

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the page, framing the central white area where the text is placed.

# THE ROLE OF THE UNION (ZNUT) IN THE DEVELOPMENT OF ECE WORKFORCE IN ZAMBIA

# CONTENT

1. ROLE OF THE UNION AT WORK PLACE
2. BRIEF REVIEW
3. COLLABORATIONS
4. SOCIAL DIALOGUE
5. LEARNING THROUGH PLAY
6. CHALLENGES
7. SUCCESSES
8. WAY FORWARD
9. CONCLUSION

# TRADE UNION

## 1. GENERAL OBJECTIVES

2. Provide collective strength to ECE teacher;
  - Fighting as group to avoid exploitation by the employer;
  - Based on the common saying that united we stand, divided we fall, or
  - An injury to one is an injury to all.

# TRADE UNION Cont

## ZNUT Objectives

To negotiate for better salaries and conditions of service with the employer

To improve the working conditions at the workplace

To handle teacher grievances

To ensure proper implementation of the workers and their welfare policies

To establish industrial peace by improving workers and employer relations

To promote a high code of professional excellence.

To give financial literacy and assistance to members

To promote gender equality and equity among teacher members and fight School Related Gender Based Violence.

To promote early childhood education in Zambia.

To promote and advance the interest of the young teachers.

# The overall Specific objective

In 2015 we formulated a ZNUT ECE policy

- PROVIDE Quality ECE services in both private and public ECE centres and to advocate for decent work.
- Unionise ECE teachers.
- 1. Collective bargaining for better conditions of service.**

Negotiate with the employer

## **2. Provide workers education and training.**

Equip ECE teachers with right with the employer

Explain their conditions of service

Encourage them Professional advancement

Empower them with necessary knowledge

### **3. Grievance Handling**

Protect ECE teachers interest and their rights

Speak on their behalf

Represent them

# BRIEF REVIEW

- Just after attaining independence ECE was under local Government
- Mostly carried out in urban areas through the initiative of individuals, parents, and private organisations
- In 2013, ZNUT influenced Government to transfer overall responsibilities of this sector to be supervised by MOGE by then MESVTEE.
- In the same year, government introduced ECE in selected public schools

- By then, most of pre-schools were owned by private sector
- They aimed to raise money through higher school fee.
- Few Zambian children afforded the fees.
- In some rural areas, pre-school was unheard off.
- Because of fee-association, many children from low-income-poor families did not enjoyed the benefits of Education at this level.



- Unfortunately even the existing pre-schools lacked adequate infrastructure and qualified personal.
- Not only that, many of those private owned pre-schools employed unqualified teachers who were poorly paid.
- Teachers lacked in-service training, they did not even understand and even belonged to any collective bargaining unit because they were not unionized.



ZNUT acknowledges that ECE is a fundamental right of every child to education

ZNUT also acknowledged the importance of this level of education as it eradicate poverty and

It contribute to the holistic development of child

# COLLABORATION OF ZNUT WITH BUPL

- In 2015 ZNUT partnered with the Danish Union of Early Childhood and Youth Educators BUPL
- Both Unions acknowledges ECE, as a fundamental rights of Every child.
- Both unions (ZNUT & BUPL) strongly supported the Sustainable Development Goals No. 4.2 which stated that “By 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

# OUR GUIDING PRINCIPALS

## SOCIA DIALOGUE

- ZNUT guiding principals on ECE are in accordance with both.
- The National perspective and
- The international Resolution, declarations conventions and guidelines

*SHOW THE POLICY GUIDELINE (ITS COMPONETS).*

- As a labour movement we also recognize:
- Industrial and Labour Relations ACT,
- More especially the ILO convention rights of workers
- It allows ECE teachers to join unions of their choice

# STRATEGIES ADVOCATING FOR ECE

- ECE should be a public service good and an integral main agenda of the Education System of Zambia.
- ECE should be provided free of charge and be available to all children.
- Pedagogical status should be provided for all teachers.
- ECE teachers must have the same rights, status and entitlements equivalent to all other teachers.

# IMPLEMENTATION

- We aimed to sensitize partners involved in the provision of ECE in the nation
- These are; our teachers members, school administrators i.e. Head teachers, parents (the community), tradition and civic leaders.
- These partners are met separately;
  1. **teachers were sensitized on;**
    - ILO guide lines
    - Code of conduct etc.
  2. **Head teacher were sensitized on;**
    - Requirements in the Centre
    - On how to solve ECE
  3. **Parents are sensitised on how they can be encouraged to support ECE activities**

# LEARNING THROUGH PLAY (LTP)

- ▶ With the knowledge that children learn best in an environment which allows them;
  - exploration
  - Discovery and
  - play
- ▶ Focus of ECE is to promote Learning Through Play through guided and unguided play.
- ▶ It must be smooth transition to formal education Grade One.
- *Show the booklet*



❖ Early Learning and Development Standards for Zambia (0-6 years) has the following six developmental domains;

- Approaches to learning
- cognitiveDevelopment
- Language, Literacy, and Communication
- Physical Development and Well-being
- Social and Emotional Development
- Spiritual and Moral Development.









No talking while eating

Games

T-Shirt  
Socks  
Shorts

Cookie Joe Shorties

mondi



Classes  
Tea pot  
Ball  
Shirt  
T. Shirt  
Socks  
Pe  
Press



mondie

imne  
00



















# CHALLENGES

- Poor infrastructure
- Lack of teaching and learning materials.
- Lack of decent employment which has caused high Teacher - pupil ratio.
- Lack of equity by our employer ( not put rightful scales/not paid their rural and remote allowances etc.
- We did not reach out to other stakeholders like traditional, leaders politicians etc.



# SUCCESSSES

- Trained about 375
- Sensitized ECE personnel i.e. ECE teachers, Supervisors (head and senior teachers), and parents.
- influenced government through MOE to harmonize ECE curriculum policy.
- Production of ECE literature i.e. LTP, SD manual and teaching and learning materials.
- Formulation the ECE Annual Work Plan to streamline efforts to improve the provision of ECE.

# WAY FORWARD

## 1. Lobby government to;

- employ enough qualified ECE personnel i.e. (3) class teacher, assistant teacher and care giver.
- Influence government to make ECE mandatory entry into Grade one.
- Unify ECE curriculum
- Advocate stand alone ECE centres
- Influence the employer to build more play packs.

## 2. intend to role out the two programs to all provinces, although at the moment we want extend to Central, Lusaka rural and part of Eastern Provinces.

- Some trained ECE Cooperbelt teachers shall be used as Trainers of Trainers. (ECE Ambassadors).

# CONCLUSION

- We (ZNUT) remain focused on our role in advocating on behalf of our ECE teachers.
- We remain resolute to working in collaboration with our/other partners on common grounds e.g.
- For improved conditions of service of ECE teachers
- Better funding of the sector finally, ZNUT recognizes that unionization of our EDC educators is another important development and we welcome any queries or feedback.
- Learning is always better through our peers