

AFRICAN UNION

الاتحاد الأفريقي



UNION AFRICAINE

UNIÃO AFRICANA

Addis-Ababa, ETHIOPIA P. O. Box 3243 Téléphone: +251 115 517 700 Fax: +251 115 517844

Site Internet: www.au.int

DEPARTMENT OF HUMAN RESOURCES, SCIENCE AND TECHNOLOGY

**FIFTH ORDINARY SESSION OF THE
CONFERENCE OF MINISTERS OF
EDUCATION OF THE AFRICAN UNION (COMEDAF V)
ABUJA, NIGERIA
23 -27 APRIL 2012**

AU/ EXP/EDUC/ 5 (V)

REPORT ON TEACHER DEVELOPMENT

REPORT ON TEACHER DEVELOPMENT

1. Introduction

Teacher Development is one of the major areas of focus in the Plan of action for the Second Decade of Education for Africa (2006-2015). Over the past five years, there have been a number of crucial developments in the area of teacher development in Africa, led variously by the Commission of the African Union and its NEPAD agency, UNESCO, ADEA and other major agencies working in education in Africa. The challenge of the African teacher continues to threaten achievement of the goals of the Second Decade Plan of action, as well as EFA and MDGs. The following are some of the initiatives taken by the African Union Commission in this area of focus:

2. Teacher Development Workshop

The NEPAD office for Education hosted an AU meeting of experts and partners to finalise the implementation strategy for teacher development in the second decade of education for Africa, from the 17th to 19th June 2008 in Pretoria. The meeting developed implementation strategies for Teacher Development in Science, Mathematics and Technology; and Teacher Development through Open and Distance Learning. (Appendix 1: Communique of Pretoria Meeting)

3. Teacher Mobility Protocol for Africa

As distribution of qualified teachers is uneven across the continent, it is also necessary to develop structures for enhancing mobility of this important human resource. Although many member states experience serious shortages of teachers, both overall as well as in specific subject areas, a number of African countries produce an apparent excess of teachers- whereby thousands of teachers are unemployed.

There are some documented deliberate initiatives to recruit teachers across national borders, such as the Commonwealth Teacher Mobility Protocol. However, this protocol covers only eighteen AU member states and does not cover issues like issues of rights, welfare, remuneration, recognition of qualification and so on. The continental protocol for Africa covers the whole of Africa and takes into account the issues mentioned above. This African Protocol will help Member States develop or fine tune their own national recruitment policies and practices.

The AUC has recruited consultants whose tasks were to carry out a situational analysis of the status of teacher inadequacies in African countries based on the vision of the African Union, and the Plan of Action for the Second Decade of

Education for Africa as well as considering existing initiatives such as the Protocol for the Recruitment of Commonwealth Teachers. A model for teacher mobility across Africa using all data collected has been developed, outlining the roles of RECs, Ministries of Education, and recruiting agencies (see Appendix 2).

4. Pan-African Conference on Teacher Development (PACTED)

The Pan African Conference on Teacher Development (PACTED) was organised jointly by the African Union Commission (AUC), the Togo Ministry of Primary, Secondary Education and Literacy (MEPSA), UNESCO Regional Bureau of Education in Africa (BREDA), UNICEF, the Association for the Development of Education in Africa (ADEA) and other UN agencies and was held in Lomé, Togo from 13-15 April 2011. The aim of the meeting was to address the perennial challenges facing teacher development in Africa (Appendix 3: Communique of meeting)

Participants were composed of Ministers of Education from African Union member States, representatives from Ministries of Education; teacher education institutions, universities; development agencies as well as partner institutions

The following are the recommendations made by Ministers:

1. Ensure that each country has a report on its education system to guarantee the right to Basic Education For All
2. Develop a basic quality basic education policy for a minimum of 9-10 years
3. Ensure the professional development of teachers to guarantee a quality education system for Africa in the 21st century
4. Develop a quality education curriculum for sustainable development that addresses teaching and learning
5. Scale up the financing of quality education

Furthermore, it was decided to hold PACTED II during COMEDAF V in Abuja, Nigeria in March 2012.

5. Plan of Action/Roadmap to respond to teacher challenges

During PACTED I, Ministers recommended the establishment of a steering committee of three countries: Togo, Senegal and Kenya, assisted by UNESCO-BREDA and ADEA, under the auspices of the African Union Commission to develop a plan of action based on the recommendations of PACTED I.

A plan of action was then developed by the African Union Commission, which was sent to the members of the Steering Committee for observations and comments. Following a meeting with the Ministry of Togo and UNESCO, a road map was

developed, using this plan of action as a guideline for addressing the challenges of quality and quantity of teachers in our continent. This roadmap will be presented during PACTED II.

6. Training of trainers in the production of digital Teaching and learning materials

Higher Education is one of Africa's most important tools for social and economic development, and for achieving the collective vision of peace, prosperity and integration. In spite of significant efforts made to revitalize higher education in Africa, serious challenges remain. Much gain has been made in expanding access to higher education and student numbers have mushroomed over the past two decades. However, one serious inadequacy remains in the area of teachers at every level. Already, University professors are stressed with large classes and without commensurate facilities. Africa must make more use of the existing high level professors, but without compromising on quality. This is where use of modern ICT and audio visual technologies provide immense opportunities.

The use of ICT in strengthening teaching and learning requires implies mastering new competences incorporating technical capacity and pedagogical innovation, such as developing educational resources, project management and technical know-how.

A meeting was held in Benin from 8-10 November 2011 in collaboration with the Organisation Internationale de la Francophonie (OIF) and the African Academy of Sciences. The aim of this meeting was to share experiences on on-going initiatives in this field and to develop a project proposal to be implemented first of all in Benin then in other African countries in collaboration with African academies of Science in Member States.

The project proposal concerned the training of trainers in the use of Open Educational Resources. This will be an opportunity to bring together teachers and technicians in view of facilitating the widest possible sharing of resources, developing capacities and skills. The training will focus on the creation of virtual campuses, building work environments for students and creating on-line communities of practice.