

South African Students' Congress

National General Council

**01-05 July 2009
North West, Mafikeng**

“Accelerating Higher Education Transformation whilst Advancing towards the Attainment of Free Education”

NATIONAL GENERAL COUNCIL RESOLUTIONS

NGC Credentials

Expected Number of delegates:	363
Number of Delegates at NGC:	297
Expected Guests:	21
Number of Guests Present:	16

Extracts from Messages of Support

ANC Chairperson North West Cde Nono Dumile Maloi

The ANC highlighted the plans for the next five years, specifically with regards to education these were tabled as follows:

- *Progressively we will introduce free education for the poor until undergraduate level.*
- *The ANC will focus rigorously on the quality of education.*
- *Education must be prioritized as one of the most important programmes for the next five years.*

For the ANC led government to succeed in implementing the said resolutions, it will need all of us as revolutionary intellectuals, who are organically connected to the struggles of the oppressed groups and to the points of struggle.

During your debates in various commissions, you need to ask yourselves questions as to whether; do you participate in the whole struggle of transformation as revolutionary students? Do you commit “class suicide” mentioned by Amilcar Cabral that, “class suicide” by the revolutionary petty-bourgeois leadership amounts to listening to its own revolutionary consciousness and the culture of revolution rather than acting on its immediate material interests as a social class. It must sacrifice its class position privileges, and power through identification with the working masses” Do we dirty our hands by mobilizing our people on the ground in pursuit of defending the revolution? Do we struggle over ideas as guerrilla intellectuals? Do we master knowledge from different perspective? Or do you get yourselves entangle in squabbles within the dominant party? Of which that in itself will diminish your level of revolutionary consciousness, the political future of this country lies in your hands. The council must pronounce itself clearly on these issues.

The National General Council need to evaluate the current Curriculum offered by the Higher Education taking into consideration the vision of our National Democratic Revolution in the current phase of our struggle.

The National General Council must pronounce itself clearly on the issues of racisms in our campuses and develop a clear programme to deal with it.

The usage of language to bar access to working class by institutions that are anti-transformation must be fought against. This contributes to a high failure rate amongst students from disadvantaged backgrounds.

This is the most fortunate generation of activists that enjoys the support of President Gedleyihlekisa Zuma who has deployed a very progressive cadre to the Higher Education Ministry comrade, Blade Nzimande who is a scholar and a revolutionary in his own right.

SASCO's role must be to focus on the task ahead of forging unity in the student movement.

Secondly, concentrate on the five pillars of SASCO and ensure that revolutionary consciousness is pricked in assisting students in the battlefield against financial and academic exclusions.

Academic excellence must be balanced with leadership. Activists must not overstay their welcome in institutions of higher learning. There is a trend that has developed over the years that activists take six years to achieve a junior degree, that is bad and we must detest these tendencies.

Lastly, SASCO members must read and be able to deconstruct dominant ideologies (capitalism and its ills and institutions), be able to identify new forms of exploitation of our people and assist in the interpretation of such in the terrain of ideas. Anything opposite to this is tantamount to counter revolutionary principles.

The council must look at how SASCO, as a student movement, can act as a catalyst to assist the African National Congress to resolve its intra political challenges without getting entangled.

South African Communist Party delivered by CC and Politburo Member Cde Solly Mapaila

The SACP clarified the position of having the General Secretary serving as the Minister of Higher Education and Training. Warned against media and bourgeois class driven agenda that seeks to depict the move as opportunistic and compromising the working class by arguing that there is a vacancy in the SACP.

The SACP clarified that the issue had come under discussion in the Politburo and the Central Committee and the resolution was that the working class will make more advances with more communists contesting the bourgeois state. Argument about the Party's constitution are not noble as they seek to hold the class struggle at random based on a 'framework document' that should in all cases be streamlined with the existing material class reality.

SASCO members must swell the communist ranks in the form of the YCL and the SACP.

That whatever strides are made, the thirst of capitalism for new markets in which to make more profits will always compromise the struggle for free education

Free education must not simply be pigeon holed to the funding aspect but must encompass liberating curriculum as well as the participation and domination of the working class in the making and shaping of that free education

YCL's Message of Support delivered by National Chairperson Cde David Masondo

I. On Free Education

Free Education might be possible under capitalism, it is however not sustainable. The struggle for free and transformed higher education might be fought for concurrently with the struggle for a socialist, ultimately communist society.

SASCO in its ideological disposition must not be class neutral and fight against a society organised around classes.

Under capitalism, business entrepreneurs produce for sale to get more profits.

So capitalists, invest economic resources for profits. They are forced to reduce production costs, including cheapening labour. Those who are inefficient are taken over by the stronger ones. And the stronger ones become monopolies.

Re-investment of economic resources enables the state to generate revenue.

The state revenue generated through taxation of both the capitalists and workers can be used to fund free education. The political leadership make choices. For instance, the state under Mbeki spent R30 billion on the arms' deal, instead of spending it on free education.

Free Education is not sustainable under capitalism because when taxation affects the rate of profits, capitalists would politically act to reverse free education, or any other gain achieved by and for the working class.

Under socialism, democracy is extended beyond electing political state leadership in the state. The majority under socialism is also about what is to be produced and how what is produced is distributed.

To have control over what is produced and how, we have to own the economic resources.

It is for this reason that we agree with the ANCYL that mines and banks must be nationalised in line with the Freedom Charter.

Ownership of the economic resources by the people means we will be in a better position to decide how we use the economic resources.

We understand the cowardice of many of the ANC leaders because they nationalisation of the mines will serve as a blow for their class interests. If truth be told, we have problems in our movement because there are many of our leaders and cadres is about who gets the mining rights, tenders etc.

Instead of implementing the Freedom Charter, in collaborating with white capitalists, the ANC has just transferred the our wealth to black elite such as Mzi Khumalo, Sakhi Macozoma, Motsepes of these world who have become vultures and bloodsuckers of the working class in the name of the BEE.

Nationalisation is not inherently socialist – socialisation is.

II. On Post-Polokwane period and the tasks

We need to understand the Mbeki leadership had been defeated, did not mean the underlying causes that generated discontent against his leadership are still intact.

The current economic crisis will also be used by our class opponents to argue against free education. We will be told that free education is not possible because of the crisis.

This crisis can be used to re-assert the neo-liberal market fundamentalism. When business gets money from the state from the bail-outs, they can still argue that they can only invest this money if the state put in place neo-liberal policy environment.

We should fight against this policy agenda, including for free education. But this progressive policy agenda based on redistributive measures will depend on the strength of the working class. In other words, the policy outcomes depend on the balance of power between the working class and the bourgeoisie. In fact, the bourgeoisie is always forced to make concessions to the working class. They never make concessions without any force.

Changing the balance of power will also mean changing the balance of power within the ANC itself.

III. On ANC leadership and the ANC President's second term

Because the ANC is the organisational leader of the Alliance, the ANC must come to terms with the fact COSATU and the SACP will be interested in who leads

The tactics of how we express our leadership preferences of the ANC is a subject for debate and conjectural choices. In certain conjunctures, it may be appropriate for us, without seeking permission from anybody, to do so.

We are impressed that since Polokwane Congress, the Alliance has improved significantly.

It is for this reason that we would like the ANC President, Jacob Zuma to avail himself as the ANC President and of the republic, for the second term.

We know there are people who are already discussing this matter in corners. It is therefore hypocritical for some of them to come out in public and claim that the issue is not being discussed. And opening up this issue will divide the movement. In fact lack of clarity on succession will generate more problems within the movement since some have already started divisive discussions on the matter. Laying this matter to rest as soon as now, will enable us to focus on issues of transformation of our country.

We would encourage those who differ with us, to say so, and stop bureaucratic and procedural arguments which hinge on who has the right to raise the matter and when.

However, there are still major problems at the provincial level with the functioning of the Alliance, particularly in Western Cape and Free State.

People should understand that the SACP is not a begging party. The SACP is a working class party. Therefore, if the relations between the SACP and ANC leadership in these provinces, we will encourage our SACP structures to contest the next local government elections and the next general elections at the provincial level.

Socialism is Cool! Capitalism Sucks!

NYDA by Chairperson Andile Lungisa

Education is central to youth development and the creation of sustainable livelihoods for the poor youth.

In its services to young people, the NYDA will focus on the historically disadvantaged groups of young people.

Information and research about education issues and access to funding is part and parcel of the NYDA mandate. In this the focus will be on young people in rural areas and townships.

SASCO has an important role in this regard. This includes ensuring that NYDA structures are functional at all levels, most importantly the local or municipal level.

The NYDA wishes SASCO a successful NGC.

NEHAWU

Highlighted the importance of a student-worker alliance in the face of a capitalist assault on the living standards of workers and gains that have been won in the democratic dispensation.

What has been happening over the last few years: skyrocketing fees, exclusion of working class students, privatisation and outsourcing of so-called non-core services has left workers and students in institutions of higher learning in disarray.

The zeal and energy of students in fighting this is highly commendable and should not be ceased.

Representative from the Ministry of Higher Education and Training

SASCO must be steadfast in articulating on what free education should entail.

The Ministry is committed to fight against the commoditisation of education as this poses a stumbling block to addressing the legacies of apartheid capitalism, including but not limited to racial and class inequalities.

SASCO should show great concern at how institutions of higher learning have been turned into business centres. The most worrying concern is the power that business has in important governing structures in universities as well as the proliferation of Business Schools.

The Ministry cautioned that a united force will have to be formed against universities who use academic freedom and institutional autonomy as pretexts for anti-transformation.

The Ministry gave a brief overview of plans currently underway to make education free for the poor until undergraduate level. In this the NSFAS Review was highlighted and SASCO needs to provide a succinct but clear submission on how NSFAS must be reviewed to provide free education for the poor.

The Ministry will also require assistance with regards to the FET sector as there are plans to make it a national rather than a provincial competency. The Ministry will need the assistance of SASCO in understanding and overcoming some of these challenges

1. POLITICAL REPORT AND ORGANISATIONAL UPDATE

The following points of discussion emanated from the Political Report and the Organisational Update as delivered by the President and Secretary General respectively. These were slotted into the commissions as follows.

Commission 1 Ideological Struggle Debate

1. Transformation of the judiciary
2. The current Global economic crisis and its impact on higher education
3. Role of public broadcaster vis-à-vis the capitalist mode of production
4. Developmental state
5. SASCO's International Outlook vis-à-vis the politics in the African continent (Zimbabwe, Kenya, Cameroon)
6. MDM international relations
7. Characterisation of the society we envisage
8. National struggle vis-à-vis the Class struggle
9. The ideological character of SASCO

Commission 2 Education Transformations

1. FET challenges
2. SRC representation in University Councils
3. Impact of mergers and incorporations
4. Split of Department of Education
5. Funding Formula for institutions of higher learning
6. Duration of Degrees
7. Enrolment of Black students in scarce skills courses
8. Free Education, Conceptualisation and What must be done.

Commission 3 Organisation Building/Renewal

1. Role of SASCO in ANC committees
2. Political Education
3. Duration of membership
4. Cadre Development
5. Recognition of special branches
6. Deployment to SAUS vis-à-vis National Deployment Policy

Commission 4 Campaign Oriented Policy Work

1. National Youth Development Agency
2. Reclaiming the 1976 Student Revolt

2. SPECIAL RESOLUTIONS

2.1. Rural Development

- 2.1.1. The workings of the Development Finance Institutions and their mandates, particularly those that deal with land and rural development should not evade SASCO's policy radar
- 2.1.2. Rural underdevelopment also impacts on students as many have to migrate from rural provinces to the cities in order to access "quality" higher education
- 2.1.3. Land reform strategies have not been finalised and this needs to be completed.
- 2.1.4. Members should be using the skills and knowledge that they have acquired in order to assist in the development of rural communities wherein they reside.
- 2.1.5. The NGC rejects the utilisation of the ideologically motivated notion of "two economies" as capitalism inherently creates a core and a periphery and the rural and urban articulate in manner that ensures the sustenance of capitalist accumulation. The separation of rural and urban areas and the underdevelopment of the former is a direct by product of the capitalist mode of production.
- 2.1.6. Institutions of higher learning must serve the communities within which they are located
- 2.1.7. Aggressive industrial policy must seek to boost agriculture so as to create conditions for food security and sustainable communities.
- 2.1.8. Higher education should contribute to society and also review the curriculum such that Agricultural Colleges are revived and that community service becomes an integral part of the curriculum

2.2. Two terms for the ANC president

- 2.2.1. The matter of the of the President of the ANC and the country serving two terms must be considered from a principles perspective rather than the angle of personalities
- 2.2.2. SASCO has an active interest on a cohesive ANC that can deliver on its manifesto commitments
- 2.2.3. SASCO reaffirms the decision to support Comrade Zuma as president of the republic
- 2.2.4. This discussion cannot be shelved as other unfriendly class forces are already discussing it.
- 2.2.5. SASCO in principle supports the two-term for the ANC President.
- 2.2.6. This is contingent upon the performance of government in delivering promises made to the working class and the poor and also the strides made regarding the transformation of higher education.

3. Organisational Update

3.1. The Status of the Deputy President and the Policy and Political Education Unit

The Organisational Update reported that the NWC took a decision to replace the Deputy President as the head of the Policy and Political Education Unit. The President thus assumed the duties previously performed by the DP with regards to heading policy as per constitutional requirements. The DP nonetheless remains a member of the Unit. The NEC subsequently ratified this decision.

The NGC ratified the decision to remove the DP from heading the Policy Unit.

A motion was proposed that the DP should cease his duties as the Deputy President and be recalled from the NEC, as he has not satisfactorily executed the mandate regarding heading the policy as well as doing policy work with other organisations, government and other stakeholders. SASCO's exclusion from the NYDA Board was cited as an example.

The SG stated that the reason the DP was removed from heading the Policy and Political Education Unit is that he faced challenges in coordinating the committee due to his geographic location. All heads of committees are

located in Gauteng, Chief Albert Luthuli House. The SG further added that the NEC still had confidence in the DP as shown by his retention in the concerned unit.

It was thus resolved that the NGC still has full confidence in the Presidency. Additionally, it is the responsibility of the NEC to make sure that all programmes and policies are executed.

3.2. The Status of the Co-opted member of the NEC Cde Lazola Ndamase

The NGC raised concern around the status of Comrade Lazola Ndamase as a student and a member of SASCO.

After lengthy debate, the NGC resolved to appoint a Task Team headed by the Deputy President to investigate the status of Cde Ndamase as a student and a member of SASCO. This Task Team consisted of representatives from all provinces.

The Terms of Reference of the Task Team were to (a) ascertain his status as a student (b) the name and provincial location of his branch.

The Task Team reported that Cde Lazola Ndamase is a member of SASCO in good standing at Walter Sisulu University in Eastern Cape, Bathandwa Ndong Branch, wherein he is also a registered student. He joined the branch in March 2009.

The Branch Secretary and the Provincial Secretary were consulted and confirmed the information to be valid.

The Task Team Report also recommended that proper investigations must be made prior to co-opting any cadre into a structure of the organisation. This must specifically address the membership as well as registration status in an institution of higher learning.

The Report of the Task Team was adopted by NGC.

3.3. The overrepresentation of the TG in NEC committees

The NEC clarified that it is mandatory for the TG to sit in all committees, as is the case currently, except for one. This is because most committees have a financial implication.

4. Financial Update

- 4.1. The cost of the honorarium given to members of the NEC whom are full time as well as staff.
- 4.2. The total costs of the NGC
- 4.3. The state of the website and its functioning
- 4.4. Election campaign work and expenditure
- 4.5. Valuing of the organisations' assets
- 4.6. Debts from the 15th National Congress: are they long or short-term
- 4.7. Window breakage and where did the money come from?
- 4.8. Why is it that Transport expenditure is reflected as a fixed amount on the Financial Update?
- 4.9. The Income from Membership fees is not stipulated in the Update
- 4.10. The costs of the funeral of the late DSG as well as the existence if any of a Funeral Policy to guide the organisation

The NEC provided the following clarities.

- 4.1. A breakdown of salaries for staff and deployees cannot be made due to the regulations as stipulated in the Labour Relations Act
- 4.2. That the total cost of the NGC was not made available in the Update however it will form an integral part of the Audited Report to the National Congress
- 4.3. Website: The challenge with the website is that the domain is owned by the company that hosts the organisation and it is rather costly to purchase the domain from the host. The NEC also indicated that other measures will be pursued including but not limited to acquiring a different service provider and by implication a different domain name.

- 4.4. The expenditure from the elections was covered by the ANC budget allocation to SASCO
- 4.5. Arrangements were being made to pay back the debts accrued from the 15th National Congress
- 4.6. Spending on transport is reflected as a fixed amount due to the fact that the TG budgets a fixed amount based on the anticipation for deployments.
- 4.7. It is the oversight of the Financial Update that it does not stipulate the income from the membership fees
- 4.8. The NEC indicated that the funeral of the late DSG was financed mainly by external organisations and donors. The exact figures could not be disclosed as this is a highly sensitive matter. The Fin-Comm as headed by the TG is currently drafting a Funeral Policy that can guide the organisation in the event of death of an NEC member.

The Financial Update was adopted with the aforementioned amendments.

National General Council Commissions and Resolutions

Commission One: Ideological Debates and Ideological Character of SASCO

The Commission had the following Terms of Reference

1. Transformation of the judiciary
2. The current Global economic crisis and its impact on higher education
3. Role of public broadcaster vis-à-vis the capitalist mode of production
4. Developmental state
5. SASCO's International Outlook vis-à-vis the politics in the African continent (Zimbabwe, Kenya, Cameroon)
6. MDM international relations
7. Characterisation of the society we envisage
8. National struggle vis-à-vis the Class struggle
9. The ideological character of SASCO

MARXISM-LENINISM

Note

1. The continued usage by SASCO of Marxism-Leninism as a tool of analysis.
2. Understand the acrimonious context of the Wits Tech conference that took this resolution

Resolve

1. Declare ourselves a Marxist-Leninist student movement.
2. Conditions in the organization are no longer the same and are more favourable and the organization cannot be divided by taking this resolution at this particular time

MOBILIZATIONAL CHARACTER

Note

1. The advantages of mobilizing and uniting all students regardless of their differing ideological persuasions
2. The possibility of shrinking our mass base as soon as we declare ourselves a communist student movement
3. Our historical role and patience with different and contending ideological platforms

Resolve

1. To continue our character as a broad church and to strengthen it as a mobilizational tactic
2. To remain tolerant of various ideological platforms and recruit students of various ideological persuasions and seek to teach and convert them to our mode of thinking
3. Resolve to maintain our historical role which is to unite all students in institutions of higher learning regardless of class origin
4. Continue to accept members of different ideological persuasions and seek to convert them

SOUTH AFRICAN CAPITALISM

Note

1. The defeat of the apartheid regime and the creation of a democratic state
2. Our dialectical Relationship with capitalism and the South African State which is that of unity and struggle

Resolve

1. Accept, understand and appreciate the 1994 Democratic breakthrough and seek to deepen and defend it
2. We seek to achieve a communist society

DEVELOPMENTAL STATE

Note

1. The ideological origins of the concept of the developmental state
2. The progressive character of a developmental state in comparison with our current society

Resolve

1. The developmental state is historically an instrument to manage failures of capitalism and cannot be an end goal of our society
2. Resolve that the developmental state is progressive as a short and medium term program

ORGANIZATIONAL POLICY

Note

1. Acknowledge the existence of the Spot document and the extent to which it is outdated and does not encapsulate these new ideas

Resolve

1. The Policy Unit must update and re-write the Spot document to encapsulate these new formulations in terms of strategy and tactics and the ideological character of SASCO

AFRICANISM AND THE AFRICAN ECONOMY

Note

1. Africa exists in the periphery of the global economy
2. Swaziland continues to be ravaged by imperialist forces and continues to suppress democracy and economic freedom
3. Imperialists continue to sponsor wars in the African continent as soon as they differ with stooges that they had installed in those African countries
4. Our limited interaction with students and student movements in Africa and the world
5. The negative role played by the Bretton Woods institutions particularly the IMF
6. The participation of other countries particularly European and North American countries in exacerbating problems in the African continent
7. The lack of a coherent international policy by SASCO which cripples its capacity to intervene decisively on any international discourse

Resolve

1. African states should resist the temptations of short term prosperity usually dangled upon them by Multi-National corporations which lead them to pursue irresponsible economic policies
2. The liberation of Swaziland is an urgent question and the South African state must support the liberation movements in their endeavour to dethrone the Swati Regime
3. We must avoid the temptation to export revolutions to African countries or any other country for that matter but we must assist and support fraternal organizations as was done for us
4. Wage a relentless struggle and expose those imperialist forces that continue to benefit economically from the continuance of war in Africa
5. We should increase our interaction with students and student movements in the African continent so as to ensure direct access to information and participation in struggles
6. African states should avoid any interaction with these Bretton Woods institutions and particularly the IMF
7. We emphasize the notion of African solutions to African problem
8. The policy unit should develop an international policy which will guide the our organization on matters of international policy

SABC AND THE MEDIA

1. The financial problems facing the SABC which are not new
2. The domination of SABC programs by foreign content
3. The influence of private capital on the direction of the SABC
4. The participation of the public broadcaster in internal factional battles in the MDM and its promotion of the breakaway faction particularly through the SABC board
5. The promotion of capitalist ideas through the SABC and its programs
6. The domination of the SABC by entertainment

Resolve

1. Not to bail out the SABC until the state takes total ownership of the SABC
2. SABC should promote local content
3. Government must have total influence on the direction of the SABC
4. The SABC must report in an unbiased and truthful manner, and it must not be involved in internal ANC battles
5. Developmental and anti-capitalist content must be aired in the SABC as well
6. The SABC must limit the dominance of entertainment on programs of the public broadcaster and focus more on developmental content

TRANSFORMATION OF THE JUDICIARY

Note

1. The domination by apartheid groomed judges on the South African Judiciary
2. The lack of transformation of the structure of the South African judiciary and certain rules
3. The participation of the constitutional court and in some cases the appeal court in factional struggles within the ANC
4. The values of the judiciary are elitist and aloof in nature and character
5. The judicial system in its current form entrenches neo-liberalism and favours the ruling capitalist class

Resolve

1. To root out all apartheid groomed judges on our Judiciary and to fast-track the de-racialization of the judiciary
2. Tease out those laws that still favour certain racial groupings and still contains sexist tendencies
3. Cleanse the constitutional court of those tendencies that seek to use this court to settle factional differences
4. That laws that promote punitive measures should be repealed and than those that are corrective in nature
5. The judicial system should be restructured in a manner that ensures that capitalist domination is depleted

GLOBAL ECONOMIC MELTDOWN

Note

1. The global financial meltdown and its impact on global capitalism
2. The crisis has occurred in the core zones of capitalist production (Continental Europe and North America)
3. The negative impact of the recession on higher education fees
4. The possible contestation for human resource between institutions and private companies

Resolve

1. To ensure that the global meltdown remains within the realm of capital and that the working class is cushioned as much as possible and that there must be no bailouts for capital
2. Ensure that the economic crisis remains in the core zones of capitalism and that as it should be kept in those countries
3. The global economic meltdown must not result in fee increment because universities were increasing fees even before the global economic meltdown
4. Institutions of higher learning should do all in their best to keep any effective human resource that they have

Commission 2: Education Transformation: Education Policy Issues Commission

The Commission had the following Terms of Reference:

- Challenges the FET sector
- Constitution of Councils vis-à-vis SRC representation
- Impact of mergers and incorporations on working class and poor students
- The coordination of the two Ministries for Higher Education
- National Plan for Higher Education Funding Formula
- Duration of Degrees
- Enrolment of Black students in Rare Skills Courses
- Free Education, Conceptualisation and what must be done.

Noting

1. The ANC's 52nd Congress Resolution on free education for the poor until undergraduate level
2. That Education remains a commodity under capitalism
3. That Curriculum transformation is an urgent necessity as the higher
4. Education curricular is tailor-made to reproduce unequal class relations
5. That Free Education is also about freeing the content of such from the capitalist mode of production, its values and norms
6. That FET Colleges are bereft with challenges
7. National Plan for Higher Education Funding Formula is biased towards Historically Advantaged Institutions
8. That NSFAS, although a tactical victory, remains insufficient and bereft with challenges
9. The current process to review NSFAS

Resolve:

1. That the NPHE funding formula must be reviewed in order to do the following:
 - Boost the research capacity of HDIs
 - Increase amount to allow for increase allocation of earmarked funding for HDIs
2. To advocate for the immediate implementation of the ANC 52nd National Conference Resolution on Compulsory Career Guidance in all high schools. SASCO must play a leading role in this
3. Policy Unit must develop framework on how students already in debt paralysis due to NSFAS can be assisted
4. Tuition Fee regulation and standardisation must be immediate task of ministry of higher education
5. The Policy Unit must undertake a study of the Higher Education of 1997 as amended and make proposals on changes that should be made particularly on the Constitution of Councils.
6. There must be accountability of how government subsidies to institutions of higher education are spent. The previous funding formula (SAPSE) allowed for universities to submit financial statements to the Ministry of Education. Previous documents called for Auditor General to assess funding in universities
7. Embark on an awareness programme for FET Colleges. This must also be geared towards changing the negative perceptions that currently exist around this sector
8. Convene an FET Forum for the information exchange purposes as well as charting a means in which SASCO can respond to FET challenges. Amongst the issues to be tackled should be:
 - NCV and lecture competency
 - Allocation of bursaries and NSFAS
 - FET Recapitalisation
 - Management Structure of FET (CEOs and Accountability)
 - Infrastructure backlogs
 - FET Governing structures
 - Recognition of Political Structures and their funding
 - The incorporation of SACSA into SAUS
9. Call for an immediate CHE Audit of FET Colleges

10. The Policy Unit must look at the advantages and disadvantages as well as modalities of standardising a University Bachelor's Degree to four years; which will incorporate a compulsory Honours
11. NSFAS must be centralised and standardised in terms of administration and requirements
12. More funding must be dedicated towards academic development and support programmes
13. The Policy Unit must look at means and mechanisms through which the Two Education ministries can interface to ensure coordination and synergy between
14. Rare skills courses must also be demographically representative. The Department of Higher Education and Training must provide funding incentives for this purpose.
15. SRC Constitutions must be standardised
16. Institutions must provide students with certificates of competency per annum contingent upon passing each level
17. Policy Unit must conduct research on Nursing, Agricultural and Teaching Colleges
18. There must be an urgent Merger Indaba across all affected institutions of higher learning in order to guide review of mergers. A SASCO task team must be composed to this effect. These Indabas must look into the following:
 - Fee equalisation in merged institutions vis-à-vis student services
 - Access and Success
 - Infrastructure and Service bias towards HAIs
 - Lack of Cooperation between different campuses of the same institution (i.e. different institutional cultures and missions)
 - Research Capacity Disparities
 - Centralisation of services and scarce skills courses around the 'core'/ HAIs
 - Distance between institutions and how this impacts on access and success
 - Attracting academic staff to HDIs
 - Labour market bias against students from HDIs even post the mergers
19. Free education must be introduced in a short, medium and long term manner through the following
 - Gradually phasing out the loan component of NSFAS
 - Free Education for all matriculants from schools gazetted as no-fee paying
 - Immediate Fee Capping by the Ministry of Higher Education across all institutions of higher learning and training
 - In the long-term free education for all must be funded through progressive taxation and higher corporate taxes
 - Private Higher Education must be challenged
20. The Policy Unit must develop a perspective on the institutionalisation of Higher Education Planning Commission that will be responsible for quality audits, monitoring and evaluation of higher learning and training institutions.

Commission 3: Organisational Building/Renewal
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Recognition of Special Branches

Term of reference:

The applications for Special Branch status as well as mechanism and criteria utilised by the NEC to ascertain this. Should Special Branch status be awarded with regards to membership recruitment of with reaching quorums in constitutional sittings such as a BGM?

Resolve:**Recruitments:**

- (i) Final decision should lie with the NEC in consultation with PECs bearing in mind the characteristics of the campus such as its location, number of students on campus, number of members on the branch.
- (ii) Recruitment should take place throughout the year. Special Branch Status must not be used as a substitute for recruitment and having programmes to attract members.

BGMS

- (i) Are mandatory and must sit as per constitutional requirements. In cases whereby such cannot materialise, an application must be made to the NEC for such an exemption. However, the standard should be that all attempts are made to have a BGM.
- (ii) Delegation is awarded in proportion to the membership numbers as per constitutional requirements.

Role of SASCO in ANC committees**Terms of Reference:**

Ensure the role of SASCO in ANC Committees. This must include RECs, BECs, and PECs levels. How do we ensure that there is central coordination in terms of decision making in line with the principle of democratic centralism as opposed to having different structures submitting different decisions.

Resolve:

- (i) Proposal submissions should start from the branch, region, provinces to be finalised at the National level
- (ii) Form working relations with other MDM structures that share a common interest such as SADTU, YCL, NEHAWU in order to influence decisions
- (iii) The situation whereby we get decisions when the ANC has already resolved must be circumvented.

Political Education**Terms of Reference:**

How to practicalize political education in all structures.

Resolve:

- (i) There must be an induction package given to all members when recruiting
- (ii) Political education should not be limited to formal monthly schools but should be extended to include practical programs in which members are involved
- (iii) Having reading classes in residences at regular intervals (e.g. Fortnightly).
- (iv) Branches must make an assessment on the level of political growth and respond to challenges facing the branch in so far as political education is concerned.
- (v) Former leaders/members of SASCO, who are ideologically reliable should be utilized in order to present in political schools
- (vi) BECs must be guided so as not to invite people who have the potential to cause ideological and political confusion.

Deployment to SAUS vis-à-vis National Deployment Policy

Terms of Reference:

The PEC has the final say in deployment to SRC. At central SRC level the NEC has the final say. SAUS as a national structure receives recommendations from PEC and NEC have the final say. Challenge is that PECs do not consult branches on deployment. **We must review the policy and identify areas of weakness that we can be enriched vis-à-vis the challenges found with regards to deployment and accountability.**

Resolve:

- (i) The only structure in the PYA that has a deployment policy is SASCO. SASCO should follow its deployment process before recommending to the PYA. The policy provides broad principles. However different campus experiences are taken into cognisance.
- (ii) The policy in its current form is correct in recognizing the PYA structures but SASCO should engage the PYA in following due process
- (iii) Constitution clearly states that a member should have been in the organisation for at least one year before he/she deployed into a structure unless there is a demonstration that the cadre has been active in other MDM structures.
- (iv) The policy should be improved to ensure that SRC members and other deployees sit in the BECs as ex officios in order to ensure accountability.
- (v) There should be a mechanism developed to ensure efficient recall and accountability on mandate to be carried out by SRC deployees.

Cadre Development

Terms of Reference:

How to balance the principle of academic excellence vis-à-vis deployment to structures and political activism?

Resolve:

- (i) The BEC should verify the academic status of comrades that are identified for deployment, particularly regarding institutional requirements. Cadres being deployed should cooperate with this process and furnish the BEC with all relevant documentation. The latter should be treated with strict confidentiality.
- (ii) The “through eye of the needle and the deployment policy should continue to guide the organisation in selecting cadres for deployments. In addition, the academic standing of cadres to be deployed must feature as a consideration.

Organisational Renewal

Terms of office and duration of membership

Terms of Reference:

Congress resolved that the term of office for NEC must be two years. However, lacuna of this is that this may lead to membership of some NEC members lapsing due to the completion of academic year.

Resolve:

- (i) Maintain the two-year term of office of the NEC
- (ii) NGC must compulsorily sit on a yearly basis (12 month intervals)

- (iii) Affirm the decision of the PEC term of office of 12 months.

Membership, convocation, ex-officios to the NEC

Convocation

Terms of Reference

Review and assess how to utilize former leaders of SASCO and how this utilisation can be structured.

Resolve:

The organisation must utilise all former SASCO leaders. The NEC must develop a framework and criteria on how to utilize convocants. Branches should guide NEC in this regard and it should be presented to congress.

Membership system of multi-campus

Terms of Reference:

Ex. Officios: can deputy chairperson and secretaries attend NEC meetings in the event that Chair and Secretaries of provinces are unable to attend?

Review the question of membership of SASCO vis-à-vis the campus in which they are registered particularly with regards to institutions with multi-campus.

Resolve:

- (i) Whilst it is the norm that any member of SASCO can participate in any branch of SASCO; Rights such as voting and deployment can only be recognized in the branch in which you are a registered student.
- (ii) Provincial deputies can attend NEC only on condition that a formal communication is made to the NEC as a result of a PEC communication. REC chairperson and secretaries must sit in PEC meetings and BEC chairs and secretaries must sit in REC meetings. Where there are no regions, PEC meetings would be constituted by the presence of directly elected PEC members and branch chairpersons and secretaries attend through invitation.

Membership System

Term of reference:

Need to review the membership system vis-à-vis the challenges faced where higher structures do not know who are members.

Need to review the voting powers of members who have joined the organisation within a time frame close to a congress/AGM.

Resolve:

- (i) Branches should have a capacity to verify whether a student joining the campus is a registered student or not before capturing a student as a member and a database should be sent to NEC.

- (ii) Renewal of membership must be done upon registration but recruitment and joining the organization must be on a continuous basis.
- (iii) Branch secretaries should deposit membership fees to the organisation account clearly stipulating as a reference, which branch the deposit is made for.
- (iv) A deposit slip should be faxed to the head office and a copy must be given to provincial secretary. When depositing payments, it must be clearly stipulated as a reference which branch is making the payment.
- (v) Moreover membership payment must be accompanied by a membership data, failure to do so will be considered as a donation of the organization.

Recruitment and mobilization

Terms of reference:

There must be a review mechanisms used to attract new generations, different societal groups, interests and challenges.

Resolve:

- (i) There must be a recruitment team established who should be trained and retrained on how to recruit students to join SASCO.
- (ii) We must identify specific programs targeted at different groups of students on campus which would attract them to join the organisation.

Amandlaness

Resolve:

The document is accepted as a base for strategic adoption and must be enriched and discussed by branches to be adopted at congress.

Deployment policy

Resolve:

There should be a workshop on the deployment policy of SASCO before SRC elections take place.

Building the PYA

Resolve

Branches and provinces are encouraged to have PYA summits, which not only discusses relations of SRC elections but further more programs.

Constitution

Resolve

The NGC is recommended that the role of RECs be reviewed to be given powers like BECs and PECs to take executive decisions.

Commission 4: Organisation Building : Campaign Oriented Policy Work
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Terms of Reference:

1. National Youth Development Agency
2. Reclaiming the 1976 Student Revolt

SASCO National HIV/AIDS strategic plan and program

1. How do we conceptualize the relationship between HIV/AIDS and poverty.

Resolve

1. That there must be compulsory mobile clinics in every tertiary learning institution. SASCO should play a major role together with their respective SRC's to implement this.
2. NEC should start using their influential platforms to engage on such important issues.
3. The NEC must engage the Ministry of Higher Education and Training and the Ministry of Health on the urgent need of compulsory clinics.
4. SASCO leaders must be exemplary in their conduct as it pertains to responsible sexual behaviour
5. Catering companies in residences must provide food that is healthy and nutritious so that those with HIV/AIDS and are on Antiretroviral treatment are given proper nutrition
6. All SASCO paraphernalia, particularly t-shirts must bear the HIV/AIDS ribbon/logo
7. The ABC Campaign must include the "D" for Do it yourself as recommended in UCT 2006.
8. There should be a Say it Loud, Say it Proud campaign, as an integral part of the broader Graduate Alive Campaign. This should be for all those infected and affected by HIV/AIDS. It should provide counselling, easy access to necessary information containing the disease, encourage those living with the disease to disclose so that they can have broader network of support and compassion.
9. Highly influential faces must be part of SASCO's Ambassadors in our campaigns to fight HIV/AIDS.

Gender policy of SASCO

Terms of Reference

1. The poor female representation in the highest positions such as the officials as well as constitutional structures such as the NWC
2. The lack of significant presence of female cadres in positions of provincial Chairpersons and Secretaries

Resolve

1. Advocate for an end to the discrimination of women on the basis of their gender and socially defined gender roles
2. Fight to eliminate all factors that lead to female dropout such as unplanned pregnancy, depression, family pressures.
3. Pregnancy must be treated as a natural sickness with pregnant students receiving the adequate support and not be discriminated against.
4. Measures must be put in place to ensure that adequate support is given to students as they might miss lectures, tutorials and tests
5. SASCO remains committed to alleviate unplanned pregnancies.

Terms of Reference

1. Should SASCO organise gender workshops specifically for women? What should be the mode of these workshops?

Resolve

1. Gender Workshops must include both men and women as the exclusion of men does not assist in eliminating the patriarchy within SASCO and broader society. Men have to be partners in the struggle against patriarchy.

Quota representation

Terms of Reference

1. The Gender Quota System: should it be increased to 50:50? How should it be rigorously applied? Should this also extend to executive positions?

Resolution

1. Gender quotas are an important instrument to change perceptions around women leadership and should be implemented with consistency
2. The extension of the gender quota to executive positions (officials) in the NEC as well as NWC will be referred to National Congress.

Sexual Orientation

Terms of Reference

1. **How to improve the organisations proactive and responsive role as it relates to education?**

Resolve

1. SASCO is a non-sexist organisation that does not discriminate against anybody on the basis of sex or gender. This includes Lesbians or Gays.
2. Discrimination against others on the basis of sexual preference will be vehemently opposed.

Sexual Harassment

1. The Policy only focuses on sexual harassment as an act that happens to women alone. Sexual harassment can also happen to men.
2. Therefore, the policy should include the following as the first paragraph; *“We acknowledge that sexual harassment can happen to anyone both males and females, however, since it is more rampant as an act that happens to the female sex, this document elaborates on how sexual harassment must be challenged and eliminated.”*

National Youth Development Agency (NYDA)

Terms of Reference

1. How should SASCO interface with NYDA in order to advance youth interests particularly as it relates to education?

Resolve

1. SASCO should challenge the law that bars ex-offenders from undertaking certain professions and study in institutions of higher learning for stipulated period of time. This usually reproduces the cycle of conflict with the law instead of rehabilitating.
2. SASCO must have programs in prisons. This must be carried out in partnership with the NYDA
3. As part of community service, a system of bonding wherein graduates undertake civil service work for a period of two years should be considered.

1976 Student Revolt

Terms of Reference

How can SASCO as a student organisation reclaim June 16 and refocus it to address issues regarding education such as access and success.

Resolve

1. SASCO should reclaim June 16 by amongst others carrying out career fairs in townships and rural areas in order to disseminate information about study opportunities in institutions of higher learning
2. Advocate that all learners in South Africa, particularly those from working class and poor backgrounds must have free and unfettered access to all historical sites such as the Hector Peterson Memorial.

End.