Introduction
A Social dialogue is a key element in achieving decent and productive work for men and women, in conditions of freedom, equality, security and human dignity. Decent work is achieved through the implementation of its four strategic objectives, with gender equality as a cross-cutting objective: creating jobs with opportunities for investment, entrepreneurship, skills development, job creation and sustainable livelihoods; guaranteeing rights at work for all workers based on representation, participation and enforced labour laws; extending social protection in the form of safe working conditions, respecting family values, provision of health care and social security; and promoting dialogue and conflict resolution through negotiation to solve problems peacefully, involving strong and independent workers’ and employers’ organizations.

In 1966 & 1997, UNESCO/ILO agreed on specific recommendations concerning the Status of Teachers as well as the Status of Higher Education Teaching Personnel, which constitute the main reference framework for addressing teachers’ issues on a global scale. These recommendations set forth the rights and responsibilities of teachers as well as international standards for their initial preparation and further education, recruitment, employment, teaching and learning conditions.

Recent studies have indicated that teacher status is related to aspects of quality education and, more specifically, to socio-cultural and economic contexts, job security, salaries and working conditions, teachers’ professional development, representation of the teaching profession, professional autonomy, social dialogue, and involvement in decision-making.

Why support the development of a Social dialogue framework for teachers?
Due to the rapid expansion of education and the massive enrolment of learners in Sub-Saharan African (SSA) countries, the production of well qualified and trained teachers has not kept pace. The working conditions of teachers leave a lot to be desired. Overcrowded classrooms, few or non-existent teaching resources and textbooks, and minimal or non-existent continuous professional support provided to teachers all add up to the difficult situation encountered by teachers in the process of doing their job. This situation discourages talented students
from joining the profession, thereby affecting the quality of education provided in schools, and resulting in low morale for serving teachers.

Tackling with the fore-mentioned issues in Zambia needs a comprehensive social dialogue framework to strengthen 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. The social dialogue is also needed for the government to make teaching an attractive, first-choice profession with continuing training and development by improving teachers’ professional status, working conditions and support.

The UNESCO Regional Office for Eastern Africa (ROSA) and IICBA are working with the Zambian Ministry of General Education, (MoGE) and the Teaching Council of Zambia through the CapED programme to undertake on the one hand, the formulation of a framework for social dialogue on to address issues concerning teacher status and welfare. The social dialogue framework will provide clear strategies for teachers’ voices to being heard on matters related to their daily practice by participating in social dialogue and decision-making to achieve an improvement in status, the quality and status of education, professional standards and conditions. The framework will highlight strategies for organizing seminars at all levels in which representatives of government, teachers’ organizations and private school employers arrive by consensus at strategies for concrete action to improve the condition of teachers.

**Overall Objective of the consultancy**
The main objective of the consultancy is to develop a social dialogue framework with its costed implementation plan that will promote consensus building and the democratic involvement of teachers in their world of work. Successful social dialogue structures and processes have the potential to resolve economic and social issues, encourage good governance, advance social and industrial peace and stability, and boost economic progress. One of the main objectives of social dialogue is to give teachers through collective bargaining and consultation, a voice in decisions affecting them, thus promoting consensus building and democratic involvement at work.

**Specific tasks for the consultant**
A national consultant has been recruited to undertake and coordinate the situational analysis and the development of the national social dialogue framework. Therefore, the international consultant for this assignment shall provide technical support in terms of peer review of deliverables by respective national consultants to ensure that desired objectives are achieved. Specifically, the international consultant will undertake the following tasks contributing to three key deliverables as follows;

1. **Prepare an inception proposal** based on the project terms of references including the specific activities, time schedules and costed budget appropriations;
2. **Support the development of a social dialogue framework for teachers in Zambia.**
   The consultant will be expected to;
   - **Ensuring that there is a coherent, coordinated, and all-inclusive participatory approach towards the development of social dialogue for teachers;**
   - **Conducting a desk review of relevant literature regarding teacher status and welfare including opportunities for teachers’ voices to be heard along the following key components:**
     - **Collective bargaining** e.g. ensuring that all teachers should have the right to negotiate their salaries and working conditions
     - **Consultations** e.g. utilisation of both formal and informal, in both the public and private education sectors consultation on teacher issues and welfare
     - **Information sharing** e.g. Information sharing appears to occur through a variety of different non-formalized avenues, such as conferences, seminars, workshops and retreats organized by the various education stakeholders e.t.c
   - **providing technical guidance to the national consultant on the development of a draft national social dialogue framework for teachers in Zambia;**

3. **Support the development of a costed implementation plan** for institutionalizing the social dialogue framework;
   The consultant will be expected to;
   - **Review the current implementation strategies for institutionalizing the social dialogue framework in the draft framework and prepare an outline for the costed implementation plan;**
   - **Undertake consultations in collaboration with the national consultant under the support of UNESCO, to finalize and populate the different sections in the draft Social Dialogue framework.**
   - **Prepare a presentation of this plan during the consultative meetings**

   **Co-facilitate with the national consultant during selected consultative workshops and meetings of key stakeholders targeted at providing input and validating draft social dialogue framework; The consultant will be expected to;**
   - **Work with the national consultant to prepare a presentation on the draft social dialogue framework in preparation for the validation framework;**
   - **Provide technical guidance during the stakeholders’ validation meetings;**
   - **Suggest any other components that would strengthen and assist in the attainment of the objectives of social dialogue framework for the Republic of Zambia.**

**Duration of the consultancy**
The consultancy will take a minimum of 30 working days starting with the month of May 2020

**Key Deliverables**
The key deliverables for this assignment will include the following;
- A social dialogue framework for Zambia to be submitted for approval at MoGE;
• A costed implementation work plan that highlights strategies for institutionalising the social dialogue framework;
• Reports from at least two validation workshops.
• A consolidated report on the process of developing the social dialogue framework.
• A power point presentation on the social dialogue framework for Zambia to be presented to the Teachers Council and Top Management of the MoGE.

6.0 Profile of consultant or members of the consulting team:

The candidate is expected to have the following qualifications and skills;
• Advanced academic degree in a related field (preferably education, development, public health education).
• Extensive professional knowledge and at least 10 years’ experience in the field of teacher training, familiarity with Zambia's education system is an added advantage.
• Demonstrated experience in regional review of evidence, literature reviews, stakeholder consultations, analysis and synthesis of findings; excellent writing and communication skills.
• Prior experience with UNESCO, and other UNESCO education programs would be an asset.

7.0 Reporting:
The contract will be managed by the UNESCO - IICBA Office in Addis Ababa in close collaboration with the UNESCO Regional Team in Harare.

8.0 Expression of Interest:
Interested consultants may submit a cover letter and CV together with a brief proposal on the methodology and approach for the assignment to the UNESCO – IICBA CapED Project Coordinator - v.kisaakye@unesco.org not later than 20th April 2020.