United Nations
Educational, Scientific and
Cultural Organization

Sustainable
Development
Goals

National Framework on

Social Dialogue for Teachers in Zambia

September, 2021
Lusaka, Zambia

**Ministry of General Education and Teacher
Education and Specialised Services (TESS)**

In partnership with

**UNESCO Capacity Development
for Education Programme**

UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to **"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."** The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.

Foreword

Zambia needs a new vision of excellence in teaching that will embrace the promises and challenges of implementing the 7th National Development Plan and Zambia Vision 2030. Vision 2030 reflects on the collective understanding, aspirations and determination of the Zambian people to be a prosperous middle-income nation by 2030. This National Framework on Social Dialogue for Teachers in Zambia will contribute towards the achievement of Vision 2030 and meeting the 2030 Agenda for Sustainable Development, in particular, goal 4 of the Sustainable Development Goals (SDGs). SDG4 is oriented towards the achievement of educational quality within a lifelong learning framework. Specifically, target 4.7 of SDG 4 which requires all governments to:

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

We all know that teachers are the main drivers of quality learning outcomes. However, quality education depends on the working conditions and the welfare of teachers. Through social dialogue, Zambia can go a long way in minimizing wastage of resources and teaching time attributed to teacher stoppage of work due to labour conflicts, ineffectiveness and dissatisfaction. This Framework provides a platform for teachers to voice out their concerns on issues affecting their professionalism, welfare and conditions of service.

The implementation of this Framework on Social Dialogue for Teachers in combination with the Standards of Practice for the Teaching Profession will result in greater motivation and improvement in the ethical and professional status of teachers in Zambia, as well as democratization and delivery of teaching service.

I wish to call upon all the stakeholders in the education sector, MOE staff, teachers, the Teaching Council of Zambia, Teaching Service Commission, teacher unions, cooperating partners, civil society organisations, and the private sector to work together through this Framework to achieve the objectives and goals of the education system in Zambia, towards Vision 2030.

Hon, Douglas Siakalima, MP.
Minister of Education

Acknowledgements

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Acronyms

7NDP	Seventh National Development Plan
BETUZ	Basic Education Teachers Union of Zambia (BETUZ)
BUSTAZ	Business Studies Teachers Association of Zambia
CEART	Committee of Experts on the Application of the Recommendations concerning Teaching Personnel
CapEd	Capacity Development for Education
CESA	Continental Education Strategy for Africa
CPD	Continuing Professional Development
CRS	Corporate Social Responsibility
CSO	Civil Society Organisation
DECC	District Education Coordinating Committee
ETAZ	Expressive Arts Teachers Association of Zambia
FACB	Freedom of Association and Collective Bargaining
HRA	Human Resources and Administration
IICBA	International Institute for Capacity Building in Africa
ILO	International Labour Organisation
LATAZ	Language Teachers Association of Zambia
MLGH	Ministry of Local Government and Housing
MLSS	Ministry of Labour and Social Security
MOF	Ministry of Finance
MOE	Ministry of Education
NAGCAZ	National Guidance and Counselling Association of Zambia
NUPPEZ	National Union for Public and Private Educators of Zambia
PECC	Provincial Education Coordinating Committee
PEMC	Provincial Education Management Committee
PESTAZ	Physical Education and Sports Teachers Association of Zambia
PROTUZ	Professional Teachers Union of Zambia
ROSA	Regional Office for Southern Africa
SD	Social Dialogue
SDGs	Sustainable Development Goals
SEAZ	Special Education Association of Zambia
SESTUZ	Secondary School Teachers Union of Zambia

SOSTAZ	Social Science Teachers Association of Zambia
TCLC	Tripartite Consultation and Labour Council
TCZ	Teaching Council of Zambia
TESS	Teacher Education and Specialised Services
TSC	Teaching Service Commission
UNESCO	United Nations Education, Scientific and Cultural Organisation
ZAME	Zambia Association of Mathematics Education
ZASE	Zambia Association of Science Education
ZATE	Zambia Association of Technology Education
ZFE	Zambia Federation of Employers
ZNUT	Zambia National Teachers Union

Chapter 1:
Introduction

1.1 What is Social Dialogue?

The International Labour Organisation (ILO) defines social dialogue as all types of negotiations, consultations or exchange of information between, or among, representatives of governments, employers and workers, on issues of common interest relating to economic and social policy. Social dialogue for teachers is understood to mean all forms of information sharing, consultation and negotiation between educational authorities, parents, learners, CSOs, teachers in public and private schools and their elected representatives in teachers' associations and unions. Social dialogue is regarded as a problem-solving mechanism and as a means to achieve social equity, economic efficiency, democratic participation and professional development for teachers.

1.2 Why Social dialogue for Teachers?

The main goal of social dialogue is to promote consensus building and the democratic involvement of the primary stakeholders in the world of work. Social dialogue gives workers, through collective bargaining and consultation, a voice in the decision-makingprocesses around issues affecting them. It is a valuable means of protecting and promoting the interests of workers by extending democracy and human dignity to the workplace. It is also a well-tested instrument for managing social and economic change, while maintaining consensus and stability in society. Within the education sector, social dialogue is a vital component in achieving the objective of quality education for all. Teachers are responsible for implementing educational reforms and their engagement in social dialogue contributes to the achievement of key aspects of educational objectives and policies, including teachers' professional development programmes and activities.

1.3 Social Dialogue for Teachers

1.3.1 Formal structures for social dialogue

Social dialogue is vital to achieve the objective of quality education for all because of the essential role of teachers and their responsibility for implementing educational reforms, which is difficult to obtain, or often falls short of its goals when teachers and their unions are not fully involved. The education sector in Zambia has formal structures and procedures which are potential avenues for social dialogue at national, provincial, district, zonal and school levels.

Despite the existence of structures at various levels, a lot need to be done to promote social dialogue for teachers. The findings of the situational analysis report on social dialogue for teachers in Zambia, a precursor to this document, shows that;

■ There is little or inadequate dialogue between the teachers and the employer. In most cases, teachers who are the main stakeholders are not involved prior to the signing of collective agreements between the government and the unions. They usually learn of these agreements from media and circulars from the Permanent Secretary.

There is also inadequate/or little

evidence about actual involvement of teachers in comprehensive social dialogue processes.

■ The lack of a clear social dialogue framework and institutionalization mechanisms to address teacher concerns often lead to increased incidences of unprofessional teacher conduct and growing dissatisfaction among teachers which eventually, leads to the use of strikes – rather than dialogue–to try to resolve conflicts and challenges teachers face.

■ Inadequate or lack of funds to support social dialogue, the government and stakeholders like NGO, CPs should provide funds.

1.3.3 Forms of Social Dialogue for Teachers in Zambia

In incidences where social dialogue has been practiced in Zambia, it takes different forms. It exists as a tripartite process with the government as an official party to the dialogue. It may also exist as a bipartite relation between labour and management (or trade unions and employers' organizations), with or without government involvement. It also exists as multiple/ tripartite plus (including participants from tripartite and bipartite groups).

Apart from the collective bargaining process, which has served primarily as a mechanism for the determination of wages

and conditions of teachers, the common participatory mechanism is the tripartite process. Tripartism was instituted under the Industrial and Labour Relations Act of 1993, which established the Tripartite Consultation and Labour Council (TCLC). The TCLC was intended to serve as the forum for dialogue on broader social and economic development issues.

1.3.4 Benefits of institutionalising social dialogue

The following are the benefits of institutionalising social dialogue for teachers:

- Decrease in grievances and labour conflicts at workplace.
- Resolve important economic and social issues at national level.
- Advance industrial peace and social stability.
- Encourage good governance and enhance democracy.
- Comply with labour legislation and sustainable economic growth.

1.4 Purpose of this National Framework on Social Dialogue

The purpose of this National Framework on Social Dialogue for Teachers in Zambia is to provide a structure for organizing and managing dialogue between teacherson one hand and government, unions leaders, education agencies and other stakeholders, on the other hand. This is with the view to:

a. institutionalise social dialogue for teachers in Zambia;

b. promote the involvement of teachers, key partners and the public in decision making;

c. strengthen the linkages between social dialogue, policyformulation, professional development and research in education;

d. promote sound industrial relations in the education sector, which is one of the biggest employers in Zambia;

e. address the current challenges of labour relations and employment matters in the education sector, with the support of the social partners and the Ministry of General Education; and

f. guide the implementation, monitoring and evaluation of the social dialogue for teachers in Zambia.

1.5 Process of developing this Framework

The process of developing this Framework was participatory in nature. It involved multiple stakeholders from UNESCO/IICBA, UNESCO/ROSA, Ministry of General Education, Teaching Council of Zambia, Teaching Service Commission, Ministry of Labour and Social Security, teacher unions, civil society organisations, cooperating partners, non-governmental organizations, private sector and media organisations. The process involved a series of meetings, workshops, literature review, desk study and a situational analysis of the current status of social dialogue for teachers' mechanisms in Zambia. Below is a summary of the process:

a. Preliminary desk review of the status of social dialogue for teachers in Zambia started in August 2019. It was carried out by UNESCO CapEd in consultations with social dialogue for teachers technical committee represented by the Ministry of General Education, Teaching Council of Zambia, Teaching Service Commission, teacher union representatives.

b. Inception Meeting for stakeholders (including educationists from Malawi and Uganda) on the Institutionalisation

of Social Dialogue for Teachers in Zambia was held on 9 - 11 September, 2019 at Intercontinental Hotel in Lusaka. The outcome of the meeting included recommendations to undertake an in-depth situational analysis on the status of Social Dialogue for Teachers in Zambia and the need to develop a National Framework on Social Dialogue for Teachers in Zambia.

c. A technical validation workshop for the draft framework was held from 28th to 30th December 2020. Besides the initial participants in the inception meeting, participation to this workshop was extended to other stakeholders such as the University of Zambia, the Ministry of Labour and Social Services and civil society organisations (see Appendix 2 for full list).

1.6 Organisation of the Framework

This Framework is divided into five chapters. Chapter 1 provides the introduction and background to social dialogue in Zambia. Chapter 2 looks at social dialogue from the broader perspective and nationally. It provides the detailed background that has shaped and informed the develop-ment of social dialogue for teachers over time. Chapter 3 provides the measures for promoting social dialogue, objectives and strategies. This chapter gives detailed matrix of actions, strategies and lead stakeholders. Chapter 4 looks at coordination and financing of the Framework with the support of the Secretariat. Chapter 5 introduces the monitoring and evaluation (M&E) framework. The M&E has highlighted indicators for measuring success.

Chapter 2:
Background to Teacher Social Dialogue

2.1 Overview of Social Dialogue for Teachers

Globally, it has been observed that there could be no quality education without the participation of teachers in education policy formulation, planning and delivery. Teacher involvement in social dialogue on issues affecting their welfare and professional is key to quality education. The importance of social dialogue as a factor in determining sustainable reforms and progress in education has been underlined in Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) reports. CEART and ILO have argued that social dialogue can promote democratic governance, build consensus around reforms and therefore, social cohesion, enabling parties to adjust to new challenges and exploit opportunities to improve education. CEART (2001) observes that without the full involvement of teachers, quality education for all objectives often cannot be obtained or fall short of their goals.

ILO has also elaborated on what constitutes good practice in education labour relations and social dialogue (ILO,2012):
1. Respect for the fundamental rights of 'Freedom of Association and Collective Bargaining' (FACB) is a basic prerequisite of institutionalized social dialogue; unless strong, independent, representative and democratic teachers' organizations are able to form, independently exercise their internal functions, be recognized as genuinely representative of teachers and negotiate free of outside interference with public or private education employers, social dialogue will not succeed. Freedom of association also implies respect for pluralism amongst unions where more than one organization represents teachers, and where private education exists, respect for independent employers' organizations.

2. Political will, trust and commitment of all parties to engage in these processes is also required. Teachers' organizations must embrace the various forms of social dialogue, and governments, educational authorities and private education management must be willing to accept teachers' organizations as potential partners in providing the best possible educational services. Mindful of the management prerogatives of educational authorities, social dialogue depends on the willingness to consult, listen and take into consideration the views of teachers' organizations before exercising that authority.

3. Representative organisations must have access to relevant information to participate in social dialogue and the technical expertise to analyse information, formulate positions that accurately reflect their members' views and to communicate with their members meaningfully. This condition requires adequate financial resources, training for officers, staff and members of organisation in both the subject matter of social dialogue and the processes themselves.

4. Social dialogue should be institutionalised as far as possible, since informal or adhoc forms of social dialogue are unlikely to have a lasting impact. Institutionalised social dialogue requires appropriate institutional support, in the form of a statutory framework for the conduct of social dialogue, laws regulating the practice of collective bargaining in education, and formally constituted consultative bodies with defined responsibilities and structures for representation.

2.2 Major International policies that shape social dialogue for teachers

This section deals with the international policies and recommendations that support teachers' rights and freedoms. Globally, there has been a focus on teacher professionalism and social dialogue because;

I. Countries are experiencing shortage of teachers at all levels of education.

ii. The teaching profession is facing a low level of social recognition.

iii. The working conditions of teachers leave a lot to be desired, resulting in low morale for serving teachers.

iv. Talented students are discouraged from joining the profession, thereby contributing negatively to the quality of education provided in schools.

2.2.1 ILO Conventions

There are four ILO Conventions that are considered important when examining labour relations and social dialogue, namely, the:

■ Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87);
■ Right to Organise and Collective Bargaining Convention, 1949 (No. 98);
■ Labour Relations (Public Service) Convention, 1978 (No. 151); and
■ Collective Bargaining Convention, 1981 (No. 154).

Zambia has made significant strides in aligning its national labour laws with international standards and conventions. For example, it is one of the few countries in Africa that has ratified all the four ILO conventions above. The four conventions have shaped the labour laws as well as unionism in Zambia. They provide the platform upon which the social dialogue for teachers in Zambia can be strengthened.

2.2.2 ILO and UNESCO 1996 Recommendation for teachers

Most Member States of the United Nations (including Zambia) are signatories to the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers. The recommendation sets forth the rights and responsibilities of teachers, and standards for their initial preparation and further education, recruitment, employment, teaching and learning conditions. It also contains numerous recommendations for teachers' participation in educational decisions through consultation and negotiation with educational authorities. The ILO and UNESCO 1996 Recommendation for teachers further:

■ Promotes teachers' rights, particularly their freedom of association and standards.
■ Promotes teacher involvement in policy dialogue.
■ Promotes consensus building and the democratic involvement of the principal stakeholders in the world of work.
■ Gives workers, through collective

bargaining and consultation, a voice in the decisions affecting them, thus promoting consensus building and democratic involvement at work.

2.2.3 Continental Education Strategy for Africa (CESA) 2016-2025

The African Union's Continental Education Strategy for Africa (CESA) (2016-2025) echoes the need to revitalize the teaching profession through the following strategies:

■ Recruit, train, and deploy well-qualified teachers as well as promote their continuous professional development with emphasis on instilling core values, results and accountability to learners.

■ Provide good working and living conditions to teachers in order to enhance their status and value in society.

■ Identify and reward dedicated and innovative teachers.

2.2.4 Sustainable Development Goals

Zambia is among the countries that adopted the Sustainable Development Goals (SGDs) entitled, "Transforming Our World: The 2030 Agenda for Sustainable Development," particularly the Sustainable Development Goal (SDG) on education. Target 4c of SDG 4 outlines clear indicative strategies in the framework of action which should be adopted by each country among which include;

(i) Developing gender-sensitive strategies to attract the best and most motivated candidates to teaching, and ensure that they are deployed where they are needed most. This includes policy and legislative measures to make the teaching profession attractive to current and potential staff by improving working conditions,

guaranteeing social security benefits and ensuring that the salaries of teachers are improved.

(ii) Developing and implementing inclusive, equitable and gender-sensitive teacher management policies that cover recruitment, training, deployment, remuneration, career development and working conditions, and improve the status of teachers and educators and the quality of teaching.

(iii) Setting up or strengthening mechanisms for institutionalized social dialogue with teachers and their representative organizations, ensuring their full participation in the development, implementation, monitoring and evaluation of education policy, among others.

2.3 National Contexts: Legal and policy

2.3.1 Legal Context

In Zambia, workers (including teachers) rights to freedom of association, to freely organize and to bargain collectively are guaranteed by the Republican Constitution and national legislation. The Industrial and Labour Relations Act (Chapter 269 of the Laws) provides the legislative framework for the establishment, organization and management of trade unions, employer's organizations and their federations. It provides for collective bargaining, settlement of industrial conflicts, consultative mechanism and the establishment and operation of the Industrial Relations Court. In 1997, considerable amendments were introduced to accommodate, among others, the dictates of the liberalized political and economic environment. The changes entrenched the principles of freedom of association in accordance with the ILO standards and abolished the policy of "one

union one industry" which promoted monopoly trade unionism. The other legal instruments for industrial relations in Zambia are the Employment Code Act No. 3 of 2019 and the Factories Act.

The Industrial and Labour Relations Act provides detailed provisions on the rights of employees in respect of trade union membership and its activities, the establishment and organisation of trade unions and indeed employers' associations. In particular section 5 of the Act as amended in 1997 provides every employee with, among others, the following rights:

a) the right to take part in the formation of a trade union and to be a member of a trade union within the sector, trade, undertaking, establishment or industry in which that employee is engaged;
b) the right to take part in the activities of a trade union including the right to seek and hold trade union office subject only to the rules of such trade union;
c) the right to obtain leave of absence from work for the purpose of taking part in trade union activities;
d) the right not to be prevented, dismissed, penalized victimised or discriminated against or deterred from exercising the trade union rights;
e) the right not to be a member of a trade union or be required to relinquish member-ship;
f) the right not to be dismissed, victimized or prejudiced for exercising the trade union rights;
g) the right not to do work normally done by an employee lawfully on strike or locked out unless such work constitutes essential service.

In addition, the Industrial and Labour Relations Act grants for autonomy of trade unions and their officers by providing protection against manipulation by employers or their agents such as through funding of such organizations. Similar overall rights with appropriate modifications exist for employers in section 37 of the Act.

2.3.2 Policy Context

Zambia has had a unique and unrivalled model of workers' participation in the post-independence Africa. Worker participation, through the works council system was introduced under the Industrial Relations Act of 1971. The works councils provided voice to workers in their relations with management for mutual benefits, particularly in so far as health and safety, efficiency of operation and better working conditions were concerned. Works' councils were not intended to supplant the union.

To ensure this, councils were encouraged in workplaces where there were no unions or the workforce was less than 100. Throughout the 1970s and 1980s Joint Industrial Council functioned side by side with the works' councils. But the former was more an institution used by trade unions for negotiations on wages and employment conditions with management. In this regard, it served as a forum for bipartite participation and consultation at the industry level. The duplication and role conflicts between the workers council and trade unions led to the phasing out of the workers council, under the Industrial and Labour Relations Act of 1993.

The Zambian Federation of Employers (ZFE) was established in 1965 as the main voice of employers on labour market issues. Prior to this, the Zambia Congress of Trade Unions,

as the first federation of trade unions, enjoyed this privilege. The principal objectives of the ZFEare establishment, promotion, development and maintenance of good relations between employers and employees throughout the Republic of Zambia, and to be the highest and central organisation representing employers to the Government and the Labour movement on social, labour, employment and economic issues.

From the foregoing, it is clear that, historically, Zambia's public policy had provided a highly desirable support for labour market governance, particularly the development of trade unions and employers' organizations. It had also supported participatory processes of collective bargaining and voice mechanism. The advent of market-oriented economic reforms that began in the early 1990s provided the basis for reorienting labour market institutions and processes to the evolving dictates of the market economy. At the same time, these processes have tended to obliterate the gains in organizational rights of labour and the voice mechanism.

2.3.3   Teacher Unions

As at December, 2020 there were six (6) registered teacher unions representing the interest of teachers in primary, secondary and teacher colleges of education. This is in line with the ILO respect for pluralism in one industry. The following were the teacher unions;

1)   Zambia National Union of Teachers (ZNUT)

2)   Basic Education Teachers Union of Zambia (BETUZ)

3)   Secondary School Teachers Union of Zambia (SESTUZ)

4)   Professional Teachers Union of Zambia (PROTUZ)

5)   National Union for Public and Private Educators of Zambia (NUPPEZ)

6)   United Teachers Union of Zambia (UNITUZ)

The teacher unions have the potential to be the main stakeholders in promoting social dialogue as they are represented at school, branch, district, province and national levels. All the unions have structures that support social dialogue for teachers. Each of the unions has a well-established organisational and administrative structures which extends to the school/college up to the national level. However, the unions are not functioning to the expectation of the teachers in the light of consultation and participatory decision-making processes. Teachers interviewed during the situation analysis report bemoaned the fact that so much had changed in terms of the extent and level of consultations by the union leaders.

2.3.4   Teacher Subject Associations

Subject associations are professional associations formed by teachers of a particular subject to promote and enhance the teaching of the subject. Subject Associations conduct annual conferences at district, provincial and national levels. The conferences provide platforms for Continuing Professional Development (CPD) in specific subject matter. The associations' resolutions serve as policy recommendations to the Ministry of General Education on proposed changes to the content and teaching of their respective subject matter. These have the potential to

promote social dialogue for teachers. The following are the current subject associations;

1. Language Teachers Association of Zambia (LATAZ)

2. Zambia Association of Mathematics Education (ZAME)

3. Zambia Association of Science Education (ZASE)

4. Social Science Teachers Association of Zambia (SOSTAZ)

5. Business Studies Teachers Association of Zambia (BUSTAZ)

6. Zambia Association of Technology Education (ZATE)

7. Physical Education and Sports Teachers Association of Zambia (PESTAZ)

8. Expressive Arts Teachers Association of Zambia (ETAZ)

9. Home Economics Association of Zambia (HEAZ)

In addition to the above, there are two other associations namely, National Guidance and Counselling Association of Zambia (NAGCAZ) and Special Education Association of Zambia (SEAZ) which were formed to address specific needs of teaching.

Ideally, secondary, primary and college/university teachers are supposed to meet and discuss issues related to particular subject areas. However, the cost of attending these conferences is very high. As a result, attendance to the conferences is mainly dominated by teachers from secondary schools, colleges of education and universities. These institutions have the financial capacity to sponsor their staff members.

2.3.5 Continuing Professional Development

The Zambian government recognises the important role that teachers play in meeting the challenges of providing quality education. The importance of employing well-qualified and competent teachers is underlined in the national education policy document, 'Educating our Future' (MOE, 1996).Apart from conditions of service, social dialogue also focuses on teachers' professional growth. The two pillars on which the professional competence of teachers' rest are initial training and on-going in-career professional and personal development (including school based CPD). In order to underscore the importance of teacher's continuing professional development, the Ministry of General Education has put in place the following guidelines:

1. Promote the quality of individual teachers and of the teaching profession through CPD, in order to foster the quality and effectiveness of the education system.

2. Pursue various options in order to increase the supply of trained teachers for primary and secondary schools.

3. Formulate broad guidelines and strategic approaches for the in-service education and training of teachers and exercise a coordinating role in respect of such training.

4. Improve the terms and conditions of service to improve the morale and commitment of teachers.

5. Create a professional teachers' body that would set and maintain the highest professional standards among teachers.

2.4 Opportunities and challenges for social dialogue for teachers in Zambia

2.4.1 Opportunities (Basic enabling conditions)

Zambia has a conducive policy environment for effective social dialogue. The environment is supported by a strong democratic culture, with strong and capable unions which are equipped with financial and human resources. The education sector, like all industries in Zambia permits teachers to express their views individually and collectively through unions or associations on issues that affect their daily lives on both professional and personal basis. The following is the summary of basic enabling conditions for Social Dialogue for Teachers in Zambia:

■ Democratic foundations – Zambia is a democratic society with freedom of associations, freedom of movement, freedom of speech and freedom of assembly enshrined in the Republican Constitution and Industrial and Labour Act.

■ Representative workers' and employers' organizations – the Zambia Federation of Employers and the Industrial and Labour Act provide and support worker representation in form of unions.

■ Existence of political will – the Republic of Zambia recognises the labour movement and is willing to negotiate and bargain with them over teachers' conditions of service and other issues affecting them.

■ Adequate institutional support – there are structures and mechanisms that can support the implementation of the Framework from the school, district, province and national level. These structures exist under the structural and administrative organisation of the Ministry of General Education and the teacher unions.

2.4.2 Challenges

The following are the significant challenges that may hinder the institutionalisation of Social Dialogue for Teachers in Zambia:

■ Widening income inequality and a declining wage share in Zambia's gross domestic product (in part related to the erosion of collective bargaining);

■ The changing nature of work and employment relationships (especially in private schools) such as casualization and informalization (including those stemming from technological innovation, digitization and automation);

■ The weakening of labour market –teachers remain unemployed for a long time; and

■ Pressures to address economic crises through the reduction of public spending (for example inability to employ teachers to cover the deficit), constraining the ability of social partners to influence the design and implementation of labour reforms, in particular pension reforms.

Chapter 3:
Strategic Objectives, Measures and Indicative Activities

3.1 Introduction

This section looks at the strategic objectives, measures and indicative activities of the Framework. These have been drawn from consultative processes through meetings, workshops and literature reviews. Literature reviewed for the purpose of developing the measures included outcomes of international conferences such as the General Conference of the International Labour Organization, meeting held at its 107th Session, 2018. The outcomes of the conference brought out important information for promoting social dialogue in a sector such as education.

3.2 Strategic Objectives

The National Framework on Social Dialogue for Teachers aims to:
1. Raise awareness and strengthen social dialogue knowledge among education stakeholders.
2. Institutionalize Social Dialogue for Teachers in Zambia: Establish or strengthen existing structures at zone, district, provincial and national levels for mainstreaming.
3. Build capacity of stakeholders to participate meaningfully in education policy formulation, sector planning, management and delivery.
4. Enhance capacity of stakeholders to participate effectively in social dialogue to increase the effectiveness of the teaching, learning and the quality of education.
5. Improve the technical and organizational capacity of teachers'

organizations (such as unions, and subject associations) to participate meaningfully in education sector planning and delivery.
6. Engage existing agencies such as TCZ, the public in decision making and policy formulation on teachers and educational issues in Zambia.
7. Enhance professional development of education practitioners through the communities of practice: Establish virtual and physical learning community of teachers for sharing experience, innovation tools and models for effective teacher social dialogue.

3.3 Target

This Framework targets all teachers, teacher educators and education leaders in pre-primary, primary, secondary and higher education institutions in both private and public sectors. The Framework is also for the Ministry of General Education, Teaching Council of Zambia, the Teaching Service Commission, civil society organisations related to education, teacher unions, teacher subject associations, education agencies and other key education stakeholders.

3.4 Measures

The following are the main measures for the purpose of implementing this National Framework for Social Dialogue for Teachers in Zambia:
1. Conduct sensitisation and awareness raising on social dialogue in the education sector.

2. Institutionalise Social Dialogue for Teachers in Zambia.
3. Harmonise the implementation of policies, laws, guidelines and functions of the different education agencies (MOE, TSC, TCZ, Teacher Unions, CSOs etc.) and minimize role conflicts in support of social dialogue for teachers.
4. Enhance capacity of stakeholders to participate effectively in social dialogue to increase the effectiveness of the teaching, learning and the quality of education.
5. Improve the technical and organizational capacity of teachers' organizations such as unions, and subject associations to participate meaningfully in education sector planning and delivery.
6. Promote the involvement of teachers, key partners and the public in decision making and policy formulation on teachers and educational issues in Zambia.
7. Enhance professional development of education practitioners through the communities of practice.
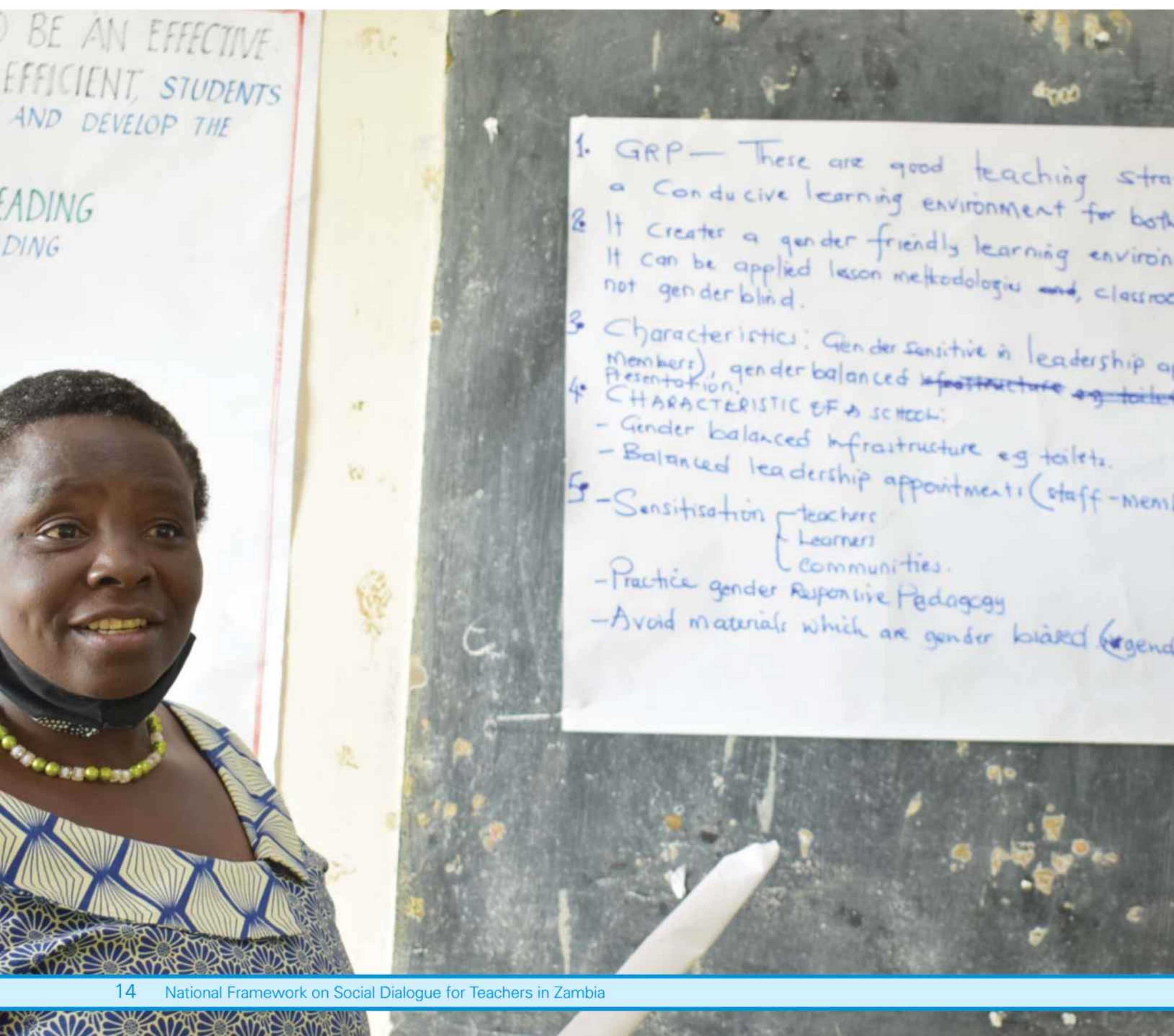
Table 2 shows the suggested strategic objectives, measures and indicative activities for the implementation of this Framework.

Table 2: Strategic Objectives, Measures and Indicative Activities

Strategic Objective	Measures	Indicative Activities
	Conduct sensitisation and awareness raising on social dialogue in the education sector	Activity 1.1 - Design IEC materials (posters, brochures, sign boards in schools, district, provincial and national education offices.
		Activity 1.2 - Trialing workshop
		Activity1.3 - Orientation & Dissemination of IEC materials (For Provincial)
		Activity1.4a Conduct awareness rising workshops, seminars, conferences on the importance of SD for teachers among stakeholders (such as TCZ, TSC, MoGE, union leaders, Civil Society and teachers) at provincial level.
		Activity 1.4b - Conduct awareness rising workshops, seminars, conferences on the importance of SD for teachers among stakeholders (such as TCZ, TSC, MoGE, union leaders, Civil Society and teachers) at District level.
		Activity 1.5 - Carry out public campaigns/exhibitions on the importance of social dialogue for teachers in Zambia during education sector organised meetings.

Strategic Objective	Measures	Indicative Activities
Institutionalise Social Dialogue for Teachers in Zambia	Establish or strengthen existing structures at zone, district, provincial and national levels for mainstreaming Social Dialogue	Activity 2.1 - Mapping Exercise
		Activity 2.2 - Establish or strengthen the structures as recommended from the mapping exercise
		Activity 2.3 - Establish dialogue platforms involving key stakeholders at various levels that freely handle teacher issues
		Activity 2.4 - Develop social dialogue plans and activities to be integrated in the MOE/Unions plans and activities at zone, district, provincial and national levels educational activities
Build capacity of stakeholders to participate meaningfully in education policy formulation, sector planning, management and delivery	Harmonise the implementation of policies, laws, guidelines and functions of the different education agencies (MOE, TSC. TCZ, Teacher Unions, CSOs etc.) and minimize role conflicts in support of social dialogue for teachers	Activity 3.1 Activate various bilateral committees in the education sector to have quality and regular meetings
		Activity 3.2 Review and Harmonise various policies, laws, guidelines and roles of education agencies towards capacity building
		Activity 3.3 Lobby corporate companies to support teacher training, education and social events through their corporate social responsibility
Enhance capacity of stakeholders to participate effectively in social dialogue to increase the effectiveness of the teaching, learning and the quality of education	Develop and implement a capacity building plan	Activity 4.1 - Promote public awareness and teacher education on benefits of social dialogue through mass and social media (developer)

Strategic Objective	Measures	Indicative Activities
		Activity 4.2- Undertake learning excursions for teachers, teacher educators, union leaders to districts, provinces exhibiting social dialogue best practices
		Activity 4.3 - Develop & Run Online Course on Moodle
		Activity 4.4 - Develop and provide face to face and online courses on social dialogue for teachers for in-service and pre-service
		Activity 4.5 - Conduct training activities for teachers, teacher educators, education leaders and union leaders through collaboration with Ministry of Labourand Social Security, ILO Zambia Office and other CPS
Improve the technical and organizational capacity of teachers' organizations (such as unions, and subject associations) to participate meaningfully in education sector planning and delivery	Strengthen the capacity of teacher associations (including unions, subject associations, resource centres to be able to integrate teacher social dialogue in their programmes at zone, district, provincial and national levels	Activity 5.1 - Strengthen the capacity of teacher associations (including unions, subject associations, resource centres to be able to integrate teacher social dialogue in their programmes at zone, district, provincial and national levels
		Activity 5.2 - Develop guidelines for Integrating social dialogue
		Activity 5.3 - Integrating social dialogue for teachers in the National Continuing Professional Development Framework plans and activities

Strategic Objective	Measures	Indicative Activities
Engage existing agencies such as TCZ, the public in decision making and policy formulation on teachers and educational issues in Zambia	Support teachers' participation in the policy development through bottom-up approaches	Activity 6.1 - Use the existing educational agencies structures such as TSC, TCZ, five-member committee for teachers and other existing structure to influence policy formulation and decision making on issues affecting the teachers.
		Activity 6.2- Develop a lobbying and Advocacy strategy
		Activity 6.3 - Organise public discussion fora and radio/TV programmes to discuss issues affecting teachers
		Activity 6.4 - Lobby corporate companies to support teacher training, education and social events through their corporate social responsibility
Enhance professional development of education practitioners through the communities of practice.	Establish virtual and physical learning community of teachers for sharing experience, innovation tools and models for effective teacher social dialogue	Activity 7.1 - Create a virtual and physical community of practice of teachers for sharing experience, innovation tools and models for effective teacher social dialogue
		Activity 7.2 - Facilitate a virtual meeting on COP practice of teachers
		Activity 7.3 Develop regular lively debates around teacher social dialogue and how it can help teachers' meet their welfare and professional growth

Strategic Objective	Measures	Indicative Activities
Monitoring and Evaluation	Carryout baseline, midline and end line evaluation as well as routine monitoring.	Activity 8.1 - Development & Distribution of Data Collection Instruments
		Activity 8.2 - Joint Annual reviews
		Activity 8.3 - External Assessment (Base, Mid, End line)

Chapter 4:
Coordination and Financing of the Framework

4.1 Overview

This Framework will need adequate institutional support from the Permanent Secretariat, Ministry of General Education. For this reason, the implementation of this Framework will draw on education sector-wide structures and coordination mechanism. The Framework will be implemented at all levels of the education system from the Ministry of General Education Headquarters to the province, districts, zones and the schools (see figure 1).The implementation approach will involve engaging multiple stakeholders including line ministries (such as Ministry of Labour and Social Security), Teaching Service Commission, Teaching Council of Zambia, teacher union representatives, cooperating partners, civil society, local communities and the private sector. While the Framework provides strategic objectives, measures and indicative activities, the various committees at different levels (school to the highest level) will need to develop annual work plans that will form a comprehensive plan for the Secretariat. The Annual Work Plans will be prepared at the operational/functional levels. All activities will be implemented annually by drawing on the strategic interventions, measures and indicative activities from this framework.

The current management structures at MOE headquarters include the Senior Management Committee which oversees all programme implementation and facilitates the monitoring of MOE programmes. The National Secretariat will be linked to the Province through the Provincial Education Management Committee (PEMC) while at the district, the District Human Resource Management Committee (HRMC) will incorporate the Secretariat under the supervision of District Education Management Committee (DEMC). The DEMC will ensure that that all annually-approved activities at the district level are in conformity with the set priorities and targets. Figure 1 provides a diagrammatical presentation of the implementation/coordination mechanism at the MOE.

Figure 1. The various levels of implementation/coordination
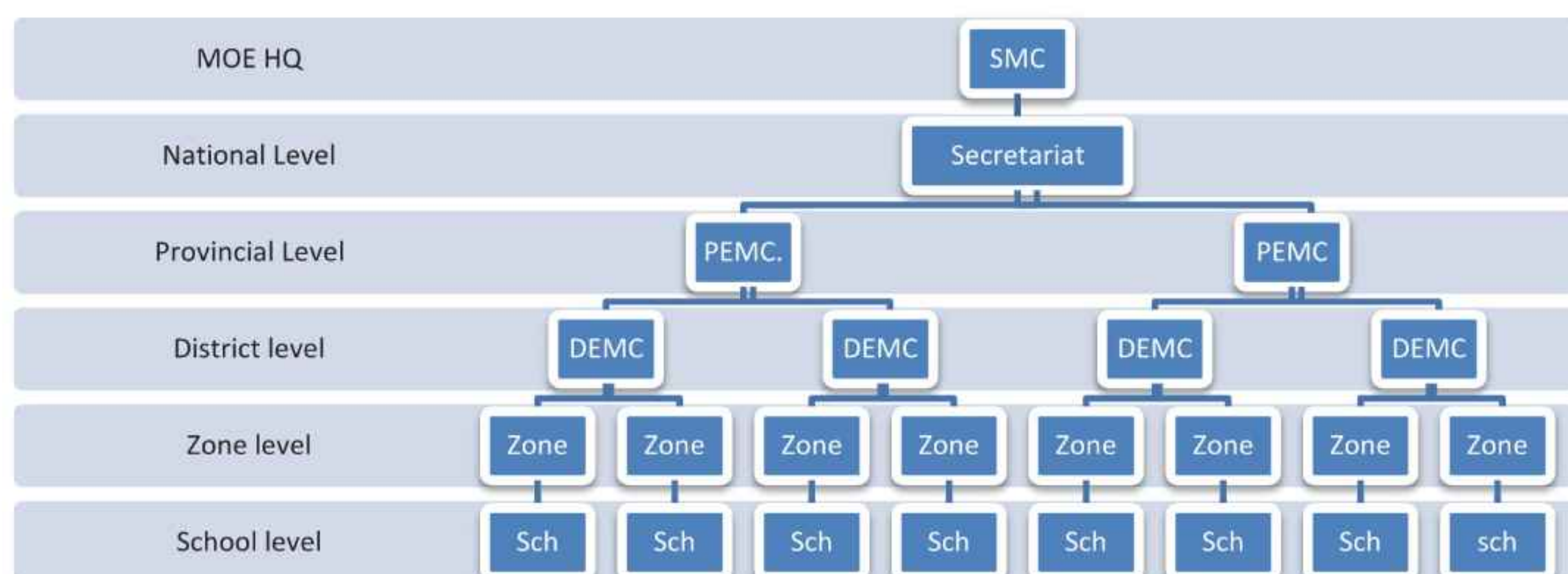
This Framework will draw on the above management committees for the purpose of implementing Social Dialogue for Teachers in Zambia at various levels. The national, provincial and district management committees will be expanded to include other stakeholders who normally do not sit on these committees in order to deal with social dialogue for teachers. The role of the management committees will include making sure that social dialogue for teachers' programmes and activities are well articulated and implemented at various levels. The committees will also offer oversight functions over the other education agencies involved in the implementation of the social dialogue for teachers within defined indicative activities.

4.2   The Secretariat

The Secretariat will serve as an advisory body. Its composition will include the TCZ, TSC, MOE, MLSS, Teacher Union Representatives, private sector, and teacher representatives. The Teaching Council of Zambia (TCZ) is well placed to host the Secretariat. TCZ will work in close collaboration with Teacher Unions, TSC and MOE and other stakeholders. The Secretariat will:

I.   provide oversight and coordination of the implementation of the social dialogue for teachers at the different levels, country wide;

ii. mobilise financial and human resources to support the operationalisation of this Framework;

iii. mobilise and convene stakeholders to engage in inclusive social dialogues within the different levels in order to agree on key issues that need to be addressed;

iv. present the key outcomes of social dialogues to the government through the Permanent Secretary in the Ministry of General Education;

v.   monitor the implementation of the social dialogue Framework among the stakeholders; and

vi. follow-up and coordinate the implementation of resolutions arrived at during social dialogue sessions and recommend appropriate action.

Table 3: Functions of the Secretariat

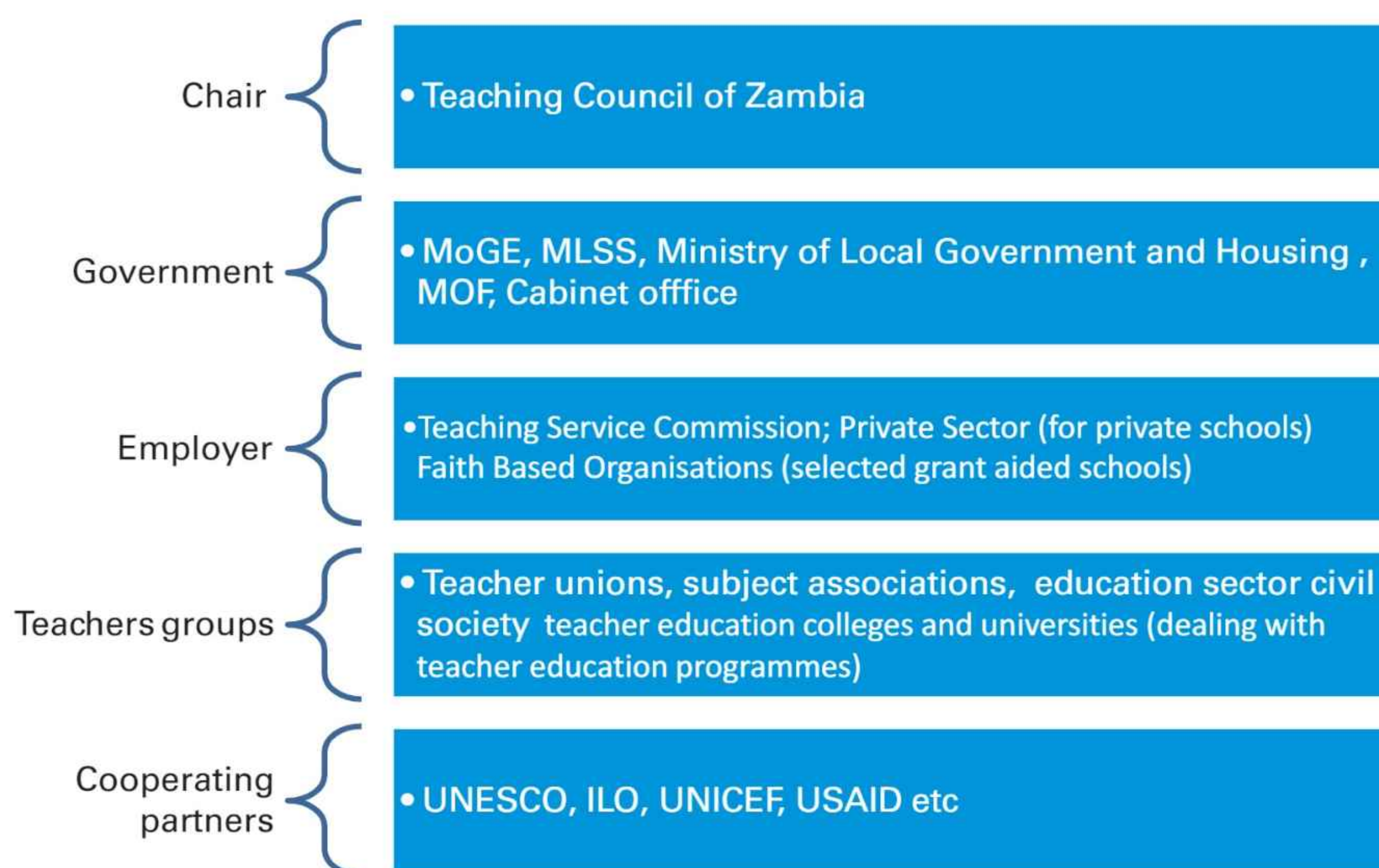| Functions	Examples
Leadership	• Oversee implementation of social dialogues at the national, regional, district, zone and school levels • Present the key outcomes of social dialogues to the Permanent Secretary MOE to address the key concerns of teachers at county and institutional levels • Follow-up and coordinate the implementation of resolutions arrived at during social dialogue sessions, and recommend appropriate action
Administrative support	• Office and equipment to support the staff • Responsive to public needs • Adequate staffing

Functions	Examples
Governance structures	• Terms of references that are open to all stakeholders. • Democratic processes of governance. • Representation of the breadth of the education sector and its key partners in social dialogue
Human Resources	• Balanced representation of all education stakeholders involved in social dialogue • Capable of influencing leaders, media, private sector, etc. • Sufficient staff to coordinate activities
Financial resources	• For day to day running of the advisory body • To engage partners and present a case for Social Dialogue for Teachers • To monitor progress and publish reports.
Material resources	• Access to Internet, social dialogue publications, etc. • Information on national and local sustainability issues
Operating procedures	• Clear mandate regarding the scope of the work • Clear understanding of roles, rights and responsibilities
Accountability	• Ensuring delivery of services at all levels of operationalization • Performance of intended results • Solid fiscal accounting practices to partners and stakeholders
Evaluation, tracking and reporting	• System for recording social dialogue activities • Monitoring and evaluation of the implementation of the social dialogue framework among the stakeholders • Liaison with national monitoring and evaluation units. • Facilitating review and sharing events • Present the Permanent Secretary MOE to address the key concerns of teachers at country and institutional levels
Vision-building	• Input from a wide range of stakeholders • Access to accurate sustainability issue research and information
Planning and Information	• Facilitate annual work planning • Develop Budgets • Develop and maintain the database on social dialogue activities.
Engagement and retention	• Actively seek members from the education sector and its key stakeholders • Celebrate and award members for successes • Manage volunteers by assigning realistic workloads

4.3   Coordination Mechanisms at National Level

Figure 2. Coordination mechanism at national level

Chair	• Teaching Council of Zambia
Government	• MoGE, MLSS, Ministry of Local Government and Housing , MOF, Cabinet offfice
Employer	• Teaching Service Commission; Private Sector (for private schools) Faith Based Organisations (selected grant aided schools)
Teachers groups	• Teacher unions, subject associations, education sector civil society teacher education colleges and universities (dealing with teacher education programmes)
Cooperating partners	• UNESCO, ILO, UNICEF, USAID etc

4.4   Resource Mobilisation

The implementation plan for this National Framework on Social Dialogue for Teachers has been costed (see chapter 6). However, this social dialogue for teachers Framework will, in the main, be funded through the Republic of Zambia treasury mechanism to the Ministry of General Education at various levels, the teacher unions, TCZ and TSC.

Over the SDT framework period, action on all fronts will be undertaken to generate sufficient revenue, as well as manage expenditures. The revenue base shall be broadened to include; resource mobilized from the corporate private companies, development partners, union member contribution and government subventions to ensure achievement of objectives over the five-year period. Equally, rational and effective controlling systems will be further strengthened to detect and eliminate deviations from accepted financial plans, manage cost pressures better and improve performance.

Chapter 5:
Monitoring and Evaluation Framework

5.1 Evaluation Framework

Effective monitoring, reporting and evaluation of the activities of the National Framework on Social Dialogue will be critical functions of delivery. Firstly, these processes provide essential data and insights for drawing lessons, priority setting and forward planning. Secondly, they offer the assurance that funds are used for agreed purposes. Thus, M&E will be used at all levels to help ensure accountability and offering practical lessons from experience to guide future social dialogue developmental interventions. The Secretariat will provide oversight of the monitoring and evaluation process at all levels. It shall collate all monitoring reports from national, provincial and district levels.

The evaluation component shall involve assessment of the annual progress reports and comparing them with the work plans for implementation of the social dialogue so as to identify the deviations that have come up during implementation. MOE shall then prescribe recommendations to be adopted by the Secretariat in order to address the gaps in the implementation of the social dialogue at national, province, district and zones.

The monitoring processes shall use, as the main point of reference, the parameters set out in the annual work plans and budgets that shall operationalise the Framework. The monthly meetings of the top and middle management staff of MOE will secure the monitoring of planned activities on a day-to-day basis. To enlist the input of participation of stakeholders and cooperating partners in monitoring the implementation Framework, the Secretariat working with the Ministry of General Education will institute joint semi-annual reviews. The monitoring mechanisms include reporting and analysis (annual and semi-annual progress reports, work plans, substantive documentation); validation (field visits, online technologies, social media, spot-check visits and external assessments/monitoring) and; participation (stakeholder meetings, annual reviews).

Assumptions – it is assumed that there will be Supportive political, socio-economic environment and that financial resources will be available. Further, it is assumed that the stakeholders will be able and willing to participate in the implementation process of this Framework.

Table 4: Monitoring and Evaluation Matrix

GOAL: Strengthen teachers' welfare and professional growth education system for improved school learning outcomes

Activities	Output	Output indicators	Means of Verification	Outcome	Outcome indicators	Responsible Party
Strategic Objective 1: Raise awareness and strengthen social dialogue knowledge among Education stakeholders						
Design IEC materials (posters, brochures, sign boards in schools, district, provincial and national education offices	IEC materials on social dialogue for teachers developed	Number (by type) of IEC materials on social dialogue for teachers developed	IEC materials developed	Increased awareness, knowledge and practices in TSD among Education stakeholders.	Proportion/% of Education stakeholder aware and, knowledgeable on TSD	Teacher Unions, TCZ, MOE ILO and UNESCO in Zambia
Disseminate IEC materials (posters, brochures, sign boards in schools, district, provincial and national education offices	IEC materials on social dialogue for teachers disseminated	Number (by type) of IEC materials on social dialogue for teachers disseminated	IEC materials disseminated			Teacher Unions, TCZ, MOE ILO and UNESCO in Zambia
Conduct awareness rising workshops, seminars, conferences on the importance of SD for teachers among stakeholders (such as TCZ, TSC, MOE, union leaders and teachers) at district, provincial and national level.	SD meetings held with different stakeholders (teachers, teacher educators, education leaders, union leaders, MOE officials, TSC and TCZ)	Number of SD meetings held with different stakeholders (teachers, teacher educators, education leaders, union leaders, MOE officials, TSC and TCZ)	Reports, minutes of meetings, registers, social media	Changed attitude /policies/laws and Partnerships /participation/coo peration to support TSD initiatives.	No TSD recommendations in Education policy and budgetary decisions/ proposals/ reviews	ILO and UNESCO in Zambia. Social Dialogue Secretariat
Raise awareness about the SD for teachers through social media, e.g., podcasts, organised discussion groups, or forums and Q&A sessions.	Social media platforms used (e.g., podcasts, You Tube and any other Apps, organised discussion groups, or forums and Q&A sessions) for awareness raising, on the SD for teachers held	Number of Social media platforms used (e.g. podcasts, You Tube and any other Apps, organised discussion groups, or forums and Q&A sessions) for awareness raising, on the SD for teachers held	Reports and newspaper cuttings			Teacher Unions, Teaching Council of Zambia, MOE

Activities	Output	Output indicators	Means of Verification	Outcome	Outcome indicators	Responsible Party
Carry out public campaigns/exhibitions on the importance of social dialogue for teachers in Zambia during education sector organised meetings	Public campaigns/exhibitions conducted on the importance of social dialogue for teachers in Zambia during education sector organised meetings	Number of public campaigns/exhibitions conducted on the importance of social dialogue for teachers in Zambia during education sector organised meetings	Reports and newspaper cuttings			Teaching Council of Zambia, Teacher Unions and ILO/UNESCO in Zambia
Strategic Objective 2: Institutionalize Social Dialogue for Teachers in Zambia						
Map and document existing structures at various levels that can or are being used for social dialogue	Mapping and documenting exercise for SD structures conducted	A mapping and documenting exercise for SD structures.	Mapping Reports	Enhanced institutional infrastructure (plans, policies, admin system) for effective SD for teachers in Zambia.	Percentage of network/coalition members who have put in place institutional infrastructure (plans, policies, admin system) to support TSD actions in Zambia	Zonal Headteachers, DEBS, PEOs and Permanent Secretary, TCZ
Develop social dialogue plans and activities	Dialogue platforms involving key stakeholders at various levels that freely handle teacher issues developed.	No of dialogue platforms involving key stakeholders at various levels that freely handle teacher issues developed.	Reports			Teacher unions, CSOs, Subject associations, SPRINT/CPD, Teacher Unions
Establish dialogue platforms involving key stakeholders at various levels that freely handle teacher issues	Open communication strategy free of intimidation for teachers developed	An open communication strategy document for teachers developed	Reports, developed strategy			Secretariat. MOE and teacher unions
Develop social dialogue plans and activities to be integrated in the MOE/Unions plans and activities at zone, district, provincial and national levels educational activities	SD plans developed and integrated into the MOE/Unions plans	Number of social dialogue plans developed and integrated into the MOE/Unions plans	Reports, plans developed			MOE at province, district and zone; union leadership at these levels

Activities	Output	Output indicators	Means of Verification	Outcome	Outcome indicators	Responsible Party
Establish or strengthen the structures as recommended from the mapping exercise	Capacity building workshops conducted on SD at respective structure levels	Number of capacity building workshops conducted on SD at respective structure levels	Reports, attendance register			MOE and SDT Secretariat
	Existing structures strengthened for social dialogue	Number of existing structures strengthened for social dialogue	Reports			
Strategic Objective 3: Build capacity of stakeholders to participate meaningfully in education policy formulation, sector planning, management and delivery						
Set a team of experts which should include staff from the Ministry of Labour and Social Security to work with MOE and key education stakeholders to harmonize existing policies,	Policies, laws, guidelines and regulations on social dialogue harmonize	Number of policies, laws, guidelines and regulations on social dialogue harmonize	Reports Harmonized policies, laws and guidelines	Enhanced capacity of stakeholders to participate meaningfully in education policy formulation, sector planning, management and delivery,	No TSD recommendations in Education policy and budgetary decisions/ proposals/ reviews	MOE, TSC, MLSS, TCZ Teacher Unions
Cultivate political will of all education sector stakeholders by having a common understanding of the purpose of social dialogue; building mutual trust and commitment to engage in the process and acceptance of social pluralism and reconciliation of interests	Training activities for teachers, teacher educators and education leaders conducted	Number of training activities for teachers, teacher educators and education leaders conducted	Training reports, training agendas,	Leadership structures at all levels enhanced for the purpose of implementing social dialogues on issues that relate to teacher professionalism, conditions of service and salaries	Proportion % of Education stakeholder aware and, knowledgeable on TSD	
Active various bilateral committees in the education sector to have quality and regular meetings	Stakeholders trained in social dialogue	Number of stakeholders trained in social dialogue	List of participants, Reports			
Lobby corporate companies to support teacher training, education and social events through their corporate social responsibility (CSR)	Corporate companies lobbied to support teacher training, education and social events through their CSR	Number of corporate companies lobbied to support teacher training, education and social events through their CSR	Reports, photos			

Activities	Output	Output indicators	Means of Verification	Outcome	Outcome indicators	Responsible Party
Strategic Objective 4: Enhance the capacity of teachers, teacher educators and education leaders to participate effectively in social dialogue with the MOE, TCZ, TSC regarding policies to increase the effectiveness of teaching and the quality of education						
Promote public awareness and teacher education on benefits of social dialogue through mass and social) media.	Public awareness and teacher education campaigns on benefits of SD conducted through mass media	Number of public awareness and teacher education campaigns on benefits of SD conducted through mass media	Reports	Enhanced capacity of teacher and education leaders to participate in SD initiatives with the MOE, TCZ, TSC that increase the effectiveness of teaching and the quality of education.	Number of governmental units displaying improved practices and policies to increase the effectiveness of teaching and the quality of education.

Proportion of teacher and education leaders who have attained competences to enable their participation in education sector planning and delivery | MOE, TSC, TCZ Teacher Unions |
Conduct training activities for teachers, teacher educators, education leaders and union leaders through collaboration with Ministry of Labour and Social Security, ILO Zambia Office and other CPS	Teachers, teacher educators, education leaders and union leaders training sessions, conducted through collaboration with Ministry of Labour and Social Security, ILO Zambia Office and other CPS	No of teachers, teacher educators, education leaders and union leaders training sessions, conducted through collaboration with Ministry of Labour and Social Security, ILO Zambia Office and other CPS	Reports			
Develop physical online courses on social dialogue for teachers for in-service and pre-service	Physical and online courses on SD for teachers for in-service and pre-service developed	Number of physical and online courses on SD for teachers for in-service and pre-service developed	Reports, course outlines, active online courses			
Provide face to face and online courses on social dialogue for teachers for in-service and pre-service	Physical and online courses on SD for teachers for in-service and pre-service implemented	Number of physical and online courses on SD for teachers for in-service and pre-service implemented	Reports, certification			
Undertake learning excursions for teachers, teacher educators, union leaders to districts, provinces exhibiting social dialogue best practices	Learning excursions to districts, provinces exhibiting social dialogue best practices	Number of learning excursions to districts, provinces exhibiting social dialogue best practices	Attendance registers, reports, photos			
Strategic Objective 5: Improve the technical and organizational capacity of teachers' organizations (such as unions, and subject associations) to participate meaningfully in education sector planning and delivery.						
Capacitate MOG, TSC, TCZ, subject teacher's associations, CSOs with	Teacher associations (including unions, subject associations, resource	Number of teacher associations (including unions, subject	Reports	Improved institutional infrastructure	Proportion of teachers' organizations	MOE (Information and Planning

Activities	Output	Output indicators	Means of Verification	Outcome	Outcome indicators	Responsible Party
skills, knowledge and finances to be enabled to integrate teacher social dialogue through their respective programmes and activities.	centres) strengthened to be able to integrate teacher SD in their programmes	associations, resource centres) strengthened to be able to integrate teacher SD in their programmes		among teacher organisations to participate meaningfully in education sector planning and delivery.	seeking to participate in education sector planning.

Proportion of teachers' organizations with links/structures/system in place to enable their participation in education sector planning and delivery | Directorate), Teacher unions, TSC, TCZ |
Hold capacity building workshops (virtually or physically) for education and union leaders at district, province and national level	Capacity building workshops (virtually or physically) conducted for education and union leaders at all levels	Number of capacity building workshops (virtually or physically) conducted for education and union leaders at all levels	Attendance registers, reports, photos			
Develop guidelines for Integrating social dialogue for teachers in the National Continuing Professional Development Framework plans and activities	Guidelines on SD integration for teachers in the National Continuing Professional Development Framework developed	A guideline document on SD integration for teachers in the National Continuing Professional Development Framework developed	Reports, Guideline document			
Integrating social dialogue for teachers in the National Continuing Professional Development Framework plans and activities	Integrated National Continuing Professional Development Framework plan & activities	Integrated National Continuing Professional Development Framework plan & activities	Attendance registers, reports, photos. Reviewed documents			
Develop IEC materials to aid the teachers' understanding and appreciation of social dialogue	IEC materials developed to aid the teachers' understanding and appreciation of SD	Number IEC and Communication materials developed to aid the teachers' understanding and appreciation of SD	Attendance registers, reports, photos, IEC materials			
Strategic Objective 6: Promote the involvement of teachers, key partners and the public in decision making and policy formulation on teachers and educational issues in Zambia						
Use the exiting educational agencies structures such as TSC, TCZ, five-member committee for teachers and other existing structure to	Leadership structures at all levels enhanced for the purpose of implementing SD on issues that relate to teacher professionalism,	Number of leadership structures at all levels enhanced for the purpose of implementing SD on issues that relate to		Harmonized framework that enables an effective participation of	Proportion of target stakeholder showing evidence of the degree of their participation/	Teacher unions, TSC, TCZ, MOE HRA departments

Activities	Output	Output indicators	Means of Verification	Outcome	Outcome indicators	Responsible Party
influence policy formulation and decision making on issues affecting the teachers.	conditions of service and salaries	teacher professionalism, conditions of service and salaries		teachers, key partners and public in decision making and policy formulation on teachers and educational issues in Zambia.	satisfaction in decision making and policy formulation on teachers and educational issues in Zambia in constituent.	
Use bottom-up strategies to ensure participation of most teachers, especially those in rural areas	Human resources practices that can improve SD for teachers identified	Number of human resources practices that can improve SD for teachers identified	Reports, minutes of meeting			
Organise public discussion fora and radio/TV programmes to discuss issues affecting teachers	Public discussion fora programmes conducted to discuss issues affecting teachers	Number of public discussion fora programmes conducted to discuss issues affecting teachers	Attendance registers, reports, photos		Proportion of target stakeholder who feel that new government regulations/policies related to education reflect the views of the relevant education sector stakeholder	
	Radio/TV programmes conducted to discuss issues affecting teachers	Number of Radio/TV programmes conducted to discuss issues affecting teachers	Reports, scripts			
Develop a lobbying and strategy.	Lobbying and Advocacy strategy developed	A lobbying and Advocacy strategy document developed	Reports, strategy document			
Lobby corporate companies to support teacher training, education and social events through their corporate social responsibility	Lobbying initiatives (meetings, engagements etc.) targeting corporates conducted	Number of lobbying initiatives (meetings, engagements etc.) targeting corporates conducted	Attendance registers, reports, photos		No of New joint advocacy campaigns planned and implemented across the country	

Strategic Objective 7: Enhance professional development of education practitioners through the communities of practice.

Activities	Output	Output indicators	Means of Verification	Outcome	Outcome indicators	Responsible Party
Create a virtual and physical community of practice of teachers for sharing experience, innovation tools and models for effective teacher social dialogue.	Guidelines developed on social dialogue for teachers	Guidelines developed on social dialogue for teachers	Report and guidelines	Improved professionalism among education practitioners	Proportion of education practitioners who have acquired skills	MOE – Teacher Education and Specialised Department
	Debates conducted around teacher social dialogue	Number of debates conducted around teacher social dialogue	Reports and photos			

Activities	Output	Output indicators	Means of Verification	Outcome	Outcome indicators	Responsible Party
Network with various organisations at local, national, regional and international levels on teacher social dialogue	Action plans developed and implemented from communities of practice meetings	Number of action plans developed and implemented from communities of practice meetings	Quarterly/ annual reports on the activities of communities of practice; attendance registers		competences to assist them in improving their performance and delivery of education services.	Teacher union education section, corporate companies
Develop regular lively debates around teacher social dialogue and how it can help teachers' meet their welfare and professional growth	Communities of practice formed and functional	Number of communities of practice formed and functional	Inventory of Communities of practice; Meeting reports			
Develop regular lively debates around teacher social dialogue and how it can help teachers' meet their welfare and professional growth	Debates around teacher SD and how it can help teachers' meet their welfare and professional growth conducted	Number of debates around teacher SD and how it can help teachers' meet their welfare and professional growth conducted.				

Chapter 6:
Costed Implementation Plan

6.1   Introduction

This section presents the Costed Implementation Plan (CIP) for financing the National Framework for Social Dialogue for Teachers. The CIP ensures the smooth implementation of the set plans, activities and achievement of targeted outputs and outcomes set out in the National Framework for Social Dialogue for Teachers in a period of 5 years. The section indicates the overall and disaggregated costs of the plan, and the strategies for mobilizing the required financing. With the aid of this plan, the MOE and Secretariat will determine the internal and external resources that need to be mobilised to fill the gap/or implement the measures herein.

6.2   The purpose of the CIP

- To serve as an advocacy tool to inform policy dialogue, planning, and budgeting to strengthen social dialogue in the teaching profession and in the national development agenda.

- To provide a schedule of activities, costs, resources that need to be mobilised internally and externally, from partners, expected difficulties and sequence for undertaking interventions to achieve the strategic objectives laid down in the framework document.

- Determine what funds were needed and could be mobilized to meet goals in existing national plans.

- Establish physical and human resources required to implement the SDT.

6.3   Scope of the interventions

The implementation of this framework covers the period 2021 to 2026, a period of 5 years. The CIP costs activities each year. Activities will be implemented at national, provincial, district and zonal level by the MOE, TSC, TCZ, MLSS, civil society, teacher union leaders and other education sector stakeholders.

6.4   Methodology for costing the plan

6.4.1 Activity identification
The critical activities necessary for implementation of key interventions aimed to promote teacher social dialogue have been identified through multi-stakeholder participatory processes.

6.4.2 Cost identification and classification
The cost of specific activities based on historical data derived from similar data available at the Ministry of General Education, Teaching Council of Zambia, Teaching Service Commission, other government agencies and from market surveys is used to develop cost estimates, based on a detailed descriptions of activities so that the type and magnitude of resources required to support each activity was identified. Through consultations, unit costs were identified, followed by assigning unit costs to the resource requirements. The cost estimates for each activity/element/ item were derived from actual costs of the inputs/components (materials /equipment,

number of days, etc.) and quantity of the required element.

6.4.3 Adjustments for inflation and risk
The annual inflation rate in Zambia is high at 24.6% (3rd quarter of 2021). The country often experiences sharp depreciation of the Kwacha, which makes budgeting in the local currency problematic. In taking into account the inflation, we assumed an annual escalation of 5% on all the costs in the CIP. We also budget in United States of America dollars. The adjustment for in?ation and other unforeseen risk factors have been incorporated into the model for generating annualized implementation costs for the framework. Below is the formular used:

Cost of implementation at future time (C t+1) = Current cost of implementation + [q * Current cost of implementation]
Where: q is the adjustment for inflation and risk

Note that q = 5% in the costing model Formulas were included in the budget worksheet.

6.5 Cost Drivers in the SDT National Framework

The cost drivers for costing the SDT National Framework are the seven objective output area, monitoring, evaluation and management outputs:

- Raise awareness and strengthen social dialogue knowledge among education stakeholders.

- Institutionalize Social Dialogue for Teachers in Zambia

- Build capacity of stakeholders to participate meaningfully in education

policy formulation, sector planning, management and delivery.

- Enhance capacity of stakeholders to participate effectively in social dialogue to increase the effectiveness of the teaching, learning and the quality of education

- Improve the technical and organizational capacity of teachers' organizations

- Promote the involvement of teachers, key partners and the public in decision making and policy formulation on teachers and educational issues in Zambia

- Enhance professional development of education practitioners through the communities of practice.
- Monitoring and evaluation cost area

- Direct/Management cost areas.

Overall, a total of USD 5,269,778 is required to implement the Zambia TSD framework for the five-year period. The summary breakdown is given in table below, while the detailed breakdown of the costed implementation plan budget is provided as Appendix 1 to this document.

Objectives	Level of Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
Raise awareness and strengthen social dialogue knowledge among education stakeholders	National	39,819	9,546	16,455	5,111	5,269
	Provincial	0	47,509	0	0	0
	District	0	1,532, 640	15,914	504,184	0
Institutionalize Social Dialogue for Teachers in Zambia	National	5,388	0	0	10,138	5,630
	Provincial	0	0	0	0	0
	District	0	0	0	0	0
Build capacity of stakeholders to participate meaningfully in education policy formulation, sector planning, management and delivery	National	3,691	10,713	0	14,554	1,942
	Provincial	17,250	17,768	0	18,850	21,630
	District	0	0	0	0	0
Enhance capacity of stakeholders to participate effectively in social dialogue to increase the effectiveness of the teaching, learning and the quality of education	National	0	0	24,560	21,855	26,056
	Province	0	0	10,670	10,990	11,310
	District	0	10,300	10,609	10,927	226,790
Improve the technical and organizational capacity of teachers' organizations	National	10,523	19,394	15,437	15,900	16,377
	Provincial	0	0	0	0	0
	District	0	0	0	0	0
Promote the involvement of teachers, key partners and the public in decision making and policy formulation on teachers and educational issues in Zambia	National	0	6,210	1,644	6,426	6,618
	Provincial	0	0	0	0	
	District	0	0	84,872	21,855	90,041
Enhance professional development of education practitioners through the communities of practice	National	2,425	2,086	2,148	2,213	929
	Provincial	0	0	0	0	0
	District	0	0	0	0	0
Monitoring and evaluation cost area	National	14,000	60,323	70,644	64,022	74,924
	Provincial	8,000	43,003	44,293	45,621	46,990
	District	40,000	176,475	181,782	187,235	192,838

6.7 Line-item summary

Line Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Program Activities	311,496	2,078,529	678,717	1,080,463	869,632	5,018,836
Other Direct Costs	15,575	103,926	33,936	54,023	43,482	250,942
TOTAL COSTS	327,071	2,182,455	712,653	1,134,486	913,114	5,269,778

Appendix 1:   References

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Appendix 2: Participants to the Validation Workshop

	Names	Position/Organization
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1	Dr Ebby Mubanga	Registrar Teaching Council of Zambia
2	Mrs Josephine Shamputa	Deputy Registrar, Teaching Council of Zambia
3	Dr. Justin Lupele	UNESCO Consultant
4	Mr Ngosa Kotati	Director– TESS/MOE
5	Mr Amos Sikayile	NPO, UNESCO
6	Mr Aaron Chansa	Executive Director NAQEZ
7	Dr. Charles Ndakala	Natcom S.G, Zambia
8	Mr. Victor S Mkumba	MOE-CDC
9	Mrs. Kapamba Charity	NUPPEZ– Teacher Unions
10	Mr. Peter KChileya	Private Schools and Collages Association
11	Ms. Mubanga Sambo	MOE- HR
12	Mr. Mukanda Antony	SESSTUZ-Teacher Union
13	Mr. Saka Sokontwe	ISAZ– Chairperson
14	Mr. Enock Kaluba	MOE- ECE Directorate
15	Mrs. Victoria Mbandu	BETUZ-Teacher Union
16	Mr. Brian Mumba	Chongwe Secondary School
17	Mr. Ignatius Daka	Director– HR - MOE
18	Mrs. Brenda Mudenda	PEO- OL – DODE/ MOE
19	Mr. Boniface Kalilanji	ISAZ
20	Mr. Kakunta Kabika	BETUZ-Teacher Union
21	Mr. Chisanga Mumba R	ZANEC
22	Mr. Malambo Luckson	TESS- MOE
23	Mr. Kabwe Chrispine Kabwe	Planning and InformationMOE
24	Mr. Foster Kayungwa	TESS- MOE
25	Mrs. Mutinta M Mkandawire	Teaching Service Commission
26	Mr. Mushikanyimbo Musonda	Teaching Service Commission
27	Mr. Phiri Alakwisa	ZNUT- Teacher Union
28	Mr. Banda David	ZNUT– Teacher Union
29	Mrs. Emelda Nanyinza	Ministry of Labour and Social Security
30	Mr. Lyson Chikunduzi	VVOB
31	Mrs. Kunda Chinungi Chokwe	Ministry of Labour and Social Security
32	Mr. Zumani Victor	TEVETA MoHE
33	Dr. Innocent Mutale Mulenga	University of Zambia
34	Mr. Aggrey Chisanga	NUPPEZ-Teacher Union
35	Dr. Gift Masaiti	University of Zambia