# Terms of Reference for the International Expert to provide support towards the development of the Costed Implementation Plan for the operationalisation of the National Framework for Social Dialogue for Teachers in Zambia

## Summary

### Title

Technical support towards the development of the Costed Implementation Plan for the operationalisation of the National Framework for Social Dialogue for Teachers in Zambia

### Objective

To support the institutionalisation of social dialogue for teachers in Zambia through development of the costed implementation plan to help operationalise the approved national framework

### Delivery Approach

With technical guidance by UNESCO IICBA, the **International Consultant** will support the national consultant throughout in developing the costed implementation plan for the approved National Framework for Social Dialogue for teachers in Zambia

### UNESCO Lead Entity

UNESCO IICBA

### Implementation Partner Institution

The Ministry of General Education, with Teaching Council of Zambia as the Secretariat

### Working strategy for developing the-costed implementation

The international consultant provide technical support to the national consultant by undertaking among other the following tasks: i) review of outlined interventions and desired outcomes, ii) undertake cost simulation of all outlined interventions and activities, iii) undertake thorough financial projections and risk assessment of planned activities, iv) develop the budget (including BBB for short, medium and long term) 5 years 2021/2022-2023/2024-2025, v) develop the implementation schedule and other necessary tools which will ensure effective implementation and management of available and mobilised resources.

### Proposed Timeline

- Proposed start date: 15th May, 2021
- Proposed completion: 15th July, 2021

### Targeted Beneficiaries

Teachers at all levels (i.e. ECE, Primary, Secondary)
1. Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) places development capacity for education at the heart of its operational action at country level. In education, this is delivered primarily through its Capacity Development for Education Programme (CapED). In Zambia, CapED works to improve the quality of teachers through teachers’ professional standards, social dialogue, and continuous professional development and gender responsive pedagogies. In light of this, the Ministry of General Education (MoGE) with technical and financial support the UNESCO’s International Institute for Capacity Building in Africa (UNESCO IICBA) and UNESCO Regional Office for Southern Africa (UNESCO ROSA) have supported the development of the National Framework on Social Dialogue for teachers in Zambia. The process, which began with a stakeholder inception meeting in September 2019, later culminated into a situation analysis/study whose findings, informed the development of the national framework which was finally validated in December, 2020 by MoGE's and key stakeholders. The national framework (whose main objective is guide the institutionalization of social dialogue for teachers in Zambia) was finally approved by the Permanent Secretary for the MoGE in April 2021. The approval has now paved way for the development of the costed implementation plan, which will guide the operationalisation of social dialogue for teacher sin the Zambian education sector. Upon completion, the framework with related costed implementation will be launched following which the pilot process will be undertaken.

2. Background and Zambian Context

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.

Social dialogues for teachers in Zambia seem to be in their infancy stage with little evidence about actual involvement of teachers in comprehensive social dialogues. Yet, target 4c of the Sustainable Development Goal (SDG) 4, target 4c is clear and emphatic about the need to 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. Lack of a clear social dialogue framework and institutionalization mechanisms to address teacher concerns can 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.

Alongside the endorsement of the national framework for social dialogue during the inception meeting, partners also welcomed UNESCO's proposal for a situation analysis and this was aimed at understanding the context in relation to social dialogue practices for teachers in Zambia. Findings of the situational analysis report on social dialogue for teachers in Zambia, a precursor to the development of the National Framework of Social Dialogue for teacher. The report revealed that the MOGE has structures at all levels that could be used to roll out social dialogue; there is little or inadequate dialogue between the teachers and the employer – the Teaching Service Commission (TSC) on the one hand, and the Ministry of General Education (MoGE) on the one hand. There is also inadequate/or little dialogue between the teachers and the teacher union leadership.

Furthermore, findings of the situational analysis highlight the fact that little evidence about actual involvement of teachers in comprehensive social dialogue processes. The report noted that 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. Based on the report of the situation analysis undertaken, the following are key highlights of the contextual issues with respective to social dialogue for teachers in the Zambian education sector:

- In recent years, teacher unions and MOGE do not frequently consult teachers on both conditions of service and policy formulation. 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.
- The directorate of workers’ education within each of the five-teacher unions were established to facilitate bargaining process for condition of service and professional development. However, these directorates are almost non-functional as teachers are rarely involved, except in few instances when a small sample of districts and schools are selected.
- The emerging trend is that teachers share information about conditions of service and quality of education through social media platforms such as WhatsApp and Facebook. The social medium groups were initiated by the teachers themselves except for the platforms created by the TCZ. One of the downsides of this form of communication is that unconfirmed reports are sent to teachers, with no mechanism to rebut them.
- The role of the local education groups, TCZ and other partners in ensuring participation of teachers in the development, implementation, monitoring and evaluation of education policy is yet to be established.

There is a lack of a social dialogue framework and institutionalization mechanism to address teacher concerns, which can lead to increased incidences of unprofessional teacher conduct and growing dissatisfaction among teachers and the use of strikes.

3. Rationale for institutionalisation of social dialogue 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 has significantly lagged behind. Equally, 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. Moreover, pay levels for public sector workers—and especially teachers—are a constant source of controversy.

In many countries in Sub-Saharan Africa, protests and strikes suggest that salaries are low, while simple comparisons to average national income per capita suggest that it is high. The study undertaken by David et al. (2020) from 15 African countries, along with five comparator countries from other regions revealed that in several countries, teachers’ monthly salaries are lower than other formal sector workers with comparable levels of education and experience. With higher national incomes, the absolute value of teacher salaries rises, but they fall as a percentage of income per capita. Clearly, 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.

Resolving these issues in Zambia is the reason which UNESCO supported the development of the national framework, which now need to be accompanied by the costed implementation plan. This is critical in order to strengthen mechanisms for institutionalized social dialogue for teachers and their representative organizations; ensuring their full participation in the development, implementation, monitoring and evaluation of education policies and programmes. Social dialogue is also needed for government to make teaching an attractive, first-choice profession with continuing training and development in order to improve teachers’ professional status, working conditions and industrial harmony for improved delivery of quality education.

Having finalised the national framework for social dialogue for teachers, a costed implementation plan is therefore, critical in order to guide the implementation of the interventions/activities outlined in the national framework. The implementation plan will thus, play a huge role in the operationalisation of the national framework by providing a clear and detailed cost structure for organizing and managing social dialogues activities in Zambia thereby contributing towards improved quality of teaching, learning and leadership especially at the school level.

In general, the approved national framework and its accompanying costed implementation plan will help maintain and enhance the knowledge and skills needed by teachers to deliver professional and quality teaching services to all learners at all levels in Zambia. In particular, the costed implementation plan will help operationalise the framework thereby ensuring that teachers’ knowledge stay relevant and up to date with changing global trends of the teaching profession whilst anchored on the revised education policy and other legal provisions meant to enhance the delivery of quality education in Zambia.

4 Purpose and Objectives of the consultancy

Purpose:
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

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economic progress. In addition, social dialogue gives teachers through collective bargaining and consultation, a voice in decisions affecting them, thus promoting consensus building and democratic involvement at work.

Thus, the purpose of this international consultancy is to support the national consultant in developing the costed implementation plan to guide the operationalisation of the approved national framework for social dialogue for teachers in Zambia. The overall goal is to promote consensus building and the democratic involvement of teachers in their environment of work.

Objectives:
In order to execute this assignment effectively, the international national consultant will be recruited to work closely with the national consultant including planners and budget experts at the MoGE, TCZ, and Teacher unions among other stakeholders. In terms of the working strategy, the consultant will be expected among other tasks to;

i) review of outlined intervention and desired outcomes,
ii) cost all outlined interventions and activities,
iii) undertake thorough financial projections risk assessment for planned activities,
iv) develop the budget (including BBB) for short, medium and long term) 5 years 2021/2022-2023/2024-2025,
v) create and delegate implementation plan for tasks and
vi) develop the implementation schedule and other necessary tools which will ensure effective implementation and management of available and mobilised resources.

5. Specific tasks for the international consultant

A wide range of tasks will be undertaken beginning with the inception report to the submission of the final costed implementation plan, which will be incorporated (as one document) into the approved National Framework for Social Dialogue for Teachers in Zambia. To achieve this objection, a national consultant will be recruited to lead this process at national level while the international consultant will be required to support the national consultant mainly through planning how the assignment will be executed and technical peer review of the deliverables before submission to UNESCO, government and partners. Specifically, the international consultant will undertake the following tasks contributing to three key deliverables as follows;

i. **Provision of technical support to the national consultant in planning, preparing and submission of the inception report** detailing how the methodology for executing the assignment, specific activities, time schedules and accurate/simulated costed budget projections. The initial part of this assignment shall also include the design of the template to be used for detailed budget simulation by the national consultant with the national education planners and budgeting officials at the Ministry of General Education in Zambia.

ii. **Work closely with the National consultant, UNESCO CapED National Coordinator** based in Lusaka, Zambia and Regional CapED Coordinator from UNESCO IICBA in facilitating a planning meeting with the planners and budget experts from MoGE, TCZ, teachers unions and other key stakeholders to design a simulation model/structure for costing the interventions and specific activities (outlined in the approved framework) over the specified period of time
iii. Provide technical/peer review support in identifying and reviewing the implementation strategies for institutionalizing the social dialogue activities and prepare a detailed outline for the costed implementation plan;

iv. Provide technical support through the review the outlined interventions and desired outcomes, indicators including developing a detailed budget (including BBB) for short, medium and long term) 5 years from 2021/2022-2023/2024-2025, and implementation schedule and other necessary tools which will ensure effective implementation and management of available and mobilised resources

v. Thoroughly review full draft of the costed implementation plan before submission by the National Consultant to UNESCO and partners (MoGE, TCZ, teachers’ unions).

vi. Provide technical support through peer reviewing of the revised framework based on the consolidated feedback received from government and partners.

vii. Support the national consultant in preparation a detailed presentation of the costed implementation plan for presentation during the consultative/validation meeting to be organised by UNESCO.

viii. Provide any other technical advice to UNESCO that would strengthen and assist in the attainment of the objectives of social dialogue framework for teachers in Zambia.

6. Duration of the consultancy and key deliverables

The consultancy will be implemented within 20 working days from May 15th to 15th July, 2021.

7. Duration of the consultancy and key deliverables

The key deliverables for this assignment will include the following:

- a) Deliverable 1: Upon signing of the contract and submission of the inception report detailing the approach or methodology about how the assignment will be undertaken

- b) Deliverable 2: Submission of the draft the costed implementation plan with detailed budget breakdown (including BBB) for short, medium and long term) 5 years 2021/2022-2023/2024-2025, and implementation schedule and other necessary tools which will ensure effective implementation and management of the available and mobilised resources;

- c) Deliverable 3: Submission of the final and consolidated costed implementation incorporated feedback from UNESCO and partners. The National consultant will also develop a detailed presentation of the framework and costed implementation plan to be shared during the national launch

8. 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.

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

10. 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 14th May 2021.