



COMMUNIQUE

**THE 7TH TEACHING AND LEARNING IN AFRICA CONFERENCE HELD AT THE
NIGERIA AIRFORCE CONFERENCE CENTRE (NAF) ABUJA,
FEDERAL REPUBLIC OF NIGERIA, 15-16 MAY 2018**

THEME

**“TEACHING AND LEARNING IN AFRICA IN THE CONTEXT OF
THE SDG 4 AND CESA 2016 - 25”**

1. PREAMBLE

AFTRA is a coalition of statutory organisations regulating teaching in African countries, and has headquarters in South Africa and Nigeria as well as offices in Zambia. Membership includes national teaching regulatory agencies; teaching service commissions; education service commissions; universities; faculties, institutes and colleges of education; teachers unions; international development partners; and civil society organisations. AFTRA is also the Africa Regional Branch of the International (World) Forum of Teaching Regulatory Authorities, IFTRA (www.iftra.org), and member of the African Union Continental Education Strategy for Africa (CESA) Teacher Development Cluster and the International Task Force on Teachers for Education 2030. It has UNESCO International Institute for Capacity Building in Africa (IICBA) as a strategic partner and collaborates with UNESCO Africa regional offices, Education International and others. Some objectives of AFTRA are to promote the establishment of the teaching regulatory authorities in African countries to uplift the status of the teaching profession and enhance the quality of teaching and learning. It also seeks to implement international benchmarks and frameworks for teacher mobility, teacher qualification, and professional standards for teachers and school leaders, and facilitate co-operation among member nations for the benefit of the education systems of the various countries.

2. OPENING CEREMONY

The opening ceremony attracted a great array of personalities from all over Africa and Nigeria. Some these were Mallam Adamu Adamu, Minister of Education, Federal Republic of Nigeria; Hon. David Mabumba, MP Minister of General Education, Republic of Zambia; Mothepu Mahapa, MP Deputy Minister of Education, Lesotho; H.E. Dr. Solomon Jere, Zambian High Commissioner to Nigeria; Dr. Peter Lind, Registrar of the Teachers Registration Board of South Australia and member of the Working Group of the International Forum of Teaching Regulatory Authorities (IFTRA), who sent a video message; Mr. Mabutho Cele, President of AFTRA & Chair Person of the South African Council for Educators; Professor Josiah Olusegun Ajiboye, Registrar of the Teachers Registration Council of Nigeria and host of the Conference; Dr Beatrice Njenga, Head of the Education Division, African Union Commission; Dr. Yumiko Yokozeki, Director of the UNESCO-International Institute for Capacity Building in Africa; Mary Sichangi, Head, Partnerships and Linkages, Centre for Mathematics, Science and Technology Education in Africa, (CEMASTE); and Chief Executives of teaching regulatory agencies from African countries. The International

Development Partners in Nigeria were also strongly represented; among them were Pauline Seeman, Human Development Team Leader of the DFID Nigeria; Dr. Tunde Adekola, Head of Education at the World Bank; Hajia Aisha Umar, Education Specialist, ECOWAS; Dr Saidou Jallow, UNESCO Inter-sectoral Office, Abuja; among others. The Defence Education corps in Nigeria was present in large number, led by Major General Lawal F. Abdullahi. There were several Commissioners of Education from various states in Nigeria; among them were Hon. Rosemary Osikoya of Kogi State; Jaafaru Ibrahim Sani of Kaduna State; and Hajiya Fatima Madugu of Niger State. Other personalities included Prof Elizabeth Eke, President of the Nigerian Academy of Education, and Vice Chancellors of universities. The delegates, participants and teachers unions came from the following countries: Zambia, Ghana, South Africa, Namibia, Kenya, Lesotho, Bostswana, Sierra Leone, Cameroon and host country, Nigeria.

Professor Josiah Ajiboye, Host and Registrar of Teachers Registration Council of Nigeria, welcomed all delegates to the conference. He asserted that the conference was a response to the need for constructively creating a platform wherein practitioners, academia, ICT experts, employers of teachers, teachers unions, and international development partners come under one umbrella to share ideas conceptualized in the proceedings. He went on to emphasize the need for functional and efficient education systems. The AFTRA President equally welcomed the delegates, recognized the ministers of education present and applauded the TRCN for hosting the 7th Conference and 9th Roundtable. He urged the delegates to prioritize inclusive and quality education for all and promotion of lifelong learning with a view to respond to the socio-economic needs of the continent. He outlined three focus areas of the conference, namely, effective teaching and learning, scholarships and equitable funding, and quality teachers and educators. He thanked UNESCO and education partners for realizing the needs of education in Africa. He emphasized the need for all countries to establish teaching regulatory authorities to promote teachers professionalism in Africa.

A special goodwill message was received through video streaming from Dr. Peter Lind, Registrar of the Teachers Registration Board of South Australia and member of the IFTRA Working Group. Dr. Lind espoused the purposes, benefits and functions of the teaching councils. He said they are meant to improve standards of teaching and learning, raise the standing of the teaching profession, and assure the public of the conduct and competence of teachers. Good will messages were received also from the Minister General Education, Republic of Zambia; Deputy Minister of Education and Training, Kingdom of Lesotho; Head of Education, African Union Commission; Director of UNESCO-IICBA; Human Development Team Leader of the DFID; Education Specialists from around the globe and several other stakeholders. Their respective speeches underscored the critical importance of the teacher in the context of Sustainable Development Goal (SDG) 4 and Continental Education Strategy for Africa (CESA 2016-25). They stated that it was imperative to professionalise teaching and to accord due attention to teacher quality and development as well as teacher welfare.

Mallam Adamu Adamu, Hon. Minister of Education, Federal State of Nigeria, emphasized the need to have adequate qualified and professional teachers competent to drive national, continental and global sustainable development. He observed that the curriculum must equip children with necessary skills and competencies to enable them fit into the global scene. He declared the conference open.

3. **AWARD OF FELLOWSHIP AND ADMISSION OF NEW ORGANISATIONS INTO AFTRA**

The award of Fellowship and admission of new organizations into AFTRA were major events during the opening ceremony. In 2017, AFTRA instituted award of Fellowship to honour individuals with distinguished contributions to the professionalization of teaching in Africa. The 2018 awards were given to the following five educators for the rare vigour, advocacy, work and positive impact on teaching, learning, quality, and status of teachers in their countries in particular and Africa in general:

- i. Professor Sahr P. Thomas, Deputy Vice Chancellor, Fourah Bay College, University of Sierra Leone;
- ii. Ms. Assibi Napoe, Chief Regional Coordinator, Education International, Africa Regional Office, Accra Ghana;
- iii. Professor David Adamu Baikie, veteran teacher and Vice Chancellor of universities within and outside Nigeria;
- iv. Mrs. Irene Duncan-Adanusa, former General Secretary, Ghana National Association of Teachers; and
- v. Mr. Cleopas Tirop, Vice Chairperson, Teachers Service Commission, Kenya.

AFTRA also admitted and inducted the following organizations to the categories of membership indicated:

- i. National Teaching Council of Ghana (Full Members);
- ii. Kaduna State College of Education, Nigeria (Associate Member);
- iii. Niger State Teacher Professional Development Institute, Nigeria (Associate Member);
and
- iv. Kaduna State Ministry of Education, Science and Technology, Nigeria (Associate Member).

4. **KEY SPEAKERS**

After the opening ceremony, the entire day one of the conference was devoted to plenary sessions with nine key speakers that set the tone of deliberations and enriched the conference. The issues addressed and key speakers were:

- i. **AU Agenda 2063, CESA 2016-2025:** Dr. Beatrice Njenga, Head, Education Division, African Union Commission, Addis Ababa, Ethiopia;
- ii. **Globalisation and University Education in Nigeria:** Professor Nuhu Yaqub, OFR, former Vice Chancellor, University of Abuja;
- iii. **The Mandates and Strategic Programmes of UNESCO-IICBA:** Dr Yumiko Yokozeki Director, UNESCO- International Institute for Capacity Building in Africa, Addis Ababa, Ethiopia;
- iv. **New Direction Blueprint on Education - Case of Kogi State of Nigeria:** Hon. Rosemary Ojochenemi Osikoya, Commissioner, Ministry of Education, Science & Technology, Kogi State, Nigeria;
- v. **Cross Cultural Education and Training - Case of Nigeria:** Dr Stella Adagiri, Director, Portsbridge Educational Services United Kingdom & Post-Doctoral Researcher, School of Education and Continuing Studies, University of Portsmouth, United Kingdom;
- vi. **ECOWAS Education Frameworks:** Hon. Commissioner, Department of Education, Science and Culture, ECOWAS Commission, Abuja, Nigeria represented by the Education Specialist, Mrs. Aisha Usman;

- vii. **Teacher Professional Development:** Prof. Ibrahim A. Kolo; & Dr. Hadiza A. Muhammad, Niger State Teacher Professional Development Institute, Minna, Nigeria;
- viii. **Enhancing Teacher Professional Development in STEM Education in Africa - On-going initiatives:** Mary W. Sichangi, Head Partnerships & Linkages, Centre for Mathematics, Science and Technology Education in Africa [CEMASTEA], Nairobi, Kenya; and
- ix. **Terrorism, Refugees and Internally Displaced Persons in North East Nigeria and Educational Implications:** Prof Ibrahim Abubakar Njodi, Vice Chancellor, University of Maidugri, represented by Prof Dugje Kadiri, Director, Institute of Education.

5. SYNDICATE PAPER PRESENTATIONS

AFTRA received Fifty three (53) papers on topics related to the conference theme. The papers were of very high quality and were scholarly presented.

6. ISSUES EMERGING FROM THE PRESENTATIONS

- i. AU's Agenda 2063, CESA 16-25 and SDG4: quality teaching and learning, equity and gender equality, equitable and inclusive education for all, educational quality and learning outcomes, science, technology and skills development, education for sustainable development and global citizenship;
- ii. The need for mentors and supervisors to work with their student teachers;
- iii. Actionable policies and programmes in popularizing and demystifying the teaching and learning of science, technology, engineering and mathematics (STEM), and ICT education in basic and secondary educations to include programming and robotics; raising the quality of education at the primary and junior high school level with emphasis on science and mathematics;
- iv. Need for adequate investment in teacher preparation and continuous professional development and their standard of living;
- v. Africa to redesign the education system taking into account the lack of vital technical skills to ensure productive citizenry that can enhance development;
- vi. Train more peer educators to help deliver HIV/ AIDS related messages;
- vii. Relevant bodies, governments, school administrators and stakeholders must work tirelessly in actualizing the SDG4 and CESA 2016-25 with regard to inclusive and equitable education for all in bridging the gap of inequalities;
- viii. Terrorism as the biggest threat to stability in education and access thereof in some parts of Africa;
- ix. Need to promote a regional Mentoring and Continuous Professional Development (CPD) Framework to enhance the quality and effectiveness of the new teacher;
- x. Institutions offering open and distance learning must be encouraged to invest in e-learning platforms, without compromising critical thinking and innovation, to get rid of the challenges related to instruction, poor performance, and high drop out of students;
- xi. The education curriculum must include entrepreneurship content that will equip learners with necessary skills to help them establish business when they leave school to take care of the high level of unemployment among the youths;
- xii. There is need to enforce the code of professional ethics and professional standards for teachers in order to foster hard work and professionalism in teaching; and
- xiii. There is need for a paradigm shift to re-structure curriculum to appreciate STEM and other skills and talents focusing on practical rather than theoretical learning with a view to situate education to respond to the needs of societies in Africa.

7. RESOLUTIONS

The following are the resolutions of the 7th teaching and learning conference:

- i. As a matter of urgency, all African countries should enact a law to professionalise teaching and the law should provide for the establishment of a teaching regulatory authority.
- ii. AFTRA and its strategic partners (African Union, UNESCO, UNESCO-IICBA, Education International, etc.) should organize a continental dialogue to adopt minimum guidelines for the regulation and professionalization of teaching in Africa.
- iii. AFTRA and its strategic partners should develop, validate and implement a continental framework for teacher professional standards and code of ethics.
- iv. AFTRA and partners should spearhead a Roundtable of member countries' Ministers of Education to endorse a continental framework for regulating and standardizing teacher education and recruitment; in this respect, AFTRA and stakeholders should pursue with vigour the development of a continental teacher education and development framework.
- v. Member countries are urged to develop and align teachers' career path with the relevant continental frameworks.
- vi. Member countries should accord priority to the career guidance and counseling of students, and teachers who studied Guidance and Counseling should be utilized for the purpose rather than deploying them to teach other subjects.
- vii. African countries including teachers and other curriculum implementers should focus attention not only on curriculum implementation but also learning assessment and give balanced assessment that is able to adequately capture the three domains of learning (cognitive, psychomotor and affective); this calls for a review of learner assessment methods to widen the scope to include multi-rubrics or assessment schemes that include non-examination schemes.
- viii. African countries should make the integration of ICT in education mandatory and improve funding and facilities to realize this goal.
- ix. African countries should promote Open and Distance Pre-service teacher education, invest in e-learning platforms and develop strategies to provide adequate practical training during the contact sessions.
- x. AFTRA and its strategic partners should work with member countries to develop teacher mentoring frameworks to enhance quality growth and professional development of teachers.
- xi. Educators should promote discovery learning through critical thinking.
- xii. Member countries and the international partners should step up the sensitization of the people on the dangers and impact of terrorism on the quality of education and strategies for coping with disruptions in the education system occasioned by terrorism and similar factors.
- xiii. AFTRA, partners and member countries should promote a shift in paradigm to re-structure curriculum to appreciate STEM education, skills and talents focusing on practical rather than theoretical learning in order for education to respond to the needs of societies in Africa.

Professor Steve Nwokeocha
AFTRA Executive Director

Mabutho Cele
AFTRA President

Dr Ebby Mubanga
AFTRA General Secretary