



AFRICA FORUM OF TEACHING REGULATORY AUTHORITIES
(Le Forum d' Afrique d'Enseigner Régulateur Autorités)
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COMMUNIQUE

**of the 2nd Teaching and Learning in Africa Conference
at the Pride Inn Sai Rock Beach Hotel, Mombasa Kenya
June 24-28, 2013
(MOMBASA 2013)**

1. PREAMBLE

Africa Forum of Teaching Regulatory Authorities (**AFTRA**) is an association of the Teaching Regulatory Authorities open to all African countries. AFTRA is also a subset of the world body of Teaching Councils, called the International Forum of Teaching Regulatory Authorities, IFTRA. (Please visit IFTRA's website: www.iftra.org)

The organisations that make up AFTRA and IFTRA are established by the statutes of the respective countries to regulate the teaching profession in the countries. The key aims of AFTRA and IFTRA are to promote professionalisation of teaching globally, set international standards for the profession and facilitate co-operation among member nations for the benefit of the education systems and teachers of the various countries.

AFTRA held its 2nd Teaching and Learning in Africa Conference, hosted by the Teachers Service Commission of the Republic of Kenya, at the Pride Inn Sai Rock Beach Hotel, Mombasa, Kenya, from June 25 to 27, 2013. The 1st AFTRA Teaching and Learning in Africa Conference was held in Cotonou, Republic of Benin, May 23-25, 2012. For the first time also, the AFTRA Conference was collocated with the 4th AFTRA Roundtable scheduled to be held on June 28, 2013. Participants from Kenya, South Africa, Nigeria, Cameroon, Angola, Uganda, Botswana, Tanzania, United States of America and other countries attended the conference.

The theme of the Conference was **“Repositioning Teaching and Learning in Africa**

for Global Competiveness” which covered subthemes such as (a) Professionalisation and internationalisation of the teaching profession; (b) Teaching and Learning in Africa and other parts of the World; (c) Quality Assurance Mechanisms and Best Practices in Teacher Education; (d) Information and Communication Technology; and (e) Learner Friendly and Result Oriented Classrooms in Africa; Measurement of Learning Achievement, among others.

2. OPENING CEREMONY

The Conference was officially declared open by the Cabinet Secretary Education of the Republic of Kenya, Professor Jacob T. Kaimenyi, represented by Abdikadir Kike, ably supported by the Deputy Minister of Education and Vocational Training, of the United Republic of Tanzania, Philipo Augustino Mulugo (MP). The Opening ceremony was chaired by the AFTRA Chair and Chief Executive of the South African Council for Educators, Mr Rej Brijraj. The AFTRA Secretary General and Chief Executive of the Teachers Registration Council of Nigeria, Professor Addison Mark Wokocha, members of the AFTRA Steering Committee and other dignitaries also took part in the Opening Ceremony.

In his welcome address, the host and Chief Executive of the Teachers Service Commission, Kenya, Gabriel Lengoiboni, represented by the Director of Teacher Management, Ms. Nancy Njeri Macharia, stated that AFTRA exists to enhance teacher professionalism throughout Africa, emphasizing that no country is an island. He therefore called on African countries to unite to provide globally competitive education to its youth to enable them work in the international labour market. The AFTRA Chair, Mr Brijraj, called on the Conference to strengthen a broader world view that encompasses the African concepts of "Humanism" and "Ubuntu", collectivism before individualism. He said that teaching and learning in Africa must address the development of attitudes and values, the holistic nurturing of the learner and broad professional support for the teacher towards community membership, and that teaching and Learning must also elevate spiritual thinking and resurrect deep African Philosophy to mediate the trajectory of modernization. Declaring the Conference open, the Cabinet Secretary Education, Professor Kaimenyi, reiterated the commitment of the Republic of Kenya not only to high quality education and teacher welfare in Kenya but also to co-operation with AFTRA to build a continental network that could impact positively on education in Africa. He urged African countries to take the opportunity presented by AFTRA to come together to promote synergy and best practices and collectively to raise the status and competitiveness of African teachers abroad.

The Opening ceremony also featured Kenya's rich culture displayed by entertaining troupes.

3. PAPER PRESENTATION

Several key speakers addressed the conference on various aspects of teachers' professionalism. They included the Chief Executive of the Teachers Service Commission, Kenya, Gabriel Lengoiboni; Registrar/Chief Executive of the Teachers Registration Council of Nigeria, Professor Addison Mark Wokocha; Director of Professional Operations of the Teachers Registration Council of Nigeria, Dr. Steve Nwokeocha; Commissioner of the Education Service Commission, Uganda, Beatrice Kabwa; former Vice Chancellor of the University of Abuja and currently, Vice Chancellor Sokoto State University, Professor Nuhu Yaqub; Director General of the National Teachers Institute, Nigeria, Dr Aminu Ladan

Sharehu; and the Director of Sales (Africa) at the Certiport Inc, USA, Dr Ramesh Duraikannan.

Over forty scholars, among them dozens of Professors and renowned experts presented theoretical and well researched papers that covered the various subthemes of the Conference.

3. OBSERVATIONS

In the course of discussing the papers and speeches presented, the Conference made the following observations, that:

- i. African countries need co-operation for the exchange of best practices and mutual support in order to provide educational services that are globally competitive.
- ii. AFTRA is a veritable umbrella which could earn the teaching profession in Africa greater voice and respectability at the world level.
- iii. Professionalization of teaching in Africa is a critical requirement if teaching must regain its quality and status as first among other professions.
- iv. Existing teaching regulatory authorities in Africa especially those in South Africa, Nigeria, Kenya and Uganda are making remarkable efforts towards repositioning the teaching profession.
- v. The Republic of Tanzania has almost concluded modalities for the establishment of a professional regulatory body for the teaching profession.
- vi. Several other African countries particularly in East Africa are working out the models of the teaching regulatory authorities best suited for their national circumstances.
- vii. Learner friendly classrooms are necessary for high school achievement among students.
- viii. Integration of information and communication technology in teaching and learning has become indispensable in the modern information and globalised society.
- ix. The teacher remains the key factor in quality education and major determinant of the performance of the education system.
- x. Teacher education cannot achieve its vision and goals without sufficient quality assurance mechanism at both the institutional and external levels.
- xi. Poor funding of education especially poor remuneration of teachers and teachers' low morale have been the bane of the African education system.
- xii. Other factors of the education system termed "passive or silent factors" such as classroom accommodation, instructional materials and school infrastructure have also been largely neglected due to a combination of poor funding and corruption leading to dearth and decay of educational infrastructure, and in turn, poor quality education.
- xiii. Continuous development of teacher skills and competencies are critical for the sustenance of quality education.

4. RESOLUTIONS

Following the discussions and observations, the Conference recommended as follows, that:

- i. Teaching Regulatory Authorities in Africa should collaborate and actively participate in AFTRA for the promotion quality of education and accelerated professionalisation of teaching in the continent.
- ii. The effort of the Government of Tanzania and Tanzania Teachers Union towards the establishing a professional regulatory agency for teachers is highly commendable.
- iii. Teacher capacity building and educational reform efforts should focus substantially

- on building learner friendly classrooms and technology integration in education.
- iv. The teacher factor be adequately addressed especially teacher capacity and welfare in order to raise teacher competences, status and morale for effective performance.
 - v. Quality assurance mechanisms in teacher education institutions should be strengthened together with the deepening of teaching practicum.
 - vi. Education should be adequately funded in order to address the key crises in education and put the nations on the path of growth as education is the gateway to development.
 - vii. The progress made by AFTRA within its short time of existence, which included hosting consistently and successfully its and the Teaching and Learning in Africa Conference is praise-worthy.
 - viii. The AFTRA Teaching and Learning in Africa Conference should be sustained as a very important umbrella for interaction and exchange of ideas and best practices among African and world scholars and the Teaching Regulatory Authorities.
 - ix. More countries be encouraged to join AFTRA as it strives to re-instate the status of the teaching profession.

Rej Brijraj

AFTRA Chair and
Chief Executive
South Africa Council for Educators

Prof Addison Mark Wokocha

AFTRA Secretary and
Registrar/Chief Executive
Teachers Registration Council of Nigeria

For more information on AFTRA, please log on to:
www.trcn.gov.ng/aftra; www.sace.org.za; www.tsc.go.ke.