



AFRICA FORUM OF TEACHING REGULATORY AUTHORITIES

Forum Africain des Autorités de Contrôle de l'Enseignement

www.africateachingauthorities.org

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MINUTES OF THE 5TH TEACHING AND LEARNING IN AFRICA CONFERENCE AT AVANI HOTEL, LIVINGSTONE – ZAMBIA

1.0. Opening Ceremony

The Ceremony was opened by performances from the local dance troops, poetry from Linda Primary School pupils and a Choir from David Livingstone College of Education. The African Union and Zambian National Anthems were sang.

1.1. Recognition of Personalities

The AFTRA General Secretary Dr. Ebby Mubanga acknowledged the presence of dignitaries from the Universities, the Countries present, the Ministry of Education officer, the AFTRA Executive Director Academics, Professor Steve Nwokeocha proceeded to recognize the presence of AFTRA Executive Board. The Minister of General Education-Dr. J.N. Phiri. The Provincial Minister-Mr. N. Mubukwanu, Acting Permanent Secretary Ministry of General Education - Mrs. Christine Mayondi and the Acting Chairperson Mrs. Eunifridah S. Hanyika.

1.2 Opening Remarks by the TCZ Chairperson

The Acting Chairperson of the Teaching Council of Zambia, Mrs. Eunifridah Simuyaba welcomed the delegates to the Conference and appealed to them to feel at home as Zambia was known for its serenity nature.

She applauded the AFTRA executive for the guidance and support given in hosting the Conference. She also applauded the Zambian Government for the authority and support to host the Conference. The Chairperson also appreciated all those that had submitted conference papers.

The Chairperson urged the delegates to find answers to challenges that affect teaching and learning in Africa. She posed the following questions:

- Was learning really taking place in most of the Public Schools? If it was were we still going to find ourselves surrounded with issues of

illiteracy, low reading levels, absenteeism, low progression rate and high dropout rate?

- To what extent was the teacher of today being regulated as compared to the past? Were teachers held accountable for non-performance? Were school Head Teachers held accountable for poor performance and poor results?

The Chairperson further indicated that teachers held the key to most of the issues raised because they dealt direct with learners, hence the need for teacher regulation and consequently the creation of Teaching Regulatory Authorities. She also informed the gathering that time had come to unite and professionalise teaching for a better world, to reposition the teaching profession, set international standards for the teaching profession, exchange practices among member countries and collectively undertake any action that would raise teacher's welfare, quality and status, nationality and internationally.

She finally welcomed the delegates to the 5th AFTRA Conference and 7th Roundtable and reminded them that the child in the classroom was our priority.

1.3. Welcome message by IFTRA Chief Executive

The Chair of ITRA 2016, Mr. Tomas Ruaric, Director Teaching Council of Ireland through a video link gave a background to IFTRA and proceeded to emphasize that there was a growing influence of Teaching Councils in the world. He observed that there was a significant growth of interest in Teaching Councils at the levels of European Union and reiterated the need to raise the quality of Teaching through the establishing of the Teaching Councils.

1.4. Goodwill Message to Teaching Council of Zambia

The Registrar applauded the support that SACE and other partners had given to the newly established Teaching Council of Zambia.

1.5. Welcome Message from AFTRA President

The President of AFTRA Mr. Raj Brijraj in his welcoming remarks informed the gathering about the theme of Conference. He further mentioned that currently AFTRA consisted of 20 Countries which were visited every year during the Conference and Round Table Meetings. He further explained that, Roundtable Meetings were business meetings of AFTRA consisting of AFTRA members. The President further indicated that the mission of AFTRA was to raise teacher practice and standards and promoting African Philosophy. He reiterated that there was need to consider African values to which we should learn. The President indicated that AFTRA was an open book which serves to

promote teacher professionals which a better way to have a better world and a wonderful world to live in.

Further, he appealed to the Conference that it was time to take stock of ourselves in terms of improving education standards that will create a better Africa and a better World.

Finally the President appreciated the hospitality of Zambian people and appealed to the Conference to select Zambia to host next AFTRA Conference and hoped that the Conference would highlight the African values.

1.6. Welcome message by the Provincial Minister of Southern Province - Zambia

The Honourable Minister of Southern Province Mr. Mubukwanu welcomed the delegates to Zambia and especially to the City of Livingstone. He gave a historical background to the City and its tourist attractions the major one being the might Victoria Falls. He applauded the organisers for choosing Livingstone to host the Conference. He applauded the Republican President in (absentia) and the Minister of General Education to grace the occasion. He invited the Honourable Minister of General Education to officially open the Conference.

1.7. Welcome Remarks by Acting Permanent Secretary of Ministry of General Education

The Acting Permanent Secretary in the Ministry of General Education Mrs. Christine Mayondi welcomed the delegates and applauded the Honourable Minister for gracing the Conference. She also commended the Teaching Council of Zambia for hosting the Conference despite being a young Council.

The Permanent Secretary acknowledged the support and guidance the Minister had provided to the Council to enhance its operation.

She also acknowledged the presence of the participating countries that included; Namibia, Zimbabwe, Botswana, Kenya, Nigeria, Lesotho, South Africa and Ghana. She reiterated the Minister's emphasis on provision of quality education.

1.8. Minister of General Education – Zambia

The Honourable Minister of General Education Dr. John J.N. Phiri expressed apologies on behalf of the Republican President His Excellency Edgar Chagwa Lungu, who was unable to attend due to other unforeseen duties. The Honourable Minister of General Education read the speech on behalf of the President.

He applauded AFTRA for the honour bestowed on Zambia to Host the continental Conference. He retaliated the Provincial Minister's appeal to freely explore the tourist attractions in the Tourist Capital. He extended gratitude to International Federation of Teaching Regulatory Authorities (IFTRA) for allowing Zambia host the AFTRA.

The Minister of General Education observed that the Forum was an important association of regulatory authorities in Africa and the world as a member of International Federation of Teaching Regulatory Authorities (IFTRA). The forum provided a platform for cross pollination of ideas for the promotion of quality education. He emphasized that education was the only equalizer of socialization in life between the poor and the rich. He explained that when children pass through an efficient and effective education system it tends to sharpen their skills of life. Research had proved that education was a critical agent of change in both the social and economic sector. Further the Minister emphasised that teachers and educators played multiple roles in life and it was in this context that, there was need to regulate the Teaching Profession so that teachers protect the integrity of the profession.

The Honourable Minister of General Education retaliated that AFTRA Conference theme of *“Professionalising Teaching for a Better World”* was the most appropriate for the Conference because all African Countries were striving to better their education systems. He also urged the Governments in Africa and Regulatory Authorities to restore confidence and raise standards of teaching.

He applauded the Teaching Council of Zambia for the major steps it had made in executing its mandate of accrediting colleges of education and registering teachers. He made it very clear that teacher registration was now law in Zambia, and that every teacher must be registered.

He called on the delegates to reflect on that child yearning and willing to read and write as many were coming out of school system without these skills, he emphasized the need for the teacher to ensure that learners acquired these skills. The Minister informed participants that the conference would provide a critical opportunity to reflect and contribute to improving quality of education. He finally declared the Conference officially opened.

1.9. Vote of thanks from Executive Director Academic

The Executive Director – Academic, thanked the Republican President (in absentia) for hosting AFTRA, He recognized the fact that Zambia was home of Pan Africanism as it was home of African Union. He applauded the Permanent of Ministry of General Education and Provincial Minister of Southern Province –Zambia for attending the Conference. He further recognized the presence of

AFTRA president, Teaching Council of Zambia Chairperson, AFTRA Executive Director - Administration and Finance and thanked them for their contribution to AFTRA.

He also recognized personalities to the Conference that included; keynote Speakers Prof. Mohammed Nosir Maiturare (Ibrahim Badamosi, Babangida University), lead Speakers: Prof. Pinalo Chifwanakeni (Vice Chancellor University of Lusaka), and Prof. C.P. Chishimba (University of Zambia).

The first session broke up for a photos session

Second Session

1.10. Goodwill message from Teaching Service Commission - Zambia

The Teaching Service Commission of Zambia –Secretary to the Commission, Ms. Sandra Ndhlovu welcomed the delegates and thanked the Teaching Council of Zambia for work they had done in hosting the AFTRA Conference. She expressed gratitude on the professionalization of Teaching in Zambia and urged the delegates to contribute and interact for the effectiveness of professionalizing teaching in Africa.

2.0. PLENARY SESSIONS

2.1. Keynote: Message Pan-Africanism, Education and the Teaching Profession in Africa.

2.1.1. The presentation of the keynote addressed by the Professor Muhammed Nasir Maiturare covered the following:

- (a) The role of African Nations in Globalisation of the Teaching Profession.
 - (b) Uniting Africa for the Internationalisation of the Teaching Profession.
 - (c) Repositioning Teaching and Learning in Africa for Global Competitiveness.
 - (d) Holistic education for contemporary Africa.
 - (e) The Teaching Profession in Africa – past, present and future.
- How Africa can realise its potentials by doing the following three things:
 - (i) Act as one under the leadership and principles of the African Union.
 - (ii) Invest its best resources in education and
 - (iii) Make teaching an attractive profession.
 - Noted that the above facts had been repeated in Conferences, roundtables, Summits and other national and international gatherings, however not much had been realized implying that we had been paying lip service to education.

- Many questions agitating the mind were:
 - Why were there many out of School Children in Africa?
 - Why was the percentage of national budgets for education still less than the UNESCO recommendation?
 - Why were resources allocated to education further diminished through mismanagement or most still through corruption?
 - Why were many Secondary Education graduates unable to cope with University Education and neither did they have capacity to branch off into trade and other vocations?
 - Are we sure that the education systems were getting foundation (Primary and Secondary Education) right?
 - What was the level of numeracy? Literacy and life skills to the Primary and Secondary Education student?
 - What is the measurement of learning achievement at that level reveal?
 - Why were so many of the tertiary particularly University graduates either unemployed or underemployed.
 - Why were they unable to create jobs for themselves?
 - Why did African students perform poorly while in our schools but only turned out to be the best in schools abroad in America, Europe and Asia?
 - Why were the facilities and Colleges of Education dominated by academically poor rather than the most brilliant students?
 - Where we really producing the quality of teachers that the education system deserved?
 - Why were teachers still treated as civil servants in many African countries while others professionals such as lawyers, engineers and medical doctors were better recognized and professionalized?
 - Why were the teachers so poor with very miserable status especially in the rural primary and Secondary Education Sectors

2.1.2. Pan Africanism

The presenter presented the aspirations and objectives of the African Union where he highlighted the task of educators to lead by example by promoting collaboration and dedication to continental platforms like AFTRA, A.U and other related organisations in Africa. There was need to look at how the Education Sector specially teaching and learning can be used to promote human rights generally, social cultural and education rights for women in Africa.

2.1.3. Education

- Indispensability of education in the formation and advancement of society was self-evident as observed by many leaders.
- Facts suggested that education as a vehicle for development but there was still concern about the purpose of education, school curricular and the role played by educated elites in Africa.
- The relevance and functionality of our education system.
- The values of our education system seem to fail to adequately address the African perspectives cultures and values.
- Education in Africa should be used to create a better world as suggested by the theme of AFTRA Conference used to create young professionals, create opportunities for self-actualisation of all individuals in an inclusive society, give prominence to African culture and heritage, accelerate industrialisation of the continent, create pleasant and peace loving individuals and above all guarantee sustainable development for the continent.
- AFTRA should take special note of the United Nation's drive to achieve sustainable development for all nations by the year 2013.

2.1.4. The Teaching Profession

- The role of teachers as agents of development over the ages.
- The Teacher was the most important input in education and mismanagement of the teacher has contributed to the catastrophic decline in educational standards across the continent.
- The quest for a qualitative education system for better world should begin with getting the teacher input right. This was a complex and challenging task for most African nations where resources were meagre.
- The concept of the teacher in the first century should be that of a facilitator of knowledge helping learners to unfold the inner potentials.
- AFTRA should continue to design programmes and make regulatory policies that carry along all teachers in every sense of the world. This would give

teachers of all background a sense of belonging and a voice in shaping the delivery of the best quality education.

2.1.5. Conclusion and Recommendations

In conclusion the following recommendations were made:

1. There is need to take Pan- Africanism beyond semantics to real action that can forge closer ties among the African nations.
2. The leadership and principles of the African Union should be promoted within and outside the education sector and be made integral part of the relevant school curricular.
3. The relevant teaching regulatory authorities in Africa should see AFTRA as veritable Federation and Platform through which they can contribute their quota towards the collective educational development of the continent.
4. African countries that still regard teachers as mere civil servants may borrow a leaf from countries that have advanced in professionalizing teaching through establishing appropriate national legislation and teacher regulatory authorities.
5. African countries should strive to invest their best resources in education and attain recommendations of UNESCO and other relevant international bodies regarding budgetary allocation to education.
6. The role of the teachers as pivot of the education system requires being strengthened through making teaching more attractive and faithfully implementing the relevant informational policies and recommendations regarding teaching.
7. Teaching should be placed in a broader context to capture its nature and inclusiveness of agents and facilitators of learning at all levels of education system. Similarly teacher competences should not be defined only in the narrow sense of ability to deliver a lesson but also to function effectively as a global citizen.

2.2. Emerging issues from the keynote speakers address:-Professor Muhammed Nasir Maiturare

- 2.2.1 Need to take into account the teacher structure and understanding what makes a teacher a professional.
- 2.2.2. There was concern that despite emphasising the need for pan Africanism of working together, it had been observed that AFTRA Conferences held, there have been no Franco-phone countries represented.

2.2.3. There was an appeal that the universities in Africa needed to come together and ensure student support and ensure Lecturers who were taking pleasure in failing students be held accountable.

2.2.4. There was an appeal that the universities should collaborate with each other by working as a team to improve the conditions that pertain to a teacher.

2.2.5. Teachers are agents of change hence need to adequately prepare them.

3.0. LEAD SPEAKERS:

3.1. Lead Speaker 1: Private Educational Institutions: Cost versus quality of education

The paper by Prof Pinalo Chifwanakeni, vice Chancellor , university of Lusaka was not presented.

3.2. Lead Paper 2: Formulation of Teacher Education Curriculum Framework

The presentation of the Lead Speaker by Professor Chanda Peter Chishimba (University of Zambia) covered the following:

- Factors contributing to the formation of the curriculum
- Sorts of competencies that include;
 - Subject competence
 - Didactic competence
 - Social competence
 - Adapture and developmental competence
 - Professional ethics competence
- Components of curriculum framework
 - Early childhood education
 - Adolescent development

3.2. Emerging issues from the presentation of Professor Peter Chishimba

3.2.1. There is need to have a holistic teacher and curriculum that will cater for children with special need.

3.2.2. The Profession behaviour of Teachers should be in line with prevailing environment in the learning institutions. The teachers in most cases when they graduate they fail to marry theory and practical requirements in the learning institution.

3.2.3. There was a concern on the need to for pre service programme to be reviewed because graduates being churned out from colleges and universities are unable to fit in the school arrangement.

- 3.2.4. There was need to integrate skills development and entrepreneurship in the curriculum to help the learners to become self-employed. However, there was a response from the professor from Nigeria, that there was need for Ghana to review their curriculum to meet the developmental needs of the country.
- 3.2.5. There was concern that the teachers being trained currently were not able to assimilate professional ethics.
- 3.2.6. There was a proposal that in order to improve competencies for teachers, the teacher that were joining the profession should first given provision registration until they are assessed that the they have acquired the required competency which will qualify them to be given full registration.

4.0. Closing Remarks from the Honourable Minister of General Education

The minister indicated that the issues raised in the presentation by professor Chishimba were the basis under which the Ministry of General Education in Zambia reviewed its curriculum. He explained that the reviewed curriculum has a two path way, which is the vocation and academic path way. He retaliated that children that would not manage to pursue academic path way would pursue the vocational route because they would have acquired the necessary skills that would help them in their day to day life. He informed the delegates that the reviewed curriculum was now functional and it will soon begin to yield fruits.

5.0. SYNDICATE PAPER PRESENTATIONS

- 5.1. The Conference broke into groups of three groups for parallel paper presentations sessions. The papers were of very high quality and they were presented with scholarly expertise. Later the delegates reconvened for a plenary session to discuss.

5.2. ISSUES EMMERGING FROM THE PRESENTATION

After the paper presentation the delegates reconvened for a plenary session to discuss issues raised in the presentations so that a communique would be written. The major issues emerging from the presentations were as follows:

- Need for AFTRA to contextualize the United Nations sustainable development goals.
- Need for Induction and mentoring programmers for beginner teachers.
- Need for the redesigning of teacher education curriculum to deal with issues relating to the 21st century.

- Ministries of education in Africa need to play the supporting role in professionalizing teaching.
- Identified need for the Continuous Development of teachers.
- Diverse teaching methodology needs to be enhanced in schools.
- Clarification of roles between Teaching Councils and Teacher Service Commissions and other agencies.
- Ethics and teacher conduct issues needed to be attended to by member countries.
- Different types of teacher education between Universities and Colleges.
- Standards for teacher growth (Designation) in the profession needs consideration.
- Need for the promotion of career paths for teachers.
- Enhancement of Teacher Unions participation in teaching and learning needs to be enhanced.
- Co-ordination of policy formulation and implementation needs to be improved.
- Funding for education needs to be prioritized by countries.
- Promotion of ICT in education needs to be enhanced through development and provision of infrastructure and training for teachers.
- Promotion of Mathematics and Science for economic growth.

6.0. RESOLUTIONS OF THE CONFERENCE

After deliberations on issues emerging from the presentations, the Conference made the following major resolutions:

- AFTRA to campaign for the development of induction and mentoring programs for beginner teachers throughout the African Continent and globally through IFTRA.
- AFTRA needs to commission research on the designing the curriculum for teacher education.
- AFTRA should campaign for the holistic education that upholds and promote inclusivity in education.
- AFTRA to develop a standardized teacher performance appraisal system for engagement by members with different ministries and stakeholders in their countries,
- AFTRA should maximize the promotion of female educators in the system, Universities and Colleges.
- AFTRA should develop a continental protocol on Continuous Professional Development
- AFTRA to commission the development of an African Code of Professional Ethics for teachers.
- Teacher unions to be included in matters relating to their development.

- Member countries need to contextualize teacher professionalism as it obtains in each country.

7.0. AFTRA COMMUNIQUE

The Executive Director – Administration and Finance presented the communique which was adopted after amendments.

8.0. CLOSING REMARKS

8.1. AFTRA President

The AFTRA President expressed appreciation for Zambian hospitality and also recommended the Teaching Council of Zambia under the Ministry of General Education for the wonderful work done in hosting the Conference. He emphasised the need for unity among African Countries.

The President thanked participants from within and outside Zambia for their significant contribution during the Conference. He finally wished the people of Zambia a peaceful election and hoped that Zambian will elect the best President for the country.

8.2. AFTRA Director – Administration and Finance

The Director – Administration and Finance gave out the Communique to the Conference by reading out the issues emerging from the paper presentations and resolutions.

8.3. AFTRA General Secretary – Dr. Ebby Mubanga

The Secretary General for AFTRA thanked the participants for responding positively to the call of hosting the Conference. He thanked the AFTRA President for being an inspiration in hosting the Conference. The General Secretary further commended the Chairperson and the entire Teaching Council of Zambia Secretariat for their commitment to duty during the hosting of the Conference.

8.4. Chairperson -Teaching Council of Zambia

The Chairperson thanked the members for full participation during the Conference which centred on professionalising teaching for a better world. She appealed to the academicians to continue making contributions to AFTRA. She further thanked AFTRA Executive members for making it possible for Zambia to host the Conference and extended special thanks to Ministry of General Education, Ministry of Higher Education, Teacher Unions and the Teaching Council of Zambia Secretariat for their financial and physical support.

The Chairperson further wished the members travelling mercies and appealed to all those going outside Zambia to convey gratitude to their respective countries.

9.0. PRESENTATIONS OF ATTENDANCE CERTIFICATE

The Executive Director – Academics expressed appreciation on the quality of engagement and the papers presented during the Conference.

Attendance Certificates were presented by Professor Steve Nwokeocha – Executive Director (Academics) for AFTRA and Bishop Fred Mwale (Assistant Director - inspections).

The Conference was closed at 17:30 hours.

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Raj Brijraj
AFTRA President

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Thembinkosi Ndhlovu
Director-Administration and Finance

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Ebby Mubanga (Dr.)
General Secretary