



CONGRESSIONAL MOTIONS

Twenty-four (24) motions were presented to Congress. The motions are classified under main topics and are listed under each main topic.

Motions are referred to the respective divisions and/or provinces for handling. A report on the progress of the motions will be presented to the National Executive Committee and National Executive Council on an ongoing basis.

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MATTERS OF NATIONAL IMPORTANCE

The motions of national importance deal with the organisation of trade unions with an emphasis on members' well-being and safety, conditions of employment and the protection of the profession.

Motion 1:1.1(a) The protection of trade union rights, as well as the right to organize

Congress on June 24 and 25, 2026, takes note that:

1. The protection and expansion of trade unions' organisational rights is essential for the survival of responsible trade unionism and the protection of teachers' labour interests;
2. The loss or curtailment of organisational rights could render trade unions irrelevant and have serious consequences for the education sector;
3. The right of trade unions to organise and participate in legitimate protests must be protected and upheld;
4. The increasing pressure to classify parts of the public service as Essential Services is putting pressure on existing labour and organisational rights; and
5. The work of the Essential Services Committee (ESC) is putting increasing pressure on the SAOU to actively protect these rights.

Congress recommends that:

1. The SAOU takes decisive action against any infringement of organisational rights and the right to organise.
2. A legal audit is conducted of:
 - 2.1. Current restrictions on organizational rights; and
 - 2.2. Proposed changes that may affect the right to organize.
3. A strategic response plan is developed to:
 - 3.1. Further build the public image of the SAOU as a responsible trade union;
 - 3.2. Reaffirming the role of education unions within a modern labour environment;
 - 3.3. Determine the needs of young educators in terms of unionism; and
 - 3.4. Develop a contemporary and sustainable trade union approach for the future.

Submitted and supported by:

National Day Management

For handling, refer to:

National Day Management, Legal Services and Collective Bargaining

Motion 2: 1.1 (b) The well-being of teachers as a condition for quality teaching

The SAOU Congress on 24 and 25 June took note of:

1. The increasing administrative burdens, disciplinary challenges, emotional demands, and ongoing policy and curriculum changes to which teachers are exposed on a daily basis;
2. The direct relationship between teacher well-being and the quality of teaching, learner achievement and effective classroom management;
3. Excessive administrative requirements reduce valuable teaching time and contribute to increased stress, burnout, and reduced job satisfaction among teachers;

4. Staff shortages, increased workload and inadequate support negatively affect the sustainability of the teaching profession;
5. Increasing safety risks within schools threaten the physical, emotional, and professional safety of teaching staff;
6. Emotional support, professional balance, and healthy working conditions are essential for effective teaching; and
7. Schools, governing bodies, education departments and trade unions have an important role to play in creating a supportive and professional work environment.

Congress recommends that:

1. The SAOU promotes teacher wellbeing as a strategic priority within the education system.
2. The SAOU at the Department of Basic Education insists:
 - 2.1. Reducing unnecessary administrative burdens;
 - 2.2. The elimination of duplication of reporting and documentation;
 - 2.3. Simplifying administrative processes; and
 - 2.4. The effective utilization of technology to reduce administration.
3. A comprehensive investigation is being conducted into the nature, scope and necessity of administrative requirements within schools in order to protect teaching time and reduce workload.
4. Promote programmes and support systems that focus on:
 - 4.1. Emotional support;
 - 4.2. Stress board;
 - 4.3. Professional balance;
 - 4.4. The safety of teaching staff; and
 - 4.5. Promoting job satisfaction and professional pride.
5. Awareness campaigns are launched to emphasise the importance of teacher well-being as a foundation for quality education.
6. Cooperation between schools, governing bodies, education organisations and the Department of Basic Education is strengthened to promote a culture of support, safety and professional respect for teachers.
7. The SAOU continues to facilitate research and discussion on the impact of administrative overload, workload and safety on the sustainability of the teaching profession.

Motion composed of:

- KwaZulu-Natal (2);
- Eastern Cape (6);
- Mpumalanga (4);
- Northwest (37);
- Eastern Cape (41); and
- Free State (12).

For handling, refer to:

National Day Management, Marketing and Communication (SAOU Help), Professional Services and SAOU Gauteng

Motion 3: 1.2(e) The Safety of Teaching Staff Within Schools

The SAOU Congress on 24 and 25 June took note of:

1. The increasing safety risks to which teaching staff are exposed within schools;

2. The fact that educators are increasingly exposed to violence, intimidation, harassment, threats, and assault within the school environment;
3. The negative impact that unsafe working conditions have on teacher well-being, professional pride, discipline and quality teaching;
4. The need for clear safety protocols, effective support and cooperation between schools, education authorities and law enforcement agencies; and
5. The importance of schools remaining safe professional work environments for education staff.

Congress recommends that:

1. Comprehensive and enforceable measures are urgently put in place to protect the safety of teaching staff within schools.
2. Clear protocols are developed and implemented for:
 - 2.1. The prevention of violence and intimidation;
 - 2.2. Reporting incidents;
 - 2.3. Dealing with threats and assaults; and
 - 2.4. Supporting victims within the school environment.
3. The SAOU supports and promotes a strict zero-tolerance approach to any form of violence, harassment or intimidation against teaching staff.
4. Schools and education authorities implement reinforced safety and support measures in collaboration with relevant law enforcement and safety agencies.
5. The SAOU continues to promote the safety, dignity and professional protection of education staff as a strategic priority within the education environment.

Motion composed of:

Gauteng (16)

For handling, refer to:

National Day Management, Collective Bargaining, Legal Services and SAOU Gauteng

Motion 4: 1.5(e) Protecting Spending Capacity and Sustainable Improvement of Conditions of Service within the Public Service

The SAOU Congress on 24 and 25 June took note of:

1. The increasing financial pressures that inflation, increased cost of living, interest rates, food prices, fuel costs and economic uncertainty are putting on public service employees;
2. Fair salary adjustments play an important role in the retention of professional staff, job satisfaction and quality service delivery within the education sector;
3. The current multi-year public service agreement provides for salary adjustments linked to the Consumer Price Index (CPI/CPI), as well as adjustments regarding housing and medical benefits;
4. Multi-year agreements can promote stability within the negotiation process, but also carry the risk that economic changes and increased costs of living are not adequately accommodated;
5. Salary adjustments should not simply track inflation, but should genuinely protect the purchasing power and financial well-being of employees;
6. Housing, medical costs, and retirement planning are putting increasing pressure on public service employees;
7. The housing allowance and medical subsidy form an integral part of conditions of employment;
8. Organised labour must retain sufficient space to respond to changing economic and fiscal conditions within future bargaining cycles; and

9. Previous public service agreements have often caused tensions where employees' purchasing power has declined over time despite formal salary adjustments.

Congress recommends that:

1. The SAOU during future public service negotiations prioritises that salary adjustments protect and improve the actual purchasing power of employees.
2. The SAOU is working towards:
 - 2.1. Fair and meaningful salary adjustments;
 - 2.2. Housing allowance adjustments that keep track of actual housing costs;
 - 2.3. Medical subsidy adjustments that address the increasing cost of medical coverage; and
 - 2.4. The protection of total service benefits within the public service.
3. The SAOU prefers one-year salary and terms of service agreements to ensure greater responsiveness to economic changes and inflationary pressures.
4. However, the SAOU is not excluded from the possibility of entering into a responsible multi-year agreement, provided that such agreement:
 - 4.1. Adequately protect employees' purchasing power;
 - 4.2. Contains clear minimum guarantees;
 - 4.3. realistically accommodate inflation and economic risks;
 - 4.4. Regular review mechanisms include; and
 - 4.5. Promoting the sustainability of public service remuneration.
5. The SAOU continues to conduct research and consultation on the long-term impact of inflation, medical costs, housing costs and fiscal policy on public service employees.
6. The SAOU ensures active participation in all future public service negotiations in order to protect and develop the professional, financial and labour interests of teaching staff.

Motion composed of:

National Day Management

For handling, refer to:

National Executive Committee, Collective Bargaining and SAOU KwaZulu-Natal

Motion 5: 1.5(g) Strengthening the SAOU's mandate regarding GEMS and protecting members' medical benefits

The SAOU Congress on 24 and 25 June took note of:

1. The proposed increase in GEMS member contributions for 2026 has put severe financial strain on public service employees and their families;
2. Sustained pressure from organised labour led to the proposed increase being lowered from 9.5% to 7.5%;
3. Rising medical costs, administrative expenses, and uncertainty about sustainability have a direct impact on members' purchasing power and access to affordable medical coverage;
4. GEMS was originally established to give public service employees access to affordable, quality medical coverage that puts the interests of members and their families first;
5. The SAOU is of the opinion that poor financial planning, institutional deficiencies and excessive cost structures should not be recovered from members;
6. Transparency, accountability, and meaningful participation of organized labor are essential for good governance within GEMS; and
7. There is an increasing need for the SAOU to maintain a clear, active and strategic mandate with regard to the protection of members' medical benefits and financial interests.

Congress recommends that:

1. The SAOU continues to actively participate in all processes relating to GEMS in order to protect the financial and medical interests of members.
2. The SAOU is working towards:
 - 2.1. Fair and affordable member contributions;
 - 2.2. Complete transparency regarding administrative costs, contracts, procurement processes and executive compensation;
 - 2.3. Meaningful participation of organized labor within decision-making processes; and
 - 2.4. Protecting quality medical benefits for public service employees and their families.
3. The SAOU continues to apply pressure for:
 - 3.1. Independent investigations where necessary;
 - 3.2. Improved accountability and good governance within GEMS;
 - 3.3. Responsible financial management; and
 - 3.4. Sustainable solutions that do not put unreasonable financial pressure on members.
4. The SAOU provides regular feedback and communication to members on developments regarding GEMS, medical benefits and negotiation processes.
5. The SAOU continues to act with organised labour and other relevant stakeholders to protect the long-term sustainability, affordability and integrity of GEMS

Motion composed of:

National Day Management

For handling, refer to:

National day management, marketing and communication, collective bargaining and legal services

Motion 6: 1.1(c) Artificial Intelligence (ki) and the survival of the teaching profession

The SAOU Congress on 24 and 25 June took note of:

1. The increasing influence of Artificial Intelligence (AI) on teaching, assessment, administration, and professional practices within the educational environment;
2. The opportunities AI offers to reduce administrative workload, improve efficiency, and support teachers professionally;
3. The need for clear guidelines, responsible implementation, and ongoing training on the effective and ethical use of AI in education;
4. The fact that AI cannot replace the uniquely human role of the teacher, namely building relationships, forming values and the holistic development of learners;
5. The risk that inadequate control, training, and policy clarity could harm the professional identity of teachers and the quality of teaching; and
6. The need for AI to be strategically, human-centered, and educationally accountable integrated within the education system.

Congress recommends that:

1. AI is strategically and responsibly integrated within education, with the teacher as a central role player in the learning process.
2. The SAOU continues to:
 - 2.1. Promote targeted training and professional development on AI;
 - 2.2. Support teachers in the effective and ethical use of AI;

- 2.3. Support the responsible use of AI to reduce administrative workload; and
- 2.4. Protect the professional role of the teacher within a technology-driven environment.
- 2.5. The SAOU will be actively involved in the development of clear national guidelines for the ethical and educational use of AI within the education sector.
3. Ongoing research, conversation and monitoring are promoted on:
 - 3.1. The impact of AI on teaching and assessment;
 - 3.2. Its influence on teacher well-being and workload;
 - 3.3. The professional implications of AI for the teaching profession; and
 - 3.4. The responsible integration of AI within schools and classrooms.
4. The SAOU prioritises the protection and strengthening of the teaching profession by ensuring that AI supports, but does not replace, the human dimension of teaching.

Motion composed of:

- KwaZulu-Natal (1);
- Mpumalanga (3); and
- Eastern Cape (7).

For handling, refer to:

National Day Management, National Divisions, and Artificial Intelligence Officer

Motion 7: 1.1 (e) Strengthening the status and quality of Early Childhood Development (ECD) [0–4 years] teachers and practitioners

Congress on June 24 and 25, 2026, takes note that:

1. Establishing the foundation of a child's development and future learning during the early childhood development years;
2. Early investment in quality education and development has a direct positive impact on learner readiness and long-term education outcomes; and
3. Learners are better prepared for entry into the Foundation Phase when quality ECD support is available.

Congress recommends that:

1. The status and quality of Early Childhood Development educators and practitioners are deliberately strengthened through improved training and the formalization of professional standards.
2. The SAOU takes steps to ensure that:
 - 2.1. ECD educators are better supported and compensated fairly; and
 - 2.2. The role of ECD practitioners as a critical foundation for learner development is formally recognised and integrated within the broader education system.
3. The SAOU promotes collaboration between relevant role-players in order to expand access to quality ECD services and to optimally prepare learners for the Foundation Phase.

Submitted and supported by:

Western Cape (8)

For handling, refer to:

National Day Management, Professional Services and SAOU Western Cape

STATUTORY OBLIGATIONS

The motions regarding the statutory obligations deal with outstanding aspects of the South African Schools Act, Act no. 84 of 1996, as amended, participation in the rewriting of the job provision model and the repositioning of inclusive education.

Motion 8:1.5(a) Protecting the Professional Status of the Teacher

The SAOU Congress on 24 and 25 June took note of:

1. Increasing micromanagement and administrative control undermines the professional judgment, autonomy, and status of teachers;
2. Policy decisions are often made without adequate input from practicing teachers and schools;
3. The retention and development of quality teachers directly related to the professional status and image of the teaching profession;
4. Professional recognition, accountability, and support are essential for quality teaching and sustainable education; and
5. Teachers as professionals must be recognised, protected and empowered to strengthen the status of the teaching profession.

Congress recommends that:

1. The SAOU actively promotes and protects the professional status, image and integrity of the teaching profession.
2. The SAOU continues to:
 - 2.1. Promote the professional image of education at all gatherings, seminars, and meetings;
 - 2.2. Recognize and reward teachers' professional contributions and excellence; and
 - 2.3. Strengthen the professional autonomy and standards of the teaching profession.
3. The SAOU engages with relevant role-players to further develop the status, prestige and professional recognition of teachers within the broader community.

Submitted and supported by:

North West (39)

For handling, refer to:

National Day Management, Professional Services and SAOU North West

Motion 9: 1.2 (a) The delay of regulations for the implementation of SASA as amended (BELA)

The SAOU Congress on 24 and 25 June took note of:

1. The ongoing delay in finalising and publishing regulations for the implementation of the BELA amendments;
2. The uncertainty created by the absence of clear regulations for schools, governing bodies and teaching staff;
3. The risk of inconsistent application, increased administrative pressure, and legal disputes in the absence of adequate policy guidelines;
4. The need for clear, practicable regulations to promote legal certainty, stability, and consistent implementation within schools; and
5. The fact that ongoing uncertainty is already causing tension and litigation within the education environment.

Congress recommends that:

1. The Department of Basic Education urgently finalises the outstanding BELA regulations and publishes them in a timely manner.
2. Clear implementation guidelines are developed to:
 - 2.1. promote legal certainty for schools and governing bodies;
 - 2.2. Prevent inconsistent application of policies;
 - 2.3. Limit administrative and legal risks; and
 - 2.4. Strengthen stability within the education environment.
3. The SAOU continues to:
 - 3.1. Monitor the implementation of BELA;
 - 3.2. provide input on the practical application of regulations; and
 - 3.3. Consult with relevant stakeholders about challenges and unintended consequences of the implementation.
4. The SAOU prioritises the protection of schools, governing bodies and teaching staff during any further implementation processes regarding BELA.

Motion composed of:

Eastern Cape (24)

For handling, refer to:

National Executive and Legal Services

Motion 10: 1.2 (b) The non-implementation of Grade R as a compulsory component of the school system

The SAOU Congress on 24 and 25 June took note of:

1. The important role that Grade R plays in early childhood development, school readiness and long-term learner development;
2. The ongoing inequality in access to quality Grade R education and support;
3. The necessity of adequate funding, infrastructure, staffing and training for the successful implementation of compulsory Grade R;
4. The risk that inadequate support and unplanned implementation could harm the quality and sustainability of Grade R; and
5. The need for any further implementation to be realistic, educationally accountable and sustainable.

Congress recommends that:

1. The SAOU supports the implementation of Grade R as a compulsory component of the school system, provided that adequate support and resources are made available.
2. The Department of Basic Education urgently focuses on:
 - 2.1. Quality training of Grade R educators;
 - 2.2. Adequate infrastructure and learning support;
 - 2.3. Equitable and sustainable funding; and
 - 2.4. Practical implementation plans for all schools.
3. The SAOU continues to provide input on the practical implementation, support and sustainability of Grade R within the education system.
4. Any further implementation of compulsory Grade R must be phased, realistic and supportive to schools and teaching staff.

Motion composed of:

National Day Management

For handling, refer to:

National Day Management, Collective Bargaining and Professional Services

Motion 11:1.2(d) Rewriting the Jobs Provision Model

The SAOU Congress on 24 and 25 June took note of:

1. The fact that the current Job Supply model no longer adequately reflects the realities of today's education landscape.
2. The increasing pressure on schools due to overcrowded classes, staff shortages and delays in filling vacancies.
3. The fact that the current model does not adequately account for:
 - 3.1. Class sizes;
 - 3.2. Location of schools;
 - 3.3. Migration patterns;
 - 3.4. Inclusive education;
 - 3.5. The needs of special schools; and
 - 3.6. Changing curriculum and staffing requirements.
4. The negative impact that staff shortages, vacant positions and increased work pressure have on teacher well-being, learner support and quality education.
5. The need for an equitable, responsive and context-driven model that reflects the realities of schools and educators.
6. The important role of organized labor and practitioners in the development of a realistic and feasible model.

Congress recommends that:

1. The current Jobs Supply Model urgently needs to be reviewed and restructured to better reflect the changing education landscape and real needs of schools.
2. The revised model:
 - 2.1. Taking into account actual learner numbers and class sizes;
 - 2.2. Fairly accommodate schools in different geographical and socio-economic contexts;
 - 2.3. adequately addressing the needs of special schools;
 - 2.4. Promote teacher well-being and sustainable workloads; and
 - 2.5. Strengthen the quality of teaching and learner support.
3. The Department of Basic Education urgently focuses on:
 - 3.1. The speedy filling of vacant positions;
 - 3.2. The reduction of overcrowded classes;
 - 3.3. Improving support services; and
 - 3.4. The equitable distribution of resources and personnel.
4. The SAOU ensures active and meaningful participation in the rewriting process of the Job Provision Model and continues to provide input on its practical impact on schools and teaching staff.

Motion composed of:

- Gauteng (13 en 14);
- Limpopo (20);
- Mpumalanga (21); and
- Northwest (38).

For handling, refer to:

National Day Management, Collective Bargaining, Legal Services and SAOU Gauteng

Motion 12: 1.2(g) The integration of White Paper 6 regarding inclusive education in mainstream schools

Congress on June 24 and 25, 2026, takes note that:

1. The expansion of inclusive education within the mainstream is supported in principle. However, there are concerns that the current approach does not adequately take into account the practical realities that schools and educators face on a daily basis;
2. Mainstream schools in many cases do not have sufficient capacity, infrastructure, resources or support services to effectively accommodate learners with high support needs;
3. Educators in mainstream schools are generally not adequately trained or equipped to effectively support learners with moderate to severe intellectual disabilities (MID and SID);
4. The lack of specialised training, resources and support systems not only puts pressure on educators, but also limits the quality of instruction that can be delivered to all learners;
5. The integration of learners with severe support needs into mainstream environments is not necessarily in the best interest of the learners concerned;
6. Specialised schools have the expertise, adapted curriculum and support services essential for these learners' optimal development;
7. The proposed repurposing of special schools could impair the availability and quality of specialised support;
8. The extra challenges and burden in a school are not taken into account by the Education Department and more specifically weight in terms of SID and MID learners are not used correctly in the calculation of the job provision;
9. The shift to mainstream education without adequate capacity and preparation can lead to marginalization rather than real inclusion; and
10. The SAOU is of the opinion that the proposed approach to inclusive education is neither sustainable nor educationally responsible in its current form.

Congress recommends that:

1. The implementation of White Paper 6 on inclusive education in mainstream schools should only be continued where it is supported by adequate capacity, training, funding and clear policy and curriculum guidelines.
2. Inclusive education must be practicable and in the best interest of all learners, taking into account:
 - 2.1. The needs of the individual learner;
 - 2.2. The classroom environment; and
 - 2.3. The wider school community.
3. The SAOU will take steps to support, strengthen and expand special schools to optimally accommodate learners with high support needs, while mainstream schools will be appropriately supported to implement inclusive education responsibly and sustainably without compromising teaching quality.

Motion composed of:

- Mpumalanga (22); and
- Western Cape (25).

For handling, refer to:

National Day Management, Professional Services and SAOU Mpumalanga

Motion 13: 1.3(e) Dealing with Inclusive Education Within the Mainstream

The SAOU Congress on 24 and 25 June took note of:

1. There is already a significant shortage of special schools and available placements for learners with high support needs;
2. The reuse of existing special schools without expansion of capacity puts further pressure on an already overburdened system;
3. Many mainstream schools do not have adequate resources, training, and support to effectively accommodate learners with moderate intellectual disabilities (MID);
4. The lack of adequate support increases the risk that learners do not receive the necessary educational support and development opportunities;
5. There is still uncertainty about the curriculum, implementation and support of MID learners within mainstream schools;
6. Effective inclusive education requires thorough planning, adequate funding, specialist support and sustained professional development; and
7. Inadequate preparation and support can have a negative impact on teaching quality, learner outcomes and the sustainability of inclusive education.

Congress recommends that:

1. The SAOU supports the principle of inclusive education, provided that it is implemented responsibly, realistically and educationally responsibly.
2. The implementation of the reuse of special schools and the placement of MID learners in mainstream schools will not continue without:
 - 2.1. Adequate capacity at special schools;
 - 2.2. Specialized support to mainstream schools;
 - 2.3. Clear curriculum guidelines;
 - 2.4. Practical implementation plans; and
 - 2.5. Adequate resources and training.
3. The SAOU continues to:
 - 3.1. Promote the expansion and protection of special schools;
 - 3.2. monitor mainstream schools' support needs; and
 - 3.3. Provide input on the practical feasibility of inclusive education within the mainstream.
4. A balanced approach is taken that prioritises the best interests of learners, teachers and the wider school community.

Submitted and supported by:

National Day Management

For handling, refer to:

National Day Management, Professional Services and SAOU Limpopo

FINANCES

The motions regarding finances deal with the impact of financial deficits on the constitutional right to quality basic education for learners and optimal working conditions for teachers.

Motion 14:1.2(f) Reviewing the Funding Model of Schools (Quantiles)

The SAOU Congress on 24 and 25 June took note of:

1. The fact that the current quintile-based funding model no longer adequately reflects the actual socio-economic and demographic realities of schools;
2. The fact that quintile classifications have not been significantly revised for many years, despite substantial changes within school communities;
3. The increasing diversity of learner populations and the growing financial pressures experienced by schools and governing bodies;
4. The fact that many schools serve learners from diverse economic and geographical backgrounds, regardless of their existing quintile classification;
5. The need for funding to be allocated in an equitable, context-driven and supportive way to inclusive education; and
6. The increasing financial pressure on schools to sustainably maintain quality education, infrastructure and support.

Congress recommends that:

1. The current quintile-based funding model urgently needs to be revised to better reflect the changing realities of schools and school communities.
2. The revised model:
 - 2.1. Ensure equitable and context-driven funding;
 - 2.2. Prioritizing updating outdated demographic and socioeconomic data;
 - 2.3. Supporting the principles of inclusive education;
 - 2.4. Addressing the increasing pressure on governing bodies and schools; and
 - 2.5. Promote financial sustainability and equal access to quality education.
3. The Department of Basic Education reviewed and addressed the practical impact of the current model on schools, governing bodies and learner support.
4. The SAOU continues to provide input on a fairer, realistic and sustainable funding model for all schools.

Motion composed of:

Gauteng (17); a
Northern Cape (23).

For handling, refer to:

National Day Management, Collective Bargaining, Legal Services and SAOU Gauteng

Motion 15:1.2(h) The non- or late payment of norms and standards as a violation of teachers' and learners' constitutional obligation to apply quality education and learning

Congress on June 24 and 25, 2026, takes note that:

1. Learner achievement in many schools is strongly influenced by socio-economic factors such as poverty, unemployment and limited access to resources;
2. The non- or late payment of norms and standards is a violation of learners' right to quality education and schools' ability to ensure effective teaching and learning;
3. The non-payment puts schools under unnecessary financial pressure that impacts available funds for hiring staff at schools. Quality education cannot take place without the necessary learning materials and safe schools; and
4. The SAOU is in favour of a revision of the funding model by Treasury, the National and Provincial Departments of Education for the timely payment of norms and standards to schools.

Congress recommends that:

1. The SAOU is taking necessary steps to force the Department of Basic Education to pay the fees in a timely manner.
2. Clear, practicable implementation guidelines are confirmed to:
 - 2.1. Ensure financial security for schools and governing bodies; and
 - 2.2. To limit risks.
3. The SAOU will be in continuous consultation with other relevant role-players and that monitoring and feedback on the payment will be facilitated.

Submitted and supported by:

- Gauteng (15);
- KwaZulu-Natal (18); en
- Northwest (36).

For handling, refer to:

National Day Management, Legal Services and SAOU KwaZulu-Natal

Motion 16:1.1(d) Rejecting austerity measures for the benefit of quality education

The SAOU Congress on 24 and 25 June took note of:

1. The SAOU rejects measures that impair the quality of teaching and learning for the sake of cost savings;
2. Cutting jobs and resources puts increased pressure on school management teams and educators to maintain quality teaching;
3. Certain departmental initiatives cause unnecessary expenditure without tangible improvement of the challenges within schools;
4. Available funds should rather be used for core needs such as adequate staffing, training, resources and infrastructure;
5. Limited budgets, vacant positions, and staff shortages lead to overcrowded classrooms, increased workloads, and limited professional functioning within schools;
6. These limitations undermine the ability of schools and the Department of Basic Education to deliver quality education effectively; and
7. Inadequate infrastructure and space put further pressure on schools and exacerbate disciplinary challenges.

Congress recommends that:

1. Cutbacks that harm the quality of education are rejected by the SAOU and that adequate funding is prioritised to ensure sustainable quality education.
2. The SAOU is putting pressure on the Department of Basic Education to:
 - 2.1. Fill vacant positions;
 - 2.2. Provide adequate resources; and
 - 2.3. Improve school infrastructure in order to reduce overcrowded classrooms and increased workload.
3. Available funds are strategically used for core needs within education rather than for initiatives that do not add tangible value to teaching and learning.
4. At the national level, there is an advocate for a funding approach that supports the professional functioning of schools and enables teachers to deliver quality teaching effectively and with the necessary autonomy.

Submitted and supported by:

North West (5)

For handling, refer to:

National Day Management, Collective Bargaining and SAOU North West

CURRICULUM

Curriculum motions deal with the unfinished and unfunded curriculum matters of the Department of Basic Education.

Motion 17:1.3(a) The Future and Implementation of the Tri-Stream Model

The SAOU Congress on 24 and 25 June took note of:

1. The purpose of the Tri-Stream Model to develop different learning and skills trajectories within the education system;
2. The ongoing uncertainty regarding the policy, implementation, and practical application of the model;
3. The lack of clear guidelines, adequate support and realistic implementation plans for schools and teaching staff;
4. The pressures that new curriculum directions place on schools, resources, and staff; and
5. The need for special schools and existing support frameworks to be protected.

Congress recommends that:

1. The SAOU supports the preservation of the Three-Stream Model, provided that it is implemented responsibly, realistically and educationally responsibly.
2. The Department of Basic Education urgently:
 - 2.1. Clear policy guidelines;
 - 2.2. Practical implementation plans;
 - 2.3. Realistic timelines; and
 - 2.4. Provide adequate support to schools.
3. The SAOU continues to monitor the implementation of the model and evaluate its practical impact on schools and teaching staff.
4. The model is reviewed if it cannot be implemented sustainably, effectively and educationally responsibly.

Motion composed of:

National Executive Committee (PD33)

For handling, refer to:

National Day Management, Professional Services and SAOU Limpopo

Motion 18:1.3(b) The Future and Credibility of the General Education Certificate (AOS)

The SAOU Congress on 24 and 25 June took note of:

1. The purpose of the General Certificate of Education (AOS) to support alternative learning paths and learner progress within the education system;
2. The growing concerns about the implementation, standardization, and credibility of the AOS;
3. The lack of adequate support, training, and policy clarity for schools and teaching staff;
4. The administrative and assessment pressure that the AOS places on schools and educators;
5. The lack of a functional, recognized, and credible certification framework for learners; and
6. The risk that inadequate implementation could damage the credibility of the education system and learner opportunities.

Congress recommends that:

1. The SAOU supports the principle of the General Certificate of Education, provided it is properly planned, standardised and supported.
2. The Department of Basic Education urgently:
 - 2.1. Clear policy guidelines;
 - 2.2. A functional national certification framework;
 - 2.3. Uniform implementation; and
 - 2.4. Develop adequate support for schools and educators.
3. The further implementation of the AOS is being reconsidered until adequate policy certainty, support and standardisation exists.
4. The SAOU continues to provide input on:
 - 4.1. The practical feasibility of the AOS;
 - 4.2. Its impact on teacher workload;
 - 4.3. Assessment standards; and
 - 4.4. Its value for learner development and further learning opportunities.
5. Any future implementation must be realistic, educationally accountable, and administratively sustainable.

Motion composed of:

- Limpopo (19); in
- Northern Cape (34).

For handling, refer to:

National Day Management, Professional Services and SAOU Northern Cape

Motion 19:1.3(c) Implementing Unfunded Initiatives

The SAOU Congress on 24 and 25 June took note of:

1. The increasing implementation of new curricula initiatives without adequate funding, resources, and support to schools;
2. The additional administrative, financial, and professional pressures that unfunded initiatives place on schools and educators;
3. The fact that schools are often expected to provide infrastructure, training, and resources themselves without additional support;
4. The risk of inequalities between schools being further deepened by insufficient support and funding;
5. The negative impact that overload, inadequate planning and fragmented implementation have on teaching quality and learner performance; and
6. The necessity of realistic timelines, strategic planning, and sustainable support for any new education initiative.

Congress recommends that:

1. No new curricula initiative is implemented without:
 - 1.1. A clear funding model;
 - 1.2. Adequate resources;
 - 1.3. Professional training;
 - 1.4. Realistic implementation timelines; and
 - 1.5. Sustainable support for schools and educators.
2. The SAOU continues to monitor and provide input on the practical impact of new curricula initiatives on schools and educators.

3. The Department of Basic Education ensures that any new initiative is educationally accountable, financially feasible and administratively feasible before implementation takes place.
4. The SAOU promotes the principle of meaningful consultation with teachers and schools prior to implementation of new initiatives.

Motion composed of:

National Day Management

For handling, refer to:

National Day Management, Collective Bargaining, Professional Services and SAOU Free State

SAOU

The SAOU motions deal with the strategic direction within the SAOU and service delivery to SAOU members.

Motion 20: 1.4 (a) – (e) Strategic direction within the SAOU

Research-driven strategic planning and organizational development

The SAOU Congress on 24 and 25 June took note of:

1. The important role of research, data analysis, trend identification, and strategic planning in responsible decision-making and effective organizational development.
2. The need for future strategic decisions, organisational development and service delivery models to be supported by credible research and practical implementation processes.
3. The ever-changing nature of the education, technology, labour and organisational environment in which the SAOU operates.
4. The need for SAOU to act strategically, proactively and innovatively in order to remain relevant, sustainable and influential within the education environment.
5. The need for the SAOU's strategic direction to remain continuously aligned with:
 - 5.1. Increasing the value proposition of members;
 - 5.2. The establishment of the SAOU as a recognised public opinion-maker with an authoritative voice;
 - 5.3. Developing sustainable alliances and networks;
 - 5.4. Strengthening the SAOU's brand and values;
 - 5.5. The development of strategic and innovative thinking; and
 - 5.6. Applying a values-driven leadership model.

Congress recommends that:

1. The SAOU continues to utilise research-driven decision-making and strategic planning as core principles of organisational development and future sustainability.
2. Relevant research findings are responsibly analysed, interpreted and strategically utilised in order to:
 - 2.1. Strengthen organizational relevance;
 - 2.2. Further expand service delivery to members;
 - 2.3. Promote strategic adaptability;
 - 2.4. Proactively address future organizational challenges; and
 - 2.5. Strengthen the organization's influence within the educational environment.
3. Strategic development and future organisational planning are constantly aligned with the SAAU's strategic goals, values and long-term sustainability.
4. Opportunities are created for strategic conversation, innovation, knowledge sharing, and collaboration within all structures of the organization.

5. The SAOU continues to develop new strategies, approaches and implementation processes that strengthen the organisation's relevance, adaptability and service to members.

Submitted and supported by:

National Day Management

For handling, refer to:

National Executive and Office Heads

Motion 21: 1.5 (f) Strengthening the SAOU's service delivery, branding and support to members and governing bodies

Congress on June 24 and 25, 2026, takes note that:

1. The educational environment is increasingly changing and new organisations and role-players are promoting alternative support models within schools and governing bodies;
2. Over decades, the SAOU has built up an established tradition of professional service delivery, labour protection and support to teachers, schools and governing bodies;
3. Governing bodies, parent communities and governing body educators are increasingly in need of accessible support, practical advice, training and professional guidance;
4. Effective communication, modern media presence and strategic brand building have become essential to further strengthen the SAOU's role, value proposition and unique identity within the education environment;
5. The sustainable growth of the SAOU depends on continued trust, visibility, relevance and quality of service to existing and future members; and
6. The SAAU's professional, balanced and solution-driven approach continues to be an important differentiating factor within the education and labour environment.

Congress recommends that:

1. The SAOU continues to support and protect its members, governing bodies and school communities in accordance with the established SAOU tradition of professional service, integrity and responsible trade unionism.
2. The SAOU is constantly reviewing and refining its service delivery model in order to:
 - 2.1. provide more accessible and targeted support to governing bodies and schools;
 - 2.2. better address the changing needs of members and school communities;
 - 2.3. Further expand professional support and advisory services; and
 - 2.4. To strengthen the value of SAOU membership visibly and practically.
3. The SAOU is expanding and modernising its media and communications strategy to:
 - 3.1. Further strengthen the SAOU brand;
 - 3.2. Communicate the organization's unique identity and professional approach more clearly;
 - 3.3. Ensure greater visibility within the education environment; and
 - 3.4. Reach young educators, governing bodies and school communities more purposefully.
4. The SAOU continues to develop strategic support, training and partnerships that strengthen the professional and community character of schools.
5. As a credible, professional and independent role-player, the SAOU continues to protect and expand the interests of teachers, governing bodies and quality education.

Motion composed of:

National Day Management

For handling, refer to:

National Day Management, Marketing and Communication, Professional Services and Legal Services

OTHER MOTIONS

These motions deal with improving service delivery in the public sector, strengthening the education system and the illegal classification of schools.

Motion 22: 1.5(b) Improved Service Delivery of District Offices

The SAOU Congress on 24 and 25 June took note of:

1. Slow response times and poor service delivery by District Offices impair the effective functioning of schools;
2. District offices are frequently inaccessible due to network problems, limited availability, and poor communication.
3. Insufficient support from District Offices puts additional pressure on school management teams and teaching staff;
4. Unstructured, informal, and late communication causes confusion, poor planning, and flawed implementation; and
5. The lack of standardised ways of working and clear channels of communication is detrimental to service delivery and collaboration between schools and districts.

Congress recommends that:

1. The SAOU is taking the necessary steps to require improved service delivery and support from District Offices and provincial education departments.
2. Distrikskantore:
 - 2.1. Be approachable and responsive;
 - 2.2. Apply standardized ways of working;
 - 2.3. Ensure timely and formal communication; and
 - 2.4. Supports schools professionally and consistently.
3. The practice of late, uncoordinated, and emergency communication is actively addressed and restricted.
4. The SAOU continues to monitor problems regarding service delivery, communication and administrative support at District Offices and bring them to the attention of relevant authorities.

Submitted and supported by:

North West (40)

For handling, refer to:

National Day Management, Provincial Offices and SAOU Eastern Cape

Motion 23:1.5(c) The Hiring of Male Teaching Staff

The SAOU Congress on 24 and 25 June took note of:

1. There is an increasing decline in the representation of male educators within the education sector;
2. Male educators play an important role in the holistic development, discipline and support of learners;
3. The lack of male role models, especially within primary schools, can have a negative impact on the diversity of educational support and learner development;
4. The teaching profession is increasingly experiencing challenges in attracting and retaining male educators into the profession; and

5. The necessity exists to investigate and strategically address the reasons for the decline in male teaching staff.

Congress recommends that:

1. The SAOU is launching a research investigation into the reasons for the shortage of male educators within the education sector.
2. The SAOU, taking into account the findings of the investigation:
 - 2.1. Develop strategies to attract male educators to the teaching profession;
 - 2.2. promote programs to retain male educators within the profession; and
 - 2.3. Creating awareness of the value of diverse role models within schools and classrooms.
3. The SAOU facilitates discussions with relevant role-players to strengthen the sustainability and attractiveness of the teaching profession for young men.

Submitted and supported by:

Free State (42)

For handling, refer to:

National Day Management, Professional Services and SAOU Free State

Motion 24:1.5(d) The use of the term "Model-C schools"

The SAOU Congress on 24 and 25 June took note of:

1. The term "Model-C schools" continues to be used within the education environment and by education authorities;
2. The continued use of the term reinforces historical divisions and outdated perceptions within the education system;
3. The term no longer reflects the inclusive and diverse nature of contemporary South African schools; and
4. The use of the term is inconsistent with the principles of inclusivity, transformation, and equivalence within education.

Congress recommends that:

1. The SAOU supports and promotes the cessation of the use of the term "Model-C schools".
2. The SAOU formally engages with the National and Provincial Departments of Education about the continued use of the term.
3. Education authorities are urged to refrain from using the term officially or informally within communication and policy settings.
4. The promotion of inclusive, modern and non-distributive terminology within the education system is supported.

Submitted and supported by:

Free State (43)

For handling, refer to:

National Day Management, Collective Bargaining, Legal Services and SAOU Free State

