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Continental Workshop on Strengthening Teacher Development and Alignment with the Continental Teacher Qualifications Framework Concludes with Strong Call for System Transformation

The African Union Commission (AUC), through its Department of Education, Science, Technology and Innovation (ESTI), successfully concluded the Continental Workshop on Strengthening Teacher Development, Motivation, and Alignment with the Continental Teachers Qualifications Framework (CTQF), convened from 25th to 27th March, 2026, Addis Ababa, Ethiopia.

Held within the framework of the AU Decade of Education and Skills Development (2025–2034) and the [Continental Education Strategy for Africa \(CESA 26–35\)](#), the workshop brought together representatives from AU Member States, Regional Economic Communities (RECs), development partners, teacher unions, academia, and education stakeholders. The convening marked a critical step in advancing the transition from policy dialogue to coordinated implementation, reinforcing the centrality of teachers as drivers of Africa’s human capital development, innovation, and socio-economic transformation.

Building on the strategic direction outlined during the opening session, deliberations reaffirmed that teacher development, motivation, and professionalization are not isolated interventions, but foundational pillars for resilient, inclusive, and future-ready education systems. Participants emphasized that aligning national systems with continental frameworks, particularly the CTQF and the Continental Framework for Standards and Competences for the Teaching Profession (CFSCTP), is a strategic imperative to ensure coherence, comparability, quality assurance, and teacher mobility across the continent.

The workshop further underscored the urgency of addressing Africa’s teacher gap, including the need to recruit, train, and retain millions of qualified teachers by 2030, while simultaneously improving working conditions, professional status, and deployment, especially in rural, underserved, and crisis-affected contexts.

A key outcome of the workshop was the recognition that effective teacher development systems must be holistic, lifecycle-based, and system-driven, encompassing initial teacher education and induction; structured, mandatory, and career-linked continuous professional development (CPD); leadership development and instructional supervision; professional standards, licensing, and certification systems; and clear and motivating career progression pathways

Participants further emphasized the importance of transitioning from fragmented and ad hoc approaches to institutionalized, data-driven, and results-oriented systems, aligned with the CESA Results and Accountability Framework, to ensure measurable progress and accountability.

The workshop achieved strong consensus on the following priorities:

- Recognition of the CTQF as a foundational reference framework to guide national reforms, enable qualification comparability, and support teacher mobility across Africa.
- Commitment by Member States to accelerate the domestication and contextualization of continental teacher instruments, supported by clear national roadmaps.
- Advancing structured, scalable, and inclusive professional development systems, linked to career progression and leveraging digital and blended learning models.
- Institutionalizing teacher motivation frameworks including improved working conditions, recognition systems, and incentives to enhance retention and performance.
- Strengthening teacher management systems, including licensing, certification, regulatory frameworks, and leadership pathways.
- Enhancing peer learning, cross-border collaboration, and coordination through RECs and the Regional Teacher Initiative for Africa (RTIA).

The workshop also highlighted critical cross-cutting areas essential for building resilient education systems:

- **Early Childhood Education (ECE):** Addressing workforce gaps, improving qualifications, and strengthening integrated service delivery.
- **Digital Transformation and Future Skills:** Equipping teachers with digital competencies, AI readiness, and innovative pedagogical approaches to respond to evolving learning environments.
- **Inclusion and Resilience:** Strengthening teacher capacity to respond to crises, including conflict, climate change, and displacement, while ensuring gender-responsive and inclusive education systems.
- **Innovative Delivery Models:** Leveraging accessible technologies, such as radio, television, and mobile platforms, to expand reach and support teachers in resource-constrained contexts.

Country experiences shared during the workshop demonstrated encouraging progress in aligning professional standards, while also highlighting persistent gaps in system coherence, teacher preparation quality, and leadership development. Participants underscored the importance of multi-stakeholder partnerships, including engagement with teacher unions, the private sector, development partners, and communities, to sustain reform efforts and enhance teacher empowerment.

The workshop concluded with strong and actionable commitments from Member States and partners to:

- Align and domesticate national teacher qualification frameworks with the CTQF and CFSCTP.
 - Institutionalize teacher professionalization systems, including licensing, standards, and competency-based career pathways.
 - Strengthen CPD systems and link them to career progression and performance.
 - Establish or reinforce institutional coordination and governance mechanisms for teacher development.
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- Promote inclusive, gender-responsive, and crisis-resilient education systems.
 - Integrate teacher well-being, including mental health, into policy and practice.
 - Advance data-driven monitoring and reporting through alignment with the RACA framework

The African Union Commission reaffirmed its unwavering commitment to supporting Member States through technical assistance, policy guidance, capacity strengthening, and continental knowledge-sharing platforms. Moving forward, the AUC will work closely with Member States, RECs, and partners to operationalize the outcomes of the workshop through the CESA Thematic Clusters, the RTIA platform, and strengthened continental monitoring mechanisms.

This workshop marks a decisive shift, from fragmentation to coherence, from commitments to implementation, and from teacher neglect to teacher empowerment. It reinforces a shared continental vision: that investing in teachers is investing in Africa's future, and that a well-trained, motivated, and professionally recognised teaching workforce is indispensable to achieving inclusive, equitable, and quality education for all.

The African Union calls upon all stakeholders to sustain this momentum and translate these commitments into tangible, measurable, and transformative action across all levels of education systems in Africa.

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