

THE GAMBIA TEACHERS UNION



FIVE-YEAR STRATEGIC PLAN

GTUSP

2015 - 2019

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A. INTRODUCTION

The GTU 2014 -2019 Strategic Plan is aimed at deepening the Union's existing direct support and services over time for improved performance. This was premised on thorough analysis and utilisation of opportunities. The reforms are envisaged and form the basis for broader interventions in creating and ensuring equal opportunities on: access to training and education; gender equity; addressing matters of regional disparities with regards promotion of teachers; general wellbeing of our members and the effective and efficient utilization of the national education budget.

In this process, Management is cognizant of its moral duty in ensuring and enhancing a more independent, democratic, recognized and effective teacher-representative body. The Union is committed to investing resources and will tremendously pursue the acquisition of a Collective Bargaining Certificate. This will ensure a system of determining teachers' salary and conditions of service serving as an impetus for the attainment of our corporate goals and negotiating terms and conditions of service for teachers in the country. More importantly, it will guarantee a more structured way of channeling emerging issues of discontent from our members.

The ratification of ILO Convention 98 by The Government of the Gambia guarantees the right to Collective Bargaining and strikes therefore presenting a relatively more conducive operating environment for the Union. Equally, Part XIII of the Labour Act 2007 of the Gambia 107– Freedom of Association states that *“workers and employers have the right to establish and join workers' and employers' organizations of their choice in accordance with the Constitution and Laws of the Gambia”* and Section and 108 (1) states that *“workers' and employers' organizations have the right to draw up their constitutions and rules, to elect their representatives, to organize their administration and activities, and to formulate their programmes in full freedom, subject only to the Constitution of the Gambia”*. Both instruments consolidate Section 25 of the 1996 Constitution of The Gambia (Freedom of speech, conscience, assembly, association and movement).

It is hoped that with broader participation and involvement, the Leadership will take sustained responsibility and properly represent education and teachers in all relevant fora. There is no doubt that the ripple effect of such anticipated success on the provision of better working conditions for our members will be guaranteed which is a recipe for sustained education campaign and development.

B. STRATEGIC DIRECTION, VISION, MISSION AND CORE VALUES

The Gambia Teachers Union (GTU) was founded on the 9th February 1937. It continues to remain as the main pillar of a sound and progressive 'professional' body in country representing teachers and (other) education workers. The GTU remains the soul national affiliate of Education International (EI), the global union of teachers and education workers and our core business includes:

- Providing means whereby the collective views, opinions and decisions of our members can be expressed;
- Promoting and maintaining quality public education for all;
- Ensuring improved working conditions for our members;
- Engaging in policy dialogue;
- Providing the requisite leadership and guidance for the membership;
- Protecting members' rights and interests;
- Supporting linkages and networks;
- Engaging in consciousness raising on the rights and responsibilities of our members;
- Providing socio-economic services and
- Influencing and organising debates and symposia on topical issues

The Union engages itself in sharing knowledge and ideas, experiences and best practices on issues affecting our staff and the general membership; highlighting barriers to women's participation in union and national development matters; sensitizing potential members on the products and services of the Union with the aim of recruiting them and as well as evaluating the level of achievements for strategic planning.

As indicative of the principles governing the Mission and Core Values of the Union, coupled with the opportunities and threats in the current environment, 2015 will form the basis for assessing and deepening our approaches and strategies to work by engaging partners and through a broader array of community resources, and exploring the feasibility of actively engaging our volunteers.

- i. **Vision Statement:** 'A national teacher organization that embraces all (other) education workers; seeks to ensure a highly trained, skilled, qualified, committed, protected and well-motivated membership through dialogue and other advocacy strategies with high democratic values'.
- ii. **Mission Statement:** 'To effect an organization of all teachers and (other) education workers within a national union of teachers which is the ultimate guarantee for the protection and promotion of the rights of our members. As an organization, we will endeavour to enhance the employment conditions of our members through collective bargaining and the provision of social and other relevant services'.

iii. **Core Values:** The following core operating values influence the culture and image of The Gambia Teachers Union as an effective teacher organization serving teachers and other education workers country-wide:

- a. **Responsiveness:** seeking solutions that meet the needs and requirements of our members through collective bargaining and the provision of social and other relevant services;
- b. **Respectfulness:** continuing respect for the opinions of our members, encouraging each one of them to take responsibility of his/her own actions and deeds, and helping to shape these based on the common interest of all;
- c. **Integrity and Accountability:** having a high level of integrity in our administration, service delivery mechanisms, governance and outreach activities and programmes as dictated by our common goal and aspirations;
- d. **Partnership and networking:** working with and through a wide range of partners in the spirit of mutual benefit and consent;
- e. **Financial Sustainability:** striving to deliver on our mission with thoughtful strategic choices that ensure we have sufficient financial resources. The Social and fund-raising sub-committee of the National Executive Committee of the GTU and its constituent structures continue to endeavour to achieve our corporate financial target.

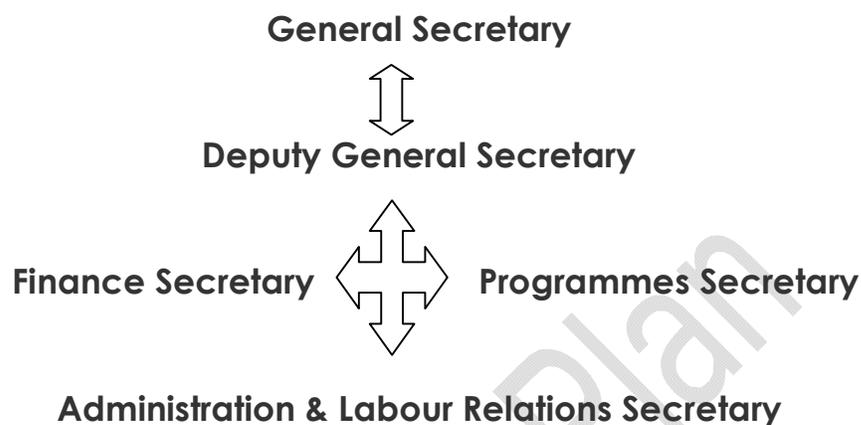
C. OBJECTIVES

The primary objective of the GTUSP 2014 -19 remains:

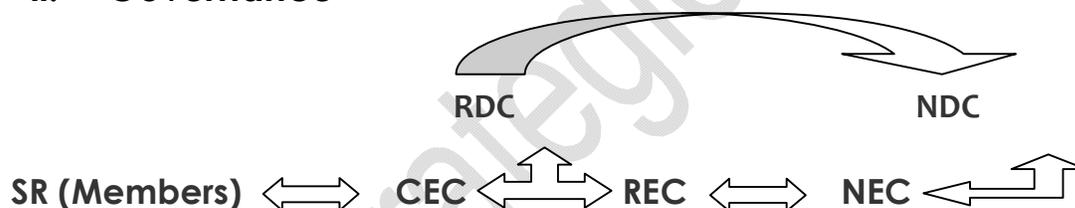
- To promote good governance, democracy and human rights for a more participatory membership
- To increase membership by 5000;
- To strengthen capacity and enhance operational efficiency and effectiveness of the Secretariat;
- To enhance mutual partnership by strengthening the existing bilateral co-operations between the GTU and its sister organizations and promoting synergies;
- To enhance stability and productivity by promoting equal opportunity and shared understanding of the principles and ideals of the Union

D. ORGANOGRAM

i. Administration



ii. Governance



E. STRATEGIES

i. Fundraising And Resource Mobilization

Mobilizing enough funds to meet the ever-increasing demands of members and for our general advocacy work has been and continues to pose serious challenges for the GTU NEC. For decades, membership dues remain the most important source of funding for the GTU. It remains close to 65% of our annual income. However, despite this, Management is faced with the challenges of unionizing all potential members, thus losing substantial sums of money on annual basis.

As a long term strategy, Management is committed to embarking on a building project to strengthen the funding capacity of the GTU and as well raise the image and public esteem of the Union. It is hope that the edifice, which is going to be a state-of-the-art infrastructure, will generate enough revenue from rent of office space at the end of the lease period. Liquidity of the Union will be strengthened and NEC will be able to conduct research to inform its advocacy, lobbying and campaigns. Improve on its governance and membership drive as well as effectively monitor and evaluate programmes and activities of the GTU. The final agreements and construction exercise will commence and be finalized.

The Union was receiving direct budget support from Laraforbundet of Sweden over the years but phased out. ActionAid International – The Gambia has also been supporting the Promoting Rights in Schools programme and still open to further development co-operation. Other programme and logistical supports come from the Ministry of Basic and Secondary Education (MoBSE) through the provision of small grants for strategic interventions such as sensitization campaigns in curb examination malpractice, National Assessment Test absenteeism and use of . The Unions sensitization campaign on the use of the School Improvement Grants (SIG) was also funded by MoBSE at a tune of over Two Hundred Thousand Dalasis.

ii. Partnership Building And Networking

Dynamic partnership based on exchange of experiences in the Union and educational field and as well as ensuring and enhancing better employment conditions for our memberships on one hand, and on common initiatives aiming at strengthening work relationship between the Union and its development partners is deemed crucial.

The Gambia Teachers Union (GTU) is a National Union of Teachers and (other) Education Workers. It is so far the only representative of Education International (EI) in The Gambia and this has resulted in extensive recognition at the global and regional levels. Through networking and collaboration, this has facilitated knowledge sharing. Through harnessing synergies from different walks of life and within the sub-region, the Leadership believes that through collaboration, phenomenal outcome could be yielded through partnership.

The 2014 to 2019 Strategic Plan will generate a profile of potential partners and sign, where necessary, agreements. Exchange programmes will be encouraged and efforts will be geared towards building solidarity and mutual cooperation among sister organizations. GTU NEC will initiate the establishment and revival of the West African Teachers Organization (WATO) and the Gambia National Bureau of Trade Unions.

iii. Good Governance And Labour Relation

The benefits of sound regulatory frameworks and environment are certainly anticipated to respond to new learning as well as the dynamics and shifts in the global world. These are all fully reflected in this Strategic document and by extension, factoring the special mandates of the GTU NEC and the Secretariat.

For legitimacy and voice, good governance yields: democratic context; decentralisation in decision-making; collaborative management and stakeholder participation. It also guarantees consistency with national standards, compliance with international standards, existence of legislative direction, clear objectives,

authority, and viable administration, demonstration of effective leadership, vision, support and effective implementation. Efforts will be geared towards enhancing cost effectiveness, sustained capacity to undertake required oversight functions and proper co-ordination and operations.

Management has a responsibility to provide the requisite leadership to facilitate, coordinate and harness the activities, energies and resources of the Union towards attainment of its Vision.

iv. Capacity Building

The GTU continues to implement programs that are improving the quality of teaching and learning and improving the employment conditions of its members and we are often doing so against heavy odds and with very limited resources. The success that we have demonstrated in addressing social and professional issues has generated increased demand for our services both by our members and partners. Government is increasingly turning to the Union as potential service providers and partners in tackling our most pressing social and professional issues. We now recognize that most of these issues – such as teacher recruitment, promotion and discipline; effective and efficient payment of teachers' salaries; policy dialogue – are “ever ending” challenges in our lifetime, and therefore will require stronger organizations like the GTU to continue to support address them. By implication, the Union has an obligation to seek new and even more effective ways of making tangible progress towards our mission, and this requires building our organizational capacity.

However, the Union focuses more on creating new programs and keeping administrative costs low instead of building the organizational capacity necessary to achieve our aspirations effectively and efficiently. This is so, given that the Leadership's continuous use of the traditional plans and budget framework coupled with the fact that donors and funders also have traditionally been more interested in supporting an exciting new idea than in building an organization that can effectively carry out that idea.

In our bid to ensuring a more vibrant national union of teachers, we must recognize that excellence in programmatic innovation and implementation are insufficient for the Union to achieve lasting results. Great programs and efficient services need a greater organization and the only way to build a great organization is to build capacity particularly in IT, Labour Relations, Law and (other) relevant skills.

This strategic plan is geared towards sustaining programmes by embracing the concept of capacity, ownership and alignment to organizational benefits, needs and interests. Building capacity of staff, NEC and RECs and raising awareness of partners in education advocacy is deemed an effective way of sustaining our programmes.

v. Communication

Studies have shown that the most common impediment to an organization's ability to develop a strategic communication plan is lack of time. Since communication planning is rarely written into anyone's job description, it is an easy target for never becoming an organizational priority. In the GTU, communication planning has never been considered as required and as such, the process often loses momentum. This Strategy has been identified as one of the key objectives to create a means that accommodates the very real time restrictions the GTU continues to be challenged with over the years.

Secondly, one of the major challenges the Union is faced with, is lack of experience in this specific area. Thus, hindering our ability for quite a long time in prioritizing the areas of information need to be gathered and evaluated, but one that also provides concrete suggestions for how to gather that information.

All necessary means will be explored and the web site will be updated and functional. The publication of 'The Teacher' newsletter will be sustained.

vi. Advocacy And Bargaining

Considering the outcome of the global meeting of the UN Thematic Consultation on the Post 2015 Education Agenda hosted by the Government of Senegal in Dakar on March 18-19, 2013, and the fact that the Union did not participate, the need to re-strategize advocacy for a 'proper' inclusion of education in the Agenda is eminent. The event involved Member States, youth groups, the private sector, civil society organizations, experts and UN representatives and aimed at reviewing progress and challenges, proposing a way forward for education in the Post-2015 development agenda.

In light of the above, the GTU advocacy programs both local and international will focus on monitoring the developments and trends on the analysis of existing education proposals, Education for All (EFA) regional meetings as well as consultations with civil society and the private sector, with voices from over 100 countries and 18,000 individuals. We will share our input at any appropriate moment and platform.

We intend to advocate for prominence of the goal "*equitable quality lifelong education and learning for all*" which is termed as an overarching education goal to realize the world we want. We frown against any move to 'neutralize' education.

vii. Membership Education And Training

The membership has the right to be informed. The impact of a well-aware membership on the growth and development of the Union will enhance sustainable

membership growth and promote sustainable education service delivery. Members will learn about their roles & responsibilities and will be able to further articulate the interest of the organization. It will also help increase the active participation and contribution of all stakeholders on teacher-welfare and development issues at national level. Through continued participation and knowledge sharing among the diverse partners and through the provision of learning opportunities to learn different organizational culture and operational strategies. A stronger network between the GTU & its sister organizations will be achieved.

Similarly, through strengthened institutional capacity and enhanced operational efficiency and effectiveness of the GTU, the relationship between the general membership, the Secretariat and the NEC and its organs will be enhanced.

GTU Strategic Plan

F. RESULTS MANAGEMENT FRAMEWORK

Capacity Constraints	Baseline	Objectives	Target or Beneficiaries	Activities Or Initiatives	Responsible	Outcome indicators	Assumptions Or Risk
1) Inadequate Fundraising Activities	Very low funding base Lack of guidelines	Increase funding capacity. To strengthen the Union	Schools, communities and partners	Project proposals Member Recruitment Annual Subvention Affiliation fees	NEC & Secretariat	Increase in revenue base Increase in programs and activities	sustainability Results Increase in revenue.
2) limited numbers of signed MOU with Partners	Low	To strengthen bilateral cooperation between the GTU and its partners	Partners	Map out Develop and sign proposals	Secretariat and NEC	Four agreements signed	Exclusion Sound partnership Emergence of New organizations Increased commitment
3) Inadequate knowledge of labour matters & weak governance capacity	Limited knowledge of the labour related laws Limited governance experience	Empower the leadership and membership	General membership, NEC and Secretariat	Conduct capacity building session Develop a module NEC and Committee meetings Congress Meet The Teacher Tour CCM	NEC and secretariat	Increased number of labour related matters. Quarterly meetings held MTRD, RDC & NDC held	High performance Retention Job security Policies developed Committees formed
4) Capacity Building	Limited	Increase competences	Staff, NEC, RECs Members & Partners	Education and training	NEC and Secretariat	Results Skillful	More viable organisation
5) lack of Communication strategy	No strategy	To have an effective communication channels and system in place	Members, partners and staff	Regular updating of the website Regular publication of newsletter and annual calendar Press briefing Conference Mass media	NEC and secretariat	improve participation and sense of volunteerism and ownership	Mis-conceptions about GTU. Lack of participation by donors. Lack of confidence from members

Capacity Constraints	Baseline	Objectives	Target or Beneficiaries	Activities Or Initiatives	Responsible	Outcome indicators	Assumptions Or Risk
6) Advocacy and bargaining	No bargaining certificate Trained and skillful personnel	To advocate for the establishment of TSC To advocate for CBA	Members Employment Op etc	Development of a draft TSC and CBA materials Engagement of NAM and relevant ministries. Advocate for constant review of policies	NEC and Secretariat	Improved working condition High job security	Resistance Others
7) Limited knowledge about the GTU and governing instrument A lot of none members in the system	SR hand books not revised Website not up to date A list of about 1000 schools	To inform the membership To empower the membership To recruit 5000 members	Members and partners Schools and education service institutions	Outreach programs. Membership education Newspaper publication Production of ICE/BCC materials Conduct meetings Open day Radio talk shows Develop IEC materials and basic information manuals Membership register Update GTU web site Review of GTU Handbook	NEC and Secretariat	Informed membership. Increased participation Growth and development. Solidarity Increase in membership. Increase in revenue Increase in strength And visibility	Complaints Low participation High participation Active membership Recognition Losing revenue and emergence of other teacher trade unions

G. IMPLEMENTATION PLAN

Drawing from its mandate, stakeholder expectations and SWOT analysis, the Union has identified three broad intervention areas around which its priorities have emerged and its programmes for the period 2014 – 2019 will be drawn. These are:

- I. **Programmes:** membership education/recruitment drive for sustainable growth;
- II. **Governance:** Capacity strengthening, integration and co-operation;
- III. **Institutional support** and development.

The strategic programme areas are issues around which the core business of the Union will be organized and resources applied. It is against this background that the GTU seeks to lay a solid foundation upon which future initiatives will be developed in the drive towards attainment of its corporate goals. In addition, the Union requires sound policies, structures and systems developed and sustained on common values and standards within the framework of economic and social governance, human rights, rule of law and culture.

The strategic Plan 2014 - 2019 is therefore based on three pillars which correspond to the major current and future challenges facing the GTU and covers the key functions of the Union. Consequently, they are designed to address the expectations and concerns of members. Its programmes will be implemented largely in collaboration with key stakeholders, including the Organs of the Union, the Private Sector and Civil Society as well as (other) strategic and development partners.

Therefore, the Union will develop and roll out inter-regional programmes for each pillar to ensure a holistic and integrated approach to implementation of the GTUSP. In so doing and as a way to enhance synergies and complementarities in the Union, each REC and the Organs will be required to clearly identify its contribution to implementation of each Pillar and remain collectively accountable to the delivery of the Expected Results. This represents a profound paradigm shift given the fact that with this Strategic Plan, the GTU is emphasizing a programme and results-based orientation, as opposed to the current activity approach.

H. MONITORING PERFORMANCE

To complement the various strategic components of this Plan, the monitoring of the performance of Management on its activities in project planning and implementation will be highly enforced. The use of resources and the execution of the plans with the view to meeting our corporate objectives will be enhanced and sustained. The trend of the development process in the overall dispensation of this instrument will be closely monitored for the desired results.

I. ORGANISATIONAL IMPLICATIONS

a. 5-Year Programme Plan

No	Strategic Objectives Capacity Constraints Or Development Problem	Years					Frequency
		2015	2016	2017	2018	2019	
1	Fundraising Activities						
1.1	Donor round table meeting						1
1.2	Project proposals						2
1.3	New Secretariat						0
2	Partnership And Networking						
2.1	Map out potential partners						1
2.2	Develop and sign proposals						1
3	Governance						
3.1	NEC and Committee meetings/Votes/Allowances						5
3.2	Congress						2
3.3	Meet-the-Teacher Tour						5
4	Capacity Building						
4.1	Staff training						5
4.2	NEC and REC training						3
4.3	SR training						3
4.4	International visits and tours						5
4.5	Internship						1
5	Advocacy, Campaign And Labour Relations						
5.1	Meetings, Seminars & Conduct training sessions						5
5.2	Campaigns						2
5.3	World Teachers Day						5
5.4	Conduct training sessions						1
5.5	Acquire a CBA						
6	Membership Recruitment & Education						
6.1	Outreach programs						5
6.2	Membership education campaign						5
6.3	Develop IEC materials and basic information manuals						2
6.4	Open day						1
6.5	Radio talk shows						5
6.6	Membership register update GTU web site						2
6.7	Best Teacher Award						2
7	Administration						
7.1	Vehicle/Generator Running Cost						5
7.2	Personnel Emoluments (PE)						5
7.3	Other Charges (OC)						5
7.4	Fixed Assets						5
7.5	Programmes						5
7.6	Regular updating of the website						5
7.7	Regular publication of newsletter and annual calendar						3
7.8	Press briefing						1
8	Monitoring And Evaluation						
8.1	Trekking and Supervision						5

b. Programme Support Budget (x 1,000 Dalasi)

	ITEM	2015	2016 (15%)	2017 (10%)	2018 (5%)	2019 (2.5%)	Total (X 1000 Dalasis)
1	Fundraising Activities	0	25	27.5	28.9	29.6	111
2	Partnership & Networking	50	57.5	63.3	66.5	68.2	305.5
3	Governance	505.1	580.9	639	671	687.8	3083.8
4	Capacity Building and Training	300	345	379.5	398.5	408.5	1831.5
5	Advocacy, Campaign & Labour Relations	780	897	986.7	1036	1061.9	4761.6
6	Membership Recruitment & Education	1,170	1345.5	1480.1	1554.1	1593	7142.7
7	Administration	4,294	4938.1	5431.9	5703.5	5846.1	26213.6
8	Monitoring and Evaluation	150	172.5	189.8	199.3	204.3	915
Total		7,249.1	8361.5	9197.8	9657.8	9899.4	44364.7

Percentage Annual Budget Allocation (summary)

	Budget Area	2015 % Allocation	2016 - 19 % Allocation
1	Fundraising Activities	0	0.3
2	Partnership & Networking	0.69	0.69
3	Governance	6.97	6.95
4	Capacity Building and Training	4.14	4.13
5	Advocacy, Campaign & Labour Relations	10.76	10.73
6	Membership Recruitment & Education	16.14	16.09
7	Administration	59.23	59.06
8	Monitoring and Evaluation	2.07	2.06
TOTAL		100%	100%