

SCHOOL MANAGERS TRAINING ON SOCIAL DIALOGUE



DISTRICT: CHIRADZULU

END OF TRAINING REPORT

COMPILED BY: Chiradzulu District Team

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List of acronyms

CDSS	Community Day Secondary School
COVID-19	Corona Virus Disease (found in 2019)
DEM	District Education Manager
DoPE	Desk Officer for Primary Education
DoSS	Desk Officer for Secondary Schools
DTED	Directorate of Teacher Education and Development
PIM	Providence Industrial Mission
SHED	Shire Highlands Education Division
TDC	Teacher Development Centre
TUM	Teachers Union of Malawi

List of Facilitators

Hartley Kalua	MASSHA President (SHED)	Team Leader
Maziko Fannyce Mittawa	DoSS (SHED)	
Caroline Mbewe	MASSHA (SEED)	
Madalitso Chidati	MASSHA (CWED)	

REPORT OF THE SOCIAL DIALOGUE TRAINING CONDUCTED IN TWO CENTRES IN CHIRADZULU DISTRICT

1.0. Background

In Malawi and the world over, disagreements between employees and their employers are not uncommon. Such disagreements lead to industrial actions, which take different forms like strike, demonstrations, stay away *inter alia*. Such actions have a tendency to paralyze systems thereby affecting gravely on service delivery. Often times than not, such actions are needless if systematic conversations were employed to resolve them. Like in the case of a stay away that Teachers Union of Malawi (TUM) took to force government to pay teachers risk allowances in light of the COVID-19 pandemic, left learners in all public schools (both primary and secondary schools) unattended to for about three weeks. This infuriated the students who began to show their discontent by causing social upheavals that led to vandalism of infrastructure and property. In order to avert the negative effects that arise due to unnecessary conflicts between employees and their employers, and to promote consensus building and the involvement of all main stakeholders in the workplaces, social dialogue is the key. The construct of Social Dialogue expounds all types of negotiation and consultation, as well as the exchange of information between, or among, representatives of governments, employers and workers, on issues of common interest relating to economic and social policy.

Cognizant of the need to bring favorable working milieu and positive engagement among various stakeholders in the education sector, the Directorate of Teacher Education and Development (DTED) in the Ministry of Education, with funding from UNICEF, organized trainings on social dialogue for head teachers for public schools.

The trainings were conducted for both primary and secondary schools in four districts of Malawi namely; Mzimba, Nkhata-bay, Chiradzulu and Chikwawa. This report thus highlights the training that was conducted in Chiradzulu district.

1.1 Training Rationale

The training was meant to equip school managers with knowledge, skills, models and best practices in resolving conflicts with all stakeholders in their respective institutions. It was envisaged that through the training, school managers would put in place systems that would institutionalize social dialogue in their schools.

1.2 Objectives

By the end of the training on social dialogue for school managers, it was envisioned that participants would be able to;

- i. describe what social dialogue is and how it is done
- ii. explain the forms and models of social dialogue
- iii. apply context of social dialogue to local set up
- iv. describe conflict management and resolution
- v. engage in negotiations with employers

1.3 Training participants

Participants were fifty-one (51) Head teachers drawn from both public primary and secondary school in Chiradzulu district. The table below aggregates the participants per sub-sector.

	Primary school	Secondary schools
No. of Head teachers	25	26

It is worth noting that in the initial plan, fifty head teachers were earmarked for the training in Chiradzulu. This excluded Mwanje CDSS, which has just been opened. It therefore took the intervention of the DoPE at the DEM's Office to have the school included.

1.4 Training Methodology

The training took a phased approach due to two prevalent factors namely;

- i. Distance from the TDCs
- ii. Seating capacity for the TDC

Considering the topography of the district and the locations of the schools, there were two centres that were identified as centres for the training namely; Nyungwi TDC (for schools on the western side of the district) and Malavi TDC (for schools on the eastern side).

The table below shows the distribution of participants per training centre and the dates when the training took place.

Date	Centre	Number of participants	
		Primary	Secondary
08 th July, 2021	Nyungwi TDC	15	10
09 th July, 2021	Malavi TDC	10	16
TOTAL		25	26

The list of the schools per centre are as given below;

Nyungwi TDC

S/N	Primary schools	Secondary schools
1	Chikanga	Chiperere CDSS
2	Chikuli	Chiradzulu CDSS
3	Gologota	Makuwa CDSS
4	Lirangwe	Malimba Day SS
5	Matete	Namadzi CDSS
6	Mbulumbuzi	Namaka CDSSS
7	Mombezi	Namalamba CDSS
8	Midule	Nankhundi CDSS
9	Namaka	Njuli CDSS
10	Namikhate	Nkhande CDSS
11	Ndunde	
12	Nkhande	
13	Nyungwi	
14	Phinda	
15	St. Lawrence	



Figure 1: Participants posing for a group photo at Nyungwi TDC. Seated second from left is the DoPE, Madame Chibani

MALAVI TDC

S/N	Primary schools	Secondary schools
1	Goleka	Chigodi CDSS
2	Litchenza	Chikangulu CDSS
3	Malavi	Chiradzulu SS
4	Montfort Girls	Malavi CDSS
5	Namachete	Mapesi CDSS
6	Namitambo	Masalani CDSS
7	Nguludi	Muhasuwa CDSS
8	PIM	Mwanje CDSS
9	St. Michael's	Namadidi CDSS
10	Thuchila	Namipingo CDSS
11		Nguludi Day SS

12		Nkhande CDSS
13		Nsoni CDSS
14		PIM CDSS
15		St. Louis CDSS
16		St. Patricks SS



Figure 2: Group photo of Participants at Malawi TDC. Seated second from left is Madame Chibani, the DoPE for Chiradzulu

2.0 Topics Covered

During the day- long training, at each centre, participants were taken through the following topics:

- i. Introduction to Social Dialogue
- ii. Forms and Enabling conditions for Social Dialogue
- iii. Models of Social Dialogue



- iv. Conflict Resolution, and
- v. Negotiating with employers



Figure 3: Simulation of forms and enabling conditions for social dialogue

3.0 Outcomes

At the end of the training, it was observed from the participants' sentiments and statements, that it had achieved its intended objectives. The participants demonstrated ability to:

1. describe what social dialogue is and how it is done
2. explain the forms and models of social dialogue
3. apply context of social dialogue to local set up
4. describe conflict management and resolution
5. engage in negotiations with employers

These were demonstrated through their active participation in the discussions, role plays and other activities that were designed to facilitate the learning process. Participants expressed satisfaction that they have benefited a lot and that knowledge



and skills gained will be put to good use in order to abate and manage conflicts in their various institutions.

4.0 Challenges

Every road has a bend and for this training the notable challenge that members expressed bordered on transport allowances. This transport fare was given at a flat rate of K4, 500.00 without taking into consideration of the distances participants were coming from.

5.0 Recommendations

The following are the recommendations that we are putting forward by the participants:

- i. Time was too short to finish the training module. Participants stated that the training is very critical as such, it needs more time not just 1 day as it was.
- ii. Considering the importance of the training, it is recommended that it be rolled out across the country for all Head teachers and teachers to benefit. It can begin at cluster level
- iii. The training should not be a one-off thing but on-going.





Figure 4: Facilitator in the thick of things

6.0 Conclusion

The training on Social Dialogue has not only been an opener to many head teachers but also very enlightening as it will help minimize loss of learning time for students due to frequent industrial actions that come about due to misunderstandings between employers and employees. Besides, the knowledge and skills gained from this training will help school managers to improve their working relationships with those under their charge as well as communities around them. As MASSHA team, we are very appreciative to DTED for entrusting us with the responsibility to facilitate the training in Chiradzulu. We have gained quite a lot from the training and the working relationship that was there between the monitoring team and us. It is thus our considered opinion that this working relationship between MASSHA and DTED will be sustained towards enhancing professionalism among Head teachers and thus improve on the quality of our education and management of our institutions.



