



National Framework on Social Dialogue for Teachers in Zambia

March, 2021



Contents

Foreword	iii
Acknowledgement	iv
Acronym	v
Chapter 1: Introduction	1
1.1 What is Social Dialogue?	1
1.2 Why Social dialogue for Teachers?	1
1.3 Social Dialogue for Teachers.....	1
Formal structures for social dialogue	1
1.3.3 Forms of Social Dialogue for Teachers in Zambia	2
1.3.4 Benefits of institutionalising social dialogue.....	2
1.4 Purpose of this National Framework on Social Dialogue	2
1.5 Process of developing this Framework	3
1.6 Organisation of the Framework	3
Chapter 2: Background to Teacher Social Dialogue	4
2.1 Overview of Social Dialogue for Teachers.....	4
2.2 Major International policies that shape social dialogue for teachers	5
2.2.1 ILO Conventions	5
2.2.2 ILO and UNESCO 1996 Recommendation for teachers.....	5
2.2.3 Continental Education Strategy for Africa (CESA) 2016-2025	6
2.2.4 Sustainable Development Goals	6
2.3 National Contexts: Legal and policy	7
2.3.1 Legal Context	7
2.3.2 Policy Context.....	8
2.3.3 Teacher Unions.....	8
2.3.4 Teacher Subject Associations	9
2.3.5 Continuing Professional Development.....	9
2.4 Opportunities and challenges for social dialogue for teachers in Zambia	10
2.4.1 Opportunities (Basic enabling conditions)	10
2.4.2 Challenges	11
Chapter 3: Strategic Objectives, Measures and Indicative Activities.....	12
3.1 Introduction	12
3.2 Strategic Objectives	12
3.3 Target.....	12
3.4 Measures.....	12
Chapter 4: Coordination and Financing of the Framework.....	18
4.1 Overview	18
4.2 The Secretariat	19
4.3 Coordination Mechanisms at National Level.....	21
4.4 Resource Mobilisation	21
Chapter 5: Monitoring and Evaluation Framework	22
5.1 Evaluation Framework.....	22
Appendix 1: References	26
Appendix 2: Participants to the Validation Workshop	27

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 country achievement of vision 2030 and towards the 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 nonviolence, 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 minimising 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 of teaching service delivery.

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

Hon Dennis Wanchinga, MP.
Minister of General Education

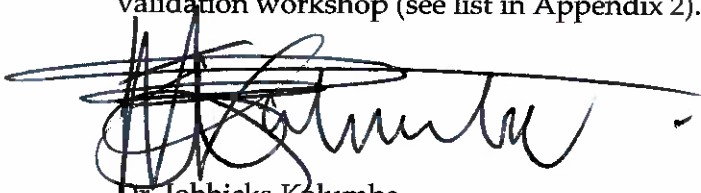
Acknowledgement

The Ministry of General Education (MOGE) wishes to extend its gratitude to the United Nations Education, Scientific and Culture Organisation (UNESCO) Capacity Development for Education (CapEd) Programme, UNESCO Regional Office for Southern Africa (ROSA) and UNESCO International Institute for Capacity Building in Africa (IICBA) for the technical and financial support towards the development of this Framework on Social Dialogue for Teachers in Zambia.

The Ministry is further indebted to Ministry of Labour and Social Security (MLSS), Teaching Council of Zambia (TCZ), Teaching Service Commission (TSC), Zambia National Education Coalition (ZANEC), Independent Schools Association of Zambia (ISAZ) and teacher unions for the support rendered during the process of developing this Framework. The Framework benefited strongly from the advice of local and international experts through the support of UNESCO IICBA.

Special thanks are due to the Technical Committee members and the UNESCO national consultant (Dr. Justin Lupele) who were involved in the development of this Framework. Professor Joseph Oonyu's (late) input in reviewing the early drafts and initial ideas is highly appreciated.

Finally, our sincere gratitude goes to the institutions and individuals who participated in the validation workshop (see list in Appendix 2).



Dr. Jobbicks Kálumba
Permanent Secretary, Technical Services
Ministry of General Education

Acronym

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
MOGE	Ministry of General 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 negotiation, consultation 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-making processes 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

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 reform, 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. Teachers obtain most of the information about the signing of collective agreement between the government and the unions 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 and, 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 indirect 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 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 teachers on 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, policy formulation, 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 on from 28 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 development of social dialogue for teachers over time. Chapter 3 provides the measures for promoting social dialogue, objectives, strategies. The 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 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 ad hoc 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 scopes 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 (SDGs) 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 membership;
- 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 ZFE are 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 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 union 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 extend 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 both secondary, primary and colleges/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 secondary schools, colleges of education and universities teachers. 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 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 such as MOGE, TCZ, TSC, teacher unions, teachers etc.
2. Institutionalize Social Dialogue for Teachers in Zambia
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. 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.

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 major 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. Establish or strengthen existing structures at zone, district, provincial and national levels for mainstreaming Social Dialogue

3. Harmonise the implementation of policies, laws, guidelines and functions of the different education agencies (MOGE, TSC, TCZ, Teacher Unions, CSOs etc.) and minimize role conflicts in support of social dialogue for teachers
4. Develop and implement a capacity building plan
5. 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
6. Support teachers' participation in the policy development through bottom-up approaches
7. Establish virtual and physical community of teachers for sharing experience, innovation tools and models for effective teacher social dialogue

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
<p>Raise awareness and strengthen social dialogue knowledge among education stakeholders such as MOGE, TCZ, TSC, teacher unions, teachers etc.</p>	<p>Conduct sensitisation and awareness raising on social dialogue in the education sector</p>	<p>Design and disseminate Information, Education and Communication (IEC) materials such as posters, brochures, sign board in schools, district education offices, provincial education offices and national levels</p> <p>Conduct awareness raising workshops, seminars and conferences on the importance of social dialogue for teachers among education stakeholders (such as TCZ, TSC, MOGE union leaders and teachers) at national, provincial and district levels</p> <p>Raise awareness about the social dialogue for teachers through social media such as podcasts, organised discussion groups or forums, and Q&A sessions</p> <p>Carry out public campaigns/exhibitions on the importance of social dialogue for teachers in Zambia during</p>

Strategic Objective	Measures	Indicative Activities
		education sector organised meetings
Institutionalise Social Dialogue for Teachers in Zambia	Establish or strengthen existing structures at zone, district, provincial and national levels for mainstreaming Social Dialogue	<p>Map and document existing structures at various levels that can or are being used for social dialogue</p> <p>Develop social dialogue plans and activities</p> <p>Establish dialogue platforms involving key stakeholders at various levels that freely handle teacher issues</p> <p>Develop social dialogue plans and activities to be integrated in the MOGE/Unions plans and activities at zone, district, provincial and national levels educational activities</p> <p>Establish or strengthen the structures as recommended from the mapping exercise</p>
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 (MOGE, TSC, TCZ, Teacher Unions, CSOs etc.) and minimize role conflicts in support of social dialogue for teachers	<p>Set a team of experts which should include staff from the Ministry of Labour and Social Security to work with MOGE and key education stakeholders to harmonize existing policies, laws, guidelines and regulations affecting the education sector.</p> <p>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</p> <p>Active various bilateral committees in the education sector to have quality and regular meetings</p>

Strategic Objective	Measures	Indicative Activities
		Lobby corporate companies to support teacher training, education and social events through their corporate social responsibility
<p>Enhance capacity of stakeholders to participate effectively in social dialogue to increase the effectiveness of the teaching, learning and the quality of education</p>	<p>Develop and implement a capacity building plan</p>	<p>Promote public awareness and teacher education on benefits of social dialogue through mass and social media</p> <p>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</p> <p>Develop and provide face to face and online courses on social dialogue for teachers for in-service and pre-service</p> <p>Undertake learning excursions for teachers, teacher educators, union leaders to districts, provinces exhibiting social dialogue best practices</p>
<p>Improve the technical and organizational capacity of teachers' organizations (such as unions, and subject associations) to participate meaningfully in education sector planning and delivery</p>	<p>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</p>	<p>Capacitate MOG, TSC, TCZ, subject teacher's associations, CSOs with skills, knowledge and finances to be enabled to integrate teacher social dialogue through their respective programmes and activities</p> <p>Hold capacity building workshops (virtually or physically) for education and union leaders at district, province and national</p> <p>Integrating social dialogue for teachers in the National Continuing Professional Development Framework plans and activities</p>

Strategic Objective	Measures	Indicative Activities
<p>Promote the involvement of teachers, key partners and the public in decision making and policy formulation on teachers and educational issues in Zambia</p>	<p>Support teachers' participation in the policy development through bottom-up approaches</p>	<p>Develop Information Education and Communication materials to aid the teachers' understanding and appreciation of social dialogue</p> <p>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</p> <p>Use bottom-up strategies to ensure participation of most teachers, especially those in rural areas</p> <p>Organise public discussion fora and radio/TV programmes to discuss issues affecting teachers</p> <p>Lobby corporate companies to support teacher training, education and social events through their corporate social responsibility</p>
<p>Enhance professional development of education practitioners through the communities of practice.</p>	<p>Establish virtual and physical learning community of teachers for sharing experience, innovation tools and models for effective teacher social dialogue</p>	<p>Create a virtual and physical community of practice of teachers for sharing experience, innovation tools and models for effective teacher social dialogue</p> <p>Network with various organisations at local, national, regional and international levels on teacher social dialogue</p> <p>Develop regular lively debates around teacher social dialogue and how it can help teachers' meet their welfare and professional growth</p> <p>Discuss challenges of the teaching professional, analyse</p>

Strategic Objective	Measures	Indicative Activities
		possible faults, tease out existing assumptions about quality of education

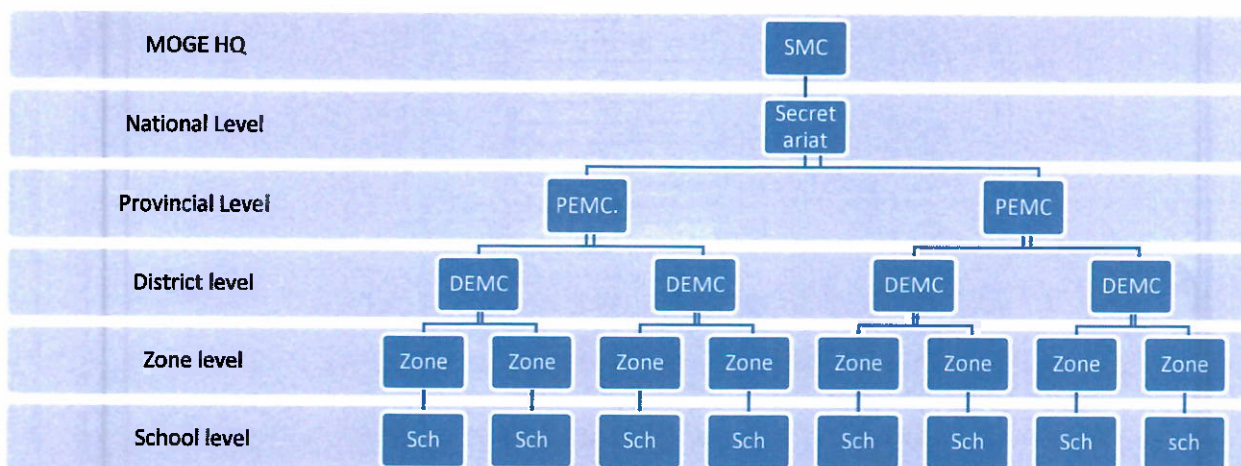
Chapter 4: Coordination and Financing of the Framework

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 workplans 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 MOGE headquarters include the Senior Management Committee which oversees all programme implementation and facilitates the monitoring of MOGE 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 MOGE.

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, MOGE, 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 MOGE 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.

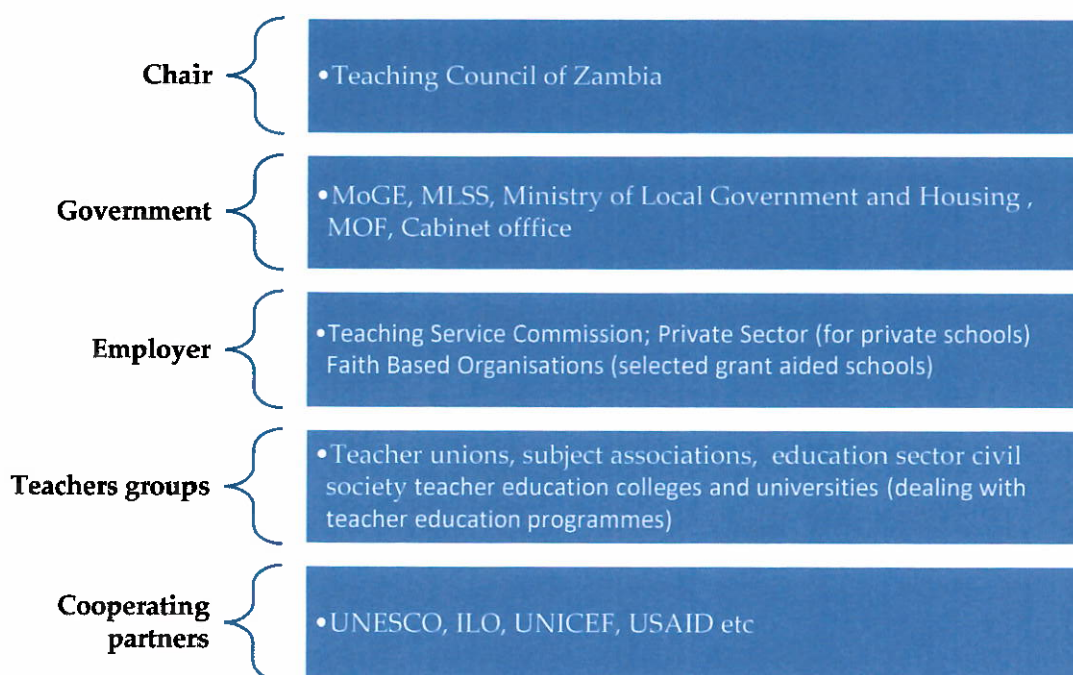
Table 3: Functions of the Secretariat

Functions	Examples
Leadership	<ul style="list-style-type: none"> • 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 MOGE 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	<ul style="list-style-type: none"> • Office and equipment to support the staff • Responsive to public needs • Adequate staffing
Governance structures	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Access to Internet, social dialogue publications, etc. • Information on national and local sustainability issues
Operating procedures	<ul style="list-style-type: none"> • Clear mandate regarding the scope of the work • Clear understanding of roles, rights and responsibilities
Accountability	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 MOGE to address the key concerns of teachers at country and institutional levels
Vision-building	<ul style="list-style-type: none"> • Input from a wide range of stakeholders • Access to accurate sustainability issue research and information
Planning and Information	<ul style="list-style-type: none"> • Facilitate annual work planning

Engagement and retention	<ul style="list-style-type: none"> • Develop Budgets • Develop and maintain the database on social dialogue activities. • 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



4.4 Resource Mobilisation

The implementation plan for this National Framework on Social Dialogue for Teachers will be costed. A separate costed implementation plan has been developed. 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.

For additional resources the Secretariat will engage other stakeholders to supplement budget operations. The corporate companies support through corporate social responsibility will be one such possible financing revenue. It is envisioned that UNESCO and other cooperating partners will provide the initial seed funding, especially for awareness creation.

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. First, these processes provide essential data and insights for drawing lessons, priority setting and forward planning. Second, they offer the assurance that funds are used for agreed purposes. Thus, Monitoring and Evaluation (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. MOGE 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 MOGE 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).

Table 4: Monitoring and Evaluation Matrix

Indicator	Means of Verification	Responsibility
Strategic Objective: Raise awareness and strengthen social dialogue knowledge among education stakeholders such as MOGE, TCZ, TSC, MLSS, teacher unions, teachers etc.		
Number of social dialogue meetings held with different stakeholders (teachers, teacher educators, education leaders, union leaders, MOGE officials, TSC and TCZ)	Reports, minutes of meetings, registers, social media	ILO and UNESCO in Zambia. Social Dialogue Secretariat
Number (by type) of information, Education and Communication materials on social dialogue for teachers developed and disseminated	IEC materials produced and being used at school, district, provincial and provincial levels	Teacher Unions, TCZ, MOGE ILO and UNESCO in Zambia
Number of social dialogue seminars and workshops held	Reports	Teacher Unions, Teaching Council of Zambia, MOGE
Number of media engagements held on social dialogue for teachers	Reports and newspaper cuttings	Teaching Council of Zambia, Teacher Unions and ILO/UNESCO in Zambia
Strategic Objective: Institutionalize Social Dialogue for Teachers in Zambia		
Number of existing structures strengthened for social dialogue	Reports	Zonal Headteachers, DEBS, PEOs and
Open communication strategy free of intimidation for teachers developed	Reports, developed strategy	Permanent Secretary, TCZ
Number of dialogue platforms developed involving key stakeholders at various levels that freely handle teacher issues	Reports	Teacher unions, CSOs, Subject associations, SPRINT/CPD, Teacher Unions
Number of social dialogue plans developed and integrated into the MOGE/Unions plans	Reports, plans developed	
Strategic Objective: Build capacity of stakeholders to participate meaningfully in education policy formulation, sector planning, management and delivery		
Number of policies, laws, guidelines and regulations on social dialogue harmonize	Reports	MOGE, TSC, MLSS, TCZ Teacher Unions
Number of training activities for teachers, teacher educators and education leaders conducted	Training reports, training agendas,	
Number of stakeholders trained in social dialogue	List of participants, Reports	
Number of corporate companies supporting teacher training, education and social events through their corporate social responsibility	Reports, photos	

Indicator	Means of Verification	Responsibility
Strategic Objective: Enhance the capacity of teachers, teacher educators and education leaders to participate effectively in social dialogue with the MOGE, TCZ, TSC regarding policies to increase the effectiveness of teaching and the quality of education		
Number of public awareness and teacher education campaigns on benefits of social dialogue conducted through mass media	Reports	MOGE, TSC, TCZ Teacher Unions
Number of public awareness and teacher education campaigns on benefits of social dialogue conducted through social media	Reports	
Number of physical and online courses on social dialogue for teachers for in-service and pre-service developed	Reports, course outlines, active online courses	
Number of physical and online courses on social dialogue for teachers for in-service and pre-service implemented	Reports, certification	
Number of education stakeholders trained on effective participation in social dialogue	Attendance registers, reports, photos, certification	
Number of learning excursions exhibiting social dialogue best practices among education stakeholders conducted	Attendance registers, reports, photos	
Strategic Objective: Improve the technical and organizational capacity of teachers' organizations (such as unions, and subject associations) to participate meaningfully in education sector planning and delivery		
Number of capacity building workshops (virtually or physically) conducted for education and union leaders at all levels	Attendance registers, reports, photos	MOGE (Information and Planning Directorate), Teacher unions, TSC, TCZ
Number of teacher associations (including unions, subject associations, resource centres) strengthened to be able to integrate teacher social dialogue in their programmes	Reports	
National Continuing Professional Development Framework integrated into social dialogue for teachers	Attendance registers, reports, photos	
Number of Information Education and Communication materials developed to aid the teachers' understanding and appreciation of social dialogue	Attendance registers, reports, photos	
Strategic Objective: Promote the involvement of teachers, key partners and the public in decision making and policy formulation on teachers and educational issues in Zambia		
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	Attendance registers, reports, photos	Teacher unions, TSC, TCZ, MOGE HRA departments

Indicator	Means of Verification	Responsibility
Human resources practices that can improve social dialogue for teachers identified	Reports, minutes of meeting	
Public discussion fora programmes conducted to discuss issues affecting teachers	Attendance registers, reports, photos	
Public discussion radio/TV programmes conducted to discuss issues affecting teachers	Reports	
Strategic Objective: Enhance professional development of education practitioners through the communities of practice.		
Guidelines developed on social dialogue for teachers	report and guidelines	MOGE – Teacher Education and Specialised Department Teacher union education section, Corporate companies
Number of live debates conducted around teacher social dialogue	Reports and photos	
Number of action plans developed and implemented from communities of practice meetings	Quarterly/ annual reports on the activities of communities of practice; attendance registers	
Number of communities of practice formed and functional	Inventory of Communities of practice. Meeting reports	

Appendix 1: References

- African Union (2014). AU Vision 2063 and the Continental Education Strategy for Africa (CESA).
- GPE (2016) *GPE 2020: Improving Learning and Equity through Stronger Education System: Strategic Plan 2016–2020*. Washington, DC: GPE. Available at: <http://2016-11-gpe2020-strategic-plan.pdf>.
- ILO (1966) ILO DECLARATION website: <http://www.ilo.org/declaration>. International Labour Organisation Publications, Geneva
- ILO (2006), *Digest of decisions and principles of the Freedom of Association Committee of the Governing Body of the ILO*, fifth (revised) edition, 2006, para. 498
- ILO (2012). *Fundamental principles and rights at work: From commitment to action*, Recurrent discussion under the ILO Declaration on Social Justice for a Fair Globalization and the follow-up to the ILO Declaration on Fundamental Principles and Rights at Work, International Labour Conference, 101st Session, Geneva, 2012
- ILO (2013). *National Tripartite Social Dialogue; An ILO guide for improved governance*. International Labour Organisation Publications, Geneva
- ILO (2015) Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel, Final report, 12th Session, 2015.
- ILO–UNESCO (2015) Committee of Experts on the Application of the Recommendations concerning Teaching Personnel, Final report, 12th Session, 2015 (ILO, 2015)
- MOE (1996) *Educating our Future*, Lusaka Zambia Ministry of Education,
- UNESCO (2004). *EFA Global Monitoring Report 2005: The Quality Imperative*. Paris: UNESCO.
- UNESCO (2016). *Unpacking SDG 4*. Paris: UNESCO. Available at: <http://unesdoc.unesco.org/images/0024/002463/246300E.pdf>.
- UNESCO (2016) International Taskforce on Teachers for Education For All (2016). *Teacher Policy Development Guide*. Paris: UNESCO. Available at: <http://unesdoc.unesco.org/images/0023/002352/235272e.pdf>.
- UNESCO (2018) *Improving Teacher support and participation in local educational scientific cultural organisation*, United Nations Educational Scientific and Cultural Organisation, Paris, France
- UNESCO Capacity Development for Education for All (CapEFA) (2014). *The CapEFA Programme at a Glance*. Available at: <http://unesdoc.unesco.org/images/0018/001896/189649E.pdf>.
- UNESCO/ILO (1966) Recommendation concerning the Status of Teachers, Paris UNESCO

Appendix 2: Participants to the Validation Workshop

	Names	Position/Organization
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/MoGE
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	MoGE-CDC
9	Mrs. Kapamba Charity	NUPPEZ - Teacher Unions
10	Mr. Peter K Chileya	Private Schools and Collages Association
11	Ms. Mubanga Sambo	MoGE- HR
12	Mr. Mukanda Antony	SESSTUZ- Teacher Union
13	Mr. Saka Sokontwe	ISAZ - Chairperson
14	Mr. Enock Kaluba	MoGE- ECE Directorate
15	Mrs. Victoria Mbandu	BETUZ- Teacher Union
16	Mr. Brian Mumba	Chongwe Secondary School
17	Mr. Ignatius Daka	Director - HR - MoGE
18	Mrs. Brenda Mudenda	PEO- OL - DODE/MoGE
19	Mr. Boniface KalilANJI	ISAZ
20	Mr. Kakunta Kabika	BETUZ- Teacher Union
21	Mr. Chisanga Mumba R	ZANEC
22	Mr. Malambo Luckson	TESS- MoGE
23	Mr. Kabwe Chrispine Kabwe	Planning and Information - MoGE
24	Mr. Foster Kayungwa	TESS- MoGE
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