the Realisation of Schooling 2030* and in the Minister's Delivery Agreement.

The following programmes of the ELRC have been amended in line with the Minister's Delivery Agreement.

**Programme 1: Collective Bargaining Services**
**Programme 2: Dispute Management Services**
**Programme 3: Corporate Services**
**Programme 4: Finance and Supply Chain Management Services**
**Programme 5: Executive Services**

The implications of the DBE's goals for these programmes are illustrated in the following table.

| Action Plan to 2019 (Department of Basic Education) | Implications for Programmes 1 and 2 of the Council |
|---|---|

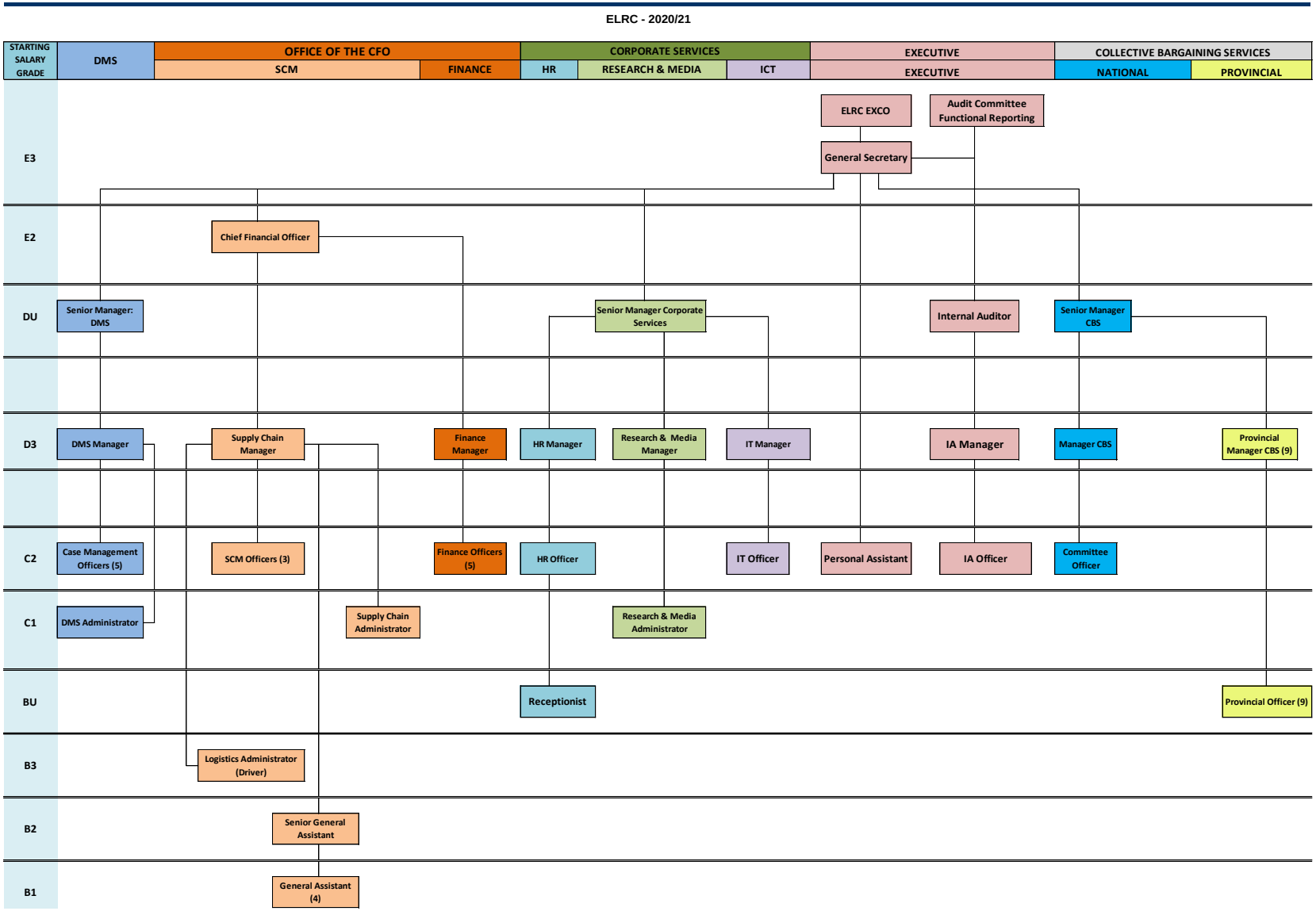
| Focus areas of the *Action Plan to 2019: Towards the Realisation of schooling 2030* | The 27 Goals of the *Action Plan to 2019* | Programme 1: Collective Bargaining Services | Programme 2: Dispute Management Services |
|---|---|---|---|
| Improve teacher capacity and practices | 1. Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3.<br><br>2. Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.<br><br>3. Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.<br><br>4. Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.<br><br>5. Increase the number of Grade 12 learners who pass mathematics.<br><br>6. Increase the number of Grade 12 learners who pass physical science.<br><br>7. Improve the average performance of Grade 6 learners in languages.<br><br>8. Improve the average performance of Grade 6 learners in mathematics.<br><br>9. Improve the average performance in | Post Provisioning Norm (PPN) to be reviewed to ensure that:<br><br>• Appropriately qualified teachers are supplied in sufficient numbers to support quality teaching in all phases and in all subjects in each school. | |

| Focus areas of the *Action Plan to 2019: Towards the Realisation of schooling 2030* | The 27 Goals of the *Action Plan to 2019* | Programme 1: Collective Bargaining Services | Programme 2: Dispute Management Services |
|---|---|---|---|
| | mathematics of Grade 8 learners. | | |
| Universalise access to Grade R | 11. Improve the access of children to quality ECD below Grade 1. | To conduct research on the conditions of service for ECD Practitioners and craft recommendations that will inform the policy on conditions of service for ECD Practitioners.<br><br>To continue collaboration with Department of Basic Education in implementing the recommendations emanating from ELRC Education Indaba on ECD, assisting DBE with the process of universalisation of the migration from birth to four years, and Grade R and incorporation of ECD's from Department of Social Development to Basic Education into mainstream schooling system (foundation phase) | |
| Strengthen school management and promote functional schools | 10. Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.<br><br>12. Improve the grade promotion of learners through Grades 1 to 9.<br><br>15. Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided. | Focus areas related to the conditions of service of teachers in public education:<br><br>• Provide for the inclusion in teacher workloads in revising the PPN.<br><br>• Improve the conditions of service of teachers in rural areas by continuing to monitor the implementation of the policy on | Dispute prevention will be proactive, rapid in its response, and will include community facilitation and the use experienced mediators.<br><br>The rights of all parties must be protected in dispute resolution processes; the rights of children must be given special attention.<br><br>Implement ELRC Collective |

| Focus areas of the *Action Plan to 2019: Towards the Realisation of schooling 2030* | The 27 Goals of the *Action Plan to 2019* | Programme 1: Collective Bargaining Services | Programme 2: Dispute Management Services |
|---|---|---|---|
| | 18. Ensure that learners cover all the topics and skills areas that they should cover within their current school year.<br><br>19. Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.<br><br>24. Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.<br><br>21. Ensure that the basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment.<br><br>16. Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.<br><br>17. Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.<br><br>20. Increase access amongst learners to a wide range of media, including computers, which enrich their education.<br><br>22. Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.<br><br>23. Ensure that all schools are funded at least at | incentives at provincial level.<br><br>• Monitor the appointment of temporary and substitute teachers at provincial level.<br><br>• Revise the Integrated Quality Management System (IQMS) for school-based teachers and managers to QMS. | Agreement No. 3 of 2018 where the child is involved either as witness or victim in sexual misconduct cases. The use of specialized venues and intermediaries will ensure the reduction of secondary victimisation to the children.<br><br>Timeous resolution of disputes to ensure that schooling is not affected, and the morale of aggrieved educators is not adversely affected. |

| **Focus areas of the *Action Plan to 2019: Towards the Realisation of schooling 2030*** | **The 27 Goals of the *Action Plan to 2019*** | **Programme 1: Collective Bargaining Services** | **Programme 2: Dispute Management Services** |
|---|---|---|---|
| | the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.<br><br>25. Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.<br><br>26. Increase the number of schools, which effectively implement the inclusive education policy and have access to centres, which offer specialist services. | | |
| Strengthen the capacity of district offices | 27. Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partly through better use of e-Education. | To revise the PPN to ensure:<br><br>• Adequate number of district-based subject advisers to support teachers, in order to fulfill the job descriptions as agreed to in Collective Agreement 1 of 2008.<br><br>• Finalisation of performance agreement frameworks on Employee Management System for circuit managers and district managers.<br><br>• To partner with structures that supports the health and psychosocial conditions for teachers in district offices to ensure sustainability and fulfilling their responsibilities. | |

## 5. ELRC Organogram



# 6. Updated Situational Analysis

The Medium-Term Strategic Framework (MTSF) of the Government for 2014 to 2019 has been taken into account in the development of the ELRC's strategic Plan. The priority area of **access to quality education** guides the strategic plan in terms of Outcome 1: (*Improved Quality of Basic Education*), which is at the centre of the government's approach.

The ELRC commits to ensure that Strategic Priority 1 of the government's priorities and programmes is paramount in the strategic planning process as it relates to teachers' conditions of service.

## 6.1. Performance Delivery Environment

The ELRC operates mainly in the management of disputes and collective bargaining environments. The development of the policy is informed by Part C Sections 133 to 150 of the Labour Relations Act No. 66 of 1995 (as amended) and the following determine the environment within which the entity operates:

- The constitution of the ELRC
- Interpretation of Collective Agreements
- Committee Work Procedures
- The Five-Year Strategic Plan
- The Annual Performance Plan

The Council is also governed by and subjected to compliance with policies, procedures, rules and regulations applicable to the ELRC.

## 6.2. Organisational Environment

The Secretariat of the ELRC support Parties to the Council with the administration of the bargaining process. The support staff is properly equipped with the knowledge and skills through the encouragement of improving qualifications by offering study assistance and acquiring of skills through short courses identified through the Performance Management System of the council.

The funding model of the Council poses a challenge in that income is generated through contributions by the Employer and deductions from educators in public education. Although the rate of contributions is determined through negotiations by the parties to Council, there is no provision for annual increases. This results in a static and fixed flow of secured income in an

environment of increasing costs due to inflation. A proposal to address this challenge will be tabled to parties to Council for consideration.

The Council has managed, through prudent financial management, to allocate and utilise these limited resources in the achievement of its objectives.

**Compliance, Risk and Audit**

The Compliance, Risk and Audit unit was established to enhance good corporate governance within the ELRC, especially in ensuring that there is effective and efficient governance, risk management and internal controls. It also assesses and makes appropriate recommendations for the improvement of the governance process to ensure that Council achieves its objectives; and assists the organisation to identify, evaluate and assess significant organisational risks and provide assurance as to the effectiveness of related internal controls.

## 6.3. Description of the Strategic Planning Process

The development of the Strategic and Annual Performance Plans involves the Governance structures on the development of the strategic objectives, which provides management with the direction on the development of the annual performance plans and the associated financial projections.

All members of the management team are involved and encouraged to assist in the setting up of targets and their delivery.

**The purpose of the Council's Strategic Plan**

The Plan outlines the objectives and activities of Council for the five years of the 2020/2021 to 2024/2025 Medium Term Expenditure Framework (MTEF) period. The Plan has also been aligned with the *Action Plan to 2019: Towards the Realisation of Schooling 2030*, which outlines the country's first comprehensive and long-term plan for education; as well as the Minister's Performance agreement. Delivery Outcome 1 of the Minister's Performance Agreement (*Improved quality of basic education*), will guide the activities of Council for the period 2020/2021 to 2024/2025.

## 7. Strategic Outcome Oriented Goals

The Council's strategic vision rests on the pillars of its mandate to maintain labour peace in public education and extends to the attainment of quality education in public schools, through stakeholder collaboration and support of initiatives to restore the image of the teaching profession.

In an effort to achieve Delivery Outcome 1, and the NDP's projections that South Africans should have access to education and training of the highest quality by 2030, the Council will continue to support QLTC activities. This will ensure that functional structures are established in all provinces, to realise the objective of having teachers in school, in class, on time and teaching with no neglect of duty.

In line with the *Action Plan to 2019,* Goals 14 to 17 (Action Plan goals on teacher supply, demand and utilisation), the Council will continue to monitor the appropriate implementation of Post Provisioning Norms (PPN) at provincial level.

In fulfilling our mandate to maintain labour peace in public education, the Council provides facilitation both at national and provincial level, as a precautionary approach to circumvent labour unrest.

| **Strategic Outcome Oriented Goal 1** | **Research and monitoring and evaluation activities provide an evidence base for improved policies and policy implementation in basic education.** |
|---|---|
| Goal Statement | Well researched policies and legislation, developed on the basis of strong evidence and supported by collective agreements, promote labour peace, educator morale and educator wellbeing. |
| **Strategic Outcome Oriented Goal 2** | **Equal importance is attached to proactive dispute prevention and dispute resolution.** |
| Goal Statement | Disputes of rights and mutual interest are prevented where possible through intervention and mediation, and effectively resolved when they arise, and collective agreements are enforced; the rights of children involved in disputes (as victims or as witnesses) are given special attention and consistently upheld. |
| **Strategic Outcome Oriented Goal 3** | **Collective bargaining processes maximise the scope of the Parties' shared interest.** |
| Goal Statement | The best possible fit between good educational outcomes and a fair deal for the teaching profession is achieved. |
| **Strategic Outcome Oriented Goal 4** | **Provide appropriate support and training for all involved in dispute resolution and collective bargaining.** |
| Goal Statement | Training of DRPs, intermediaries and panellists must guarantee an effective, |

| | |
|---|---|
| | rights-based approach to the core activities of the Council and to other matters of profound importance to educators, such as their morale and wellbeing. |
| **Strategic Outcome Oriented Goal 5** | **Sound communication strategies support and complement the core activities of the Council.** |
| Goal Statement | Educators will be keenly aware of the functions of the Council; special initiatives must support and complement the core activities of the Council. |
| **Strategic Outcome Oriented Goal 6** | **Strengthen social dialogue through supporting and participating in education initiatives such as the Teacher Appreciation Support Programme (TASP).** |
| Goal Statement | Collaboration with education stakeholders to promote dialogue on teaching and learning in South African schools. |

# PART B: STRATEGIC OBJECTIVES

# 8. Strategic Objectives per programme

## 8.1. Strategic Objectives

### 8.1.1 Collective Bargaining Services

The purpose of Collective Bargaining Services is to contribute to the Council's vision of a strengthened social contract between government, teacher unions and civil society that helps to create a conducive environment for improved quality in teaching and learning. Such is done by promoting collective bargaining at national and provincial levels so as to ensure the development of effective policies for quality public education in a non-disruptive environment for teaching and learning.

**Sub-programmes:**

- Collective Bargaining
- Research Services
- Dispute Prevention Support Services

| **Strategic objective 8.1.1.1** | **Collective Bargaining** |
|---|---|
| Objective statement | To facilitate bargaining on identified matters of mutual interest in public education |
| Baseline | Bargaining meetings convened & collective agreement on vote weights approved |
| | |
| Objective statement | To facilitate consultation and information on matters of policy in line with National Education Policy Act (NEPA). |
| Baseline | Education Indaba convened |
| | |
| Objective Statement | To revise the Post Provisioning Model |
| Baseline | Not applicable |
| | |
| Objective statement | To conclude a collective agreement or recommendations submitted to Minister on standardised conditions of service for ECD practitioners. |
| Baseline | Collective agreement on conditions of services for ECD |
| **Strategic Objective 8.1.1.2** | **Management Plan** |
| Objective statement | Annually table the management plan for approval for the next bargaining cycle |
| Baseline | Approved management plan |
| **Strategic objective 8.1.1.3** | **Dispute Prevention** |
| Objective statement | To facilitate dispute prevention support services through providing effective administrative functions to shop stewards |
| Baseline | Established disputes prevention task teams/committees in provincial chambers and quarterly reporting |

| **Strategic objective 8.1.1.4** | **Implementation of Collective Agreements and Policies** |
|---|---|
| Objective statement | Implementation of collective agreements and/or policies |
| Baseline | Training and advocacy conducted |
| **Strategic objective 8.1.1.5** | **Research Programmes** |
| Objective statement | Council to attend relevant education programmes (international study visits / conferences / research) to gain best practices to improve the public education system |
| Baseline | Council delegates attended International Labour and Employment Relations Association (ILERA) 8th African Regional Congress. |
| **Strategic objective 8.1.1.6** | **Collective Bargaining - Technical and Vocational Education and Training (TVET)** |
| Objective statement | To facilitate bargaining on identified matters of mutual interest in higher education |
| Baseline | n/a |

### 8.1.2 Dispute Management Services

The purpose of Dispute Management Services is to manage disputes proactively. This includes prevention of disputes by defusing conflicts that can disrupt teaching and learning; it also includes dispute resolution. Professional development and training is included in the programme to ensure that Dispute Resolution Practitioners and Panelists operate effectively. Particular emphasis is placed on training that helps to protect the rights of children involved in special disputes.

**Sub-programmes:**

- Conciliation and pre-arbitration services
- Arbitration services
- Training of Dispute Resolution Practitioners and/or Negotiators
- Professional Training and Development of Panellists
- Quality control of awards and rulings

| **Strategic objective 8.1.2.1** | **Provide efficient dispute resolution services** |
|---|---|
| Objective statement | To provide a platform for parties to engage and settle their disputes |
| Baseline | 89,4% of Conciliation cases |
| Baseline | 86,08% of Arbitration cases |
| **Strategic objective 8.1.2.2** | **Quality control of awards** |
| Objective statement | All awards are quality controlled |
| Baseline | 100% of awards were quality controlled |

| Strategic objective 8.1.2.3 | Professional Development Services |
|---|---|
| Objective statement | To provide Professional Development to Dispute Resolution Practitioners |
| Baseline | Six training sessions were provided |
| **Strategic objective 8.1.2.4** | **Professional Development Services** |
| Objective statement | To provide Professional Development to Panellists |
| Baseline | Four training sessions conducted |

### 8.1.3 Corporate Services

The purpose of Administration Services is to provide support services to the core operational functions of the Council, to ensure that it delivers an efficient and effective service on its mandates.

**Sub-programmes:**

- Mobilising Employee Services (Human Resources)
- Communication Services (Research & Media)
- Information Communication Technology (ICT)

***Human Resources***

| Strategic objective 8.1.3.1 | Professionalise the ELRC by investing in human capital |
|---|---|
| Objective statement | Attracting and retaining highly skilled and performing individuals. |
| Baseline | Employees participated in the skills development programmes |
| | |
| Objective statement | Enhance the capacity and competence of individuals so that they exceed the Council's expectations and work in a way that effectively and efficiently attains ELRC's strategic objectives |
| Baseline | Maintained a formal process for collection, collation, verification and scoring of performance agreements and assessments for all employees |
| | |
| Objective statement | To manage compensation and benefits for all staff, by ensuring that employees' remuneration is in accordance with their job profiles and continuous benchmarking with other organisations |
| Baseline | Payment of monthly salaries and benefits |
| | |
| Objective statement | Invest in employees' wellbeing to maximise productivity |
| Baseline | 100% of employee wellness programmes conducted |

***Research & Media***

| Strategic objective 8.1.3.2 | Promote the corporate image of the ELRC |
|---|---|
| Objective statement | To create awareness of the functions of Council and strengthen relations with stakeholders |
| Baseline | Implementation of recommendations from survey research conducted in |

| | |
|---|---|
| | 2014/15 |
| **Strategic objective 8.1.3.3** | **Records Management** |
| Objective statement | To implement an efficient records management system to preserve the vital records of the Council and ensure business continuity |
| Baseline | Implement the approved Records Management Policy |

***Information Communication Technology***

| | |
|---|---|
| **Strategic objective 8.1.3.4** | **Efficiency and effectiveness of business operation through an established ICT Infrastructure that ensures information is available, accessible and Protected** |
| Objective statement | Critical ICT Infrastructure to be restored within the set timeline |
| Baseline | Replacement of obsolete computer equipment with advanced computers. |
| | |
| **Strategic objective 8.1.3.5** | **Comply and implement ICT governance framework and practice** |
| Objective statement | Update the ICT Strategic pan |
| Baseline | Monitoring the effectiveness of the Plan |

### 8.1.4 Finance and Supply Management Services

The purpose of Finance and Supply Chain Management Services is to ensure that contracts for goods and services, are done in accordance with a system which is fair, equitable, transparent, competitive and cost effective as per section 217 of RSA Constitution.

**Sub-programmes:**

- Finance and Administration
- Demand management
- Database (suppliers) management
- Contract management
- Procurements and acquisitions
- Assets management

***Finance***

| | |
|---|---|
| **Strategic objective 8.1.4.1** | **Sound and compliant financial internal control and financial management service** |
| Objective statement | To provide a compliant internal control and sound Financial Management service. |
| Baseline | Implementation of Finance Administration Policy as well as ensuring that the financial management division complies with appropriate financial accounting standards. |
| **Strategic objective 8.1.4.2** | **Compliant and accurate budget management, aligned to the annual performance plan** |

| | |
|---|---|
| Objective statement | To produce an accurate and comprehensive consolidated Medium-Term Expenditure Framework (MTEF) Budget aligned with the Annual Performance Plan (APP) and the Mid-Year Budget review |
| Baseline | Maintain compliance to appropriate budget processes which assist in avoiding unauthorised expenditure and ensuring that the accounting system produces compliant and accurate budget management reports |

***Supply Chain Management Services***

| **Strategic objective 8.1.4.3** | **Improve the overall ELRC performance and customer satisfaction by improving product and service delivery to customers** |
|---|---|
| Objective statement | To provide sound asset management which includes safeguarding and maintenance of assets |
| Baseline | Complete and accurate Fixed Assets Register (FAR) at the end of the year |
| | |
| Objective statement | Maintain a compliant demand and acquisition management process. |
| | |
| Baseline | 0% irregular, unauthorised, fruitless and wasteful expenditure year-on-year. |
| | |
| Objective statement | Monitoring of the contract management system to ensure that the terms and conditions contained within the contract are adhered to and that all of a party's contractual obligations are met satisfactory. |
| Baseline | Monitoring of the contract management system to ensure compliance to procurement policies. |

### 8.1.5 Executive Services

The purpose of Executive services is to ensure the Council meets its strategic vision which rests on the pillars of its mandate to maintain labour peace in public education and extends to the attainment of quality education in public schools, through stakeholder collaboration and support of initiatives to restore the image of the teaching profession.

**Sub-programmes:**

- Strategic and corporate governance
- Internal audit and compliance
- Risk management

| **Strategic objective 8.1.5.1** | **Risk Management, Control and Governance** |
|---|---|
| Objective statement | To add value through assessing the tone and risk management culture of the organisation, as well as evaluating and reporting on the effectiveness and efficiency of internal controls, corporate governance and compliance with regulatory framework |
| Baseline | Approved Risk Assessment Report and Internal Audit Coverage Plan;<br>Rolled-out 100% Annual Audit Plan |

### 8.1.6 Resource Considerations

The expenditure trends have been increasing in line with inflation however, the income of the Council has remained constant over the MTEF period. The Council should continue effectively controlling expenditure and propose that the funding model be revised to ensure that the Council remains a going concern.

The implementation of the above plans will be in accordance with the budget submitted. The required human resources are adequate.

## 8.2 Risk Management

The following are key risk that may affect the realisation of strategic objectives:

- Failure or delays to effectively resolve referrals within the ELRC jurisdiction
- Failure to expedite inquiry by Arbitrator for sexual misconduct cases relating to minors.
- Incorrect in the interpretation and implementation of Collective Agreements and / policies.
- Failure by parties to efficiently conclude on issues of mutual interest.
- Inadequate dispute prevention structures and measures.
- Impasse by parties.

The Council is committed to address the identified risks, to ensure that operations are not hampered, and the Council is able to fulfill on its core mandate to maintain labour peace in public education.