



AFRICA FORUM OF TEACHING REGULATORY AUTHORITIES

(Le Forum d' Afrique d'Enseigner Régulateur Autorités)

HEADQUARTERS: Teachers Registration Council of Nigeria

(Federal Ministry of Education)

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MINUTES

OF THE 3rd ROUNDTABLE OF THE AFRICA FORUM OF TEACHING REGULATORY AUTHORITIES HELD OCTOBER 29 - NOVEMBER 1, 2012 AT THE CORRIDOR SPRINGS HOTEL, ARUSHA, TANZANIA

**THEME: *UNITING AFRICA FOR THE INTERNATIONALISATION OF THE
TEACHING PROFESSION***

1. ATTENDANCE:

One hundred and six (106) persons attended the Roundtable (see attached list).

2. OPENING CEREMONY

Preliminaries

The meeting commenced at about 9.45 am Tanzanian time with the introduction of special guests among which were the Minister of Education and Vocational Training of Tanzania, Hon. Shukuru Kawambwa; Deputy Minister of Education of Mozambique, Professor Goncalo Chilundo; AFTRA Chair, Rej Brijraj; AFTRA Secretary, Professor Addison Mark Wokocha; Secretary/Chief Executive of Kenya Teachers Service Commission, Gabriel Lengoiboni; SACE Deputy Chair, Mchunu Sibusiso; President of Tanzania Teachers Union, Taifa-Gratian Mukoba; and delegates from other African countries. This was followed by the Tanzanian National Anthem and an opening prayer by Alphonse Raraiya from Tanzania. The AFTRA Director of Operations, Dr. Steve Nwokeocha gave overview of the Roundtable and then introduced Mr Enea Mhando as the Master of Ceremony.

Chairman's Opening Remarks:

The Chairman of the occasion Mr Mchunu Sibusiso from South Africa in his opening remark welcomed delegates to the Roundtable saying that it was remarkable that the event was taking place in the historic city of Arusha. He expressed his optimism that the Roundtable would come up with concrete decisions that would move AFTRA and the continent forward.

The Chairman further commended the Tanzania Teachers Union for volunteering to host the Roundtable and doing so in a fantastic way. He said that the great support received from the Union was a very good example of the role expected from other teachers unions in the continent. He said that unity of the teachers unions and the teaching regulatory

authorities would impact positively on the quality and status of teaching and teachers in Africa.

Then Chairman then briefed the Roundtable about the outcome of the meeting held the previous day by a caucus of the Federation of the East Africa Teachers Unions. The caucus meeting was a pre-Roundtable event designed to articulate the views of the teachers unions before the Roundtable. According to the Chairman's brief, the caucus meeting of the Federation of East African Teachers Unions held primarily to discuss the professionalisation of teaching in the East Africa sub-region and the roles of the teachers unions and governments of the East African countries towards the establishment of teaching councils or other appropriate models of professional regulation. He said the AFTRA Chair, Rej Brijraj and AFTRA General Secretary, Professor Addison Mark Wokocha among other officials attended the caucus meeting and made inputs. He concluded by informing the Roundtable that the caucus meeting resolved to give full support to AFTRA through active participation in AFTRA programmes and also to dialogue with governments towards finding the best options for professional regulation of teaching in their countries.

3. WELCOME ADDRESS BY THE PRESIDENT OF TANZANIAN TEACHERS UNION (TTU), TAIFA –GRATIAN MUKOBA

He started by expressing his pride for the presence of African dignitaries in the ceremony, pointing out that the hosting of the 3rd **AFTRA** Roundtable in Tanzania was an eye opener to teachers in Tanzania and the rest of the teachers in East Africa realizing the fact that **AFTRA** came to Tanzanian at a significant time when the East African countries were working together to harmonise education and professionalise teaching for the common goals of the countries. He went further to state that Tanzania had introduced the procedure for initiating an autonomous teacher's regulatory body.

The TTU President also identified some of the challenges facing the teaching profession and autonomous Teaching Regulatory Authorities in Africa which among others were problems of developing "knowledge culture" amidst the use of foreign language as a medium of instruction, meeting the challenge of digital age being overwhelmed by the ICT and the limitations posed by very high African poverty levels, global competitiveness, etc. He said there were also the challenges of restoring the African values and attitudes and enhancing the image of the teachers as the custodians of knowledge. According to him, there was need therefore to raise teachers who would be trusted as the custodians of knowledge to our people, serve as models and mentors for of the authenticity of African cultures and guide the new generation towards peace and harmony.

4. SPEECH BY THE AFTRA GENERAL SECRETARY AND TRCN REGISTRAR/CHIEF EXECUTIVE, PROFESSOR ADDISON MARK WOKOCHA:

In his address, Professor Addison Mark Wokocha expressed joy for being in the historic city of Arusha, Tanzania and the opportunity to interact once again with compatriots of the teaching profession in Africa. Going down memory lane he reminded the members of the Africa's legendary son **Walimu Julius Kambaraje Nyerere**, the pan Africanist per excellence who advocated a united and prosperous Africa. He described the meeting as another opportunity for cooperation among African nations and to form a common tie for the teaching profession in Africa. He noted the need for Africa to command respect, dignity and authority commensurate with its vast human and natural resources. According to him, Africa citizens and professionals must be accorded great respect and treatment as received by their counterparts in the global world. He also noted the need for the teaching profession to operate on the basis of global best practices as a mark of its

professionalization. He went further to state that globalization was an inevitable force that creates and responds to new world order and Africa cannot achieve the expected global relevance without reasonable harmony and cooperation. In recognition of the above fact, the theme of the Roundtable **"Uniting Africa for the Internationalization of the Teaching Profession"** was quite relevant and timely as it called for unity and cooperation among African nations. He said that the Roundtable would facilitate cross-fertilization of ideas and best practices, promote greater respect for teachers as well as the opportunity to be relevance at the international body (**IFTRA**).

He informed members that AFTRA since its inaugural meeting in Abuja in October 2010 had stood the test of time with many achievements prominent among which was its 1st Teaching and Learning in Africa Conference co-located with the 7th eLearning Africa Conference in Cotonou, Republic of Benin in May 2012 with a remarkable success and attendance of over two thousand participants from all over the world. He concluded his speech by appreciating all the members and delegates present especially the Tanzanian Teachers Union and the Tanzanian Government and people for the opportunity to hold the conference in their country.

5. SPEECH BY THE AFTRA CHAIR AND CHAIR OF SACE, MAGOPE LUCAS MAPHILA

The AFTRA Chair who is also the Chair of **SACE**, Lucas Maphila, represented by SACE Chief Executive, Rej Braijaj commenced his speech with appreciation of the formation of **AFTRA** and its relevant goals. He specially congratulated Dr. Steve Nwokeocha, TRCN Director of Professional Operations who he said works indefatigably to see to the realisation of every AFTRA programme, including the 3rd Roundtable. He also specially thanked the **TTU** for hosting the Roundtable and making it one of the best. He emphasised the need for professionalization of teaching, the need to help students who are hungry, ill or vulnerable, the need to develop learners holistically, and to promote peace, values and attitudes of students despite the challenges of hunger and poverty in Africa. He advised that teachers should not just care about their students but must also encourage them to persevere until success was achieved. He concluded by soliciting for the development of some structures for every Teacher Regulatory Authority for quality assurance and professionalism in the teaching profession in Africa.

6. SPEECH BY THE DEPUTY MINISTER OF EDUCATION MOZAMBIQUE:

In his speech, the Deputy Minister of Education of Mozambique, Professor Guncalo Chilundo, commended the formation of **AFTRA** and stated that his country was yet to establish a teaching council but promised that with the exposure to the Roundtable his country would soon join the league of countries with teaching regulatory body and looked forward for **AFTRA** Roundtable in Mozambique.

7. SPEECH BY MINISTER OF EDUCATION, TANZANIA AND DECLARATION OF THE ROUNDTABLE OPEN:

The Tanzanian Minister of Education, Hon. Shukuru Kawambwa, welcomed dignitaries and delegates to Tanzania and described his involvement in the conference as a great privilege. He commended Tanzanian Teachers Union for bringing the conference to Tanzania at a time when Tanzania was about establishing its own Teaching Regulatory Council. He expressed optimism that his country would learn much from the Roundtable and promised to ensure the professionalization of teaching in Tanzania. The Minister praised the theme of the Roundtable and emphasized the need for promoting values and ethics of the teaching profession and the need for networking of teachers and Teaching Regulatory Authorities in Africa. He concluded by urging delegates at the meeting to find time to visit the tourist

centres in Tanzania so as to value the natural gifts of God for Africa. With these, he declared the Roundtable open.

8. COMMENCEMENT OF THE TECHNICAL SESSION

The second part of the 3rd Roundtable commenced with an address by the representative of the Chair of **SACE**, Rej Brijraj, who also chaired the session. In his opening remark he welcomed all participants to the meeting and apologized for the absence of the Chair of **SACE** Magope Lucas Maphila who was engaged in union meetings in South Africa. He gave an insight into the purpose and activities of **AFTRA** among which was to promote the teaching profession and lobby for a better deal for teachers in Africa.

9. READING OF THE MINUTES AND COMMUNIQUE OF 2012 AFTRA ROUNDTABLE AND REPORT OF THE 2012 (1st) AFTRA TEACHING AND LEARNING IN AFRICA CONFERENCE

The minutes and communiqué of the 2012 AFTRA Roundtable as well as the Report of the 1st AFTRA Teaching and Learning in Africa Conference were read by the AFTRA Director of Operations, Dr Steve Nwokeocha. The minutes, communiqués and Report were adopted and matters arising discussed. The 3rd AFTRA Roundtable therefore resolved as follows:

- The establishment African Forum for Teaching Regulatory Authorities (AFTRA) was reaffirmed.
- The existence of the AFTRA Steering Committee, consisting of Teachers Registration Council of Nigeria, South Africa Council for Educators, Teachers Service Commission, Kenya and Education Service Commission, Uganda was also reaffirmed and the Tanzania Teachers Union was co-opted to serve on the Steering Committee.
- AFTRA once again endorsed the 2004 Commonwealth Teacher Recruitment Protocol and charged the Steering Committee to come up with a blueprint document that could help AFTRA members domesticate the provisions of the Protocol.
- That funding of the Roundtable and other AFTRA programmes should be continued with the former arrangement by the founding fathers - funding by the hosting organisation plus voluntary contribution of member organisations without imposing taxes or levies on member organisations.
- With effect from 2013, the Roundtable and Teaching and Learning in Africa Conference should be co-located.
- The AFTRA Steering Committee should decide on the level of future partnership with ICWE.
- Arrangement for the 2013 AFTRA events should start as early as possible.
- AFTRA should formalise the membership of member organisations by issuing them with membership certificates and also certificates for officials such as those serving in the Steering Committee or Executive Councils.
- AFTRA should also issue certificate of attendance to delegates who attend AFTRA Roundtable and Conference.

10. REPORT FROM MEMBER COUNTRIES:

10.1 South Africa:

SACE reported the completion of its new five storey building in Pretoria commissioned on the World Teachers day by the South African Minister of Basic Education in 2012. It has a staff strength of seventy and had registered over half a million teachers, struck out five

hundred teachers and set up a Continuing Professional Teachers Development system. It had also secured for itself status of a key agency in South Africa's teaching landscape.

SACE recommended the following:

- Countries to develop strategies for professionalizing teaching in its context.
- Popularizing **AFTRA** through contacts with African Union, Education International and **UNESCO**.
- Popularizing **AFTRA** among neighbouring Southern African countries by inviting them to the next AFTRA Roundtable as a way to solidifying teacher regulatory mechanisms and participating in AFTRA.
- To communicate/cooperate with TRCN and Jamaican Teaching Council (JTC) and make plans with IFTRA Steering committee to oversee preparation for the next IFTRA World Conference scheduled to hold in Jamaica in 2013.

10.2 Kenya

Kenya reported that the Teachers Service Commission was established since 1977 and handled all teaching related matters including recruitment and regulations. However, the country presently has a new Teaching Service Commission Act 2012 that gave greater authority to regulate the teaching profession. The Act tried to bring at par the teaching profession with other professions such as Engineering, Law, etc. Following this Act, the Commission accredits teacher education courses, determines teaching qualification, and handles registration of teachers and code of conduct for teachers. The country had also decentralized the Teaching Service Commission to the 47 counties in the country run by County Directors. Kenya is ready to adopt and customize the Commonwealth Teacher Recruitment Protocol to protect Kenya teachers within the African countries.

10.3 Rwanda

Had two teachers unions – private and public and they worked closely together collaborating with the government. Since 1996 due to the 1994 genocide the teachers unions in collaboration with the government had the potential to develop multilingual education policy, promote mass literacy by adopting Education for All (EFA) policy, professionalization of teachers, adoption of girls education policy, free movement of teachers and the drafting of the Teachers Code of Conduct by the Rwandan Teachers Union and Education Board.

10.4 Tanzania

The country was set to regulate teacher professionalism in the light of what obtained in Nigeria and South Africa. However, they had teachers categorized into primary, secondary and tertiary institutions. The country had nearly five thousand teachers but their qualifications were questionable. The Teaching Commission had come together with the Tanzania Teachers Union to develop a draft Act for the government to establish a teacher regulatory council. Therefore, the country would soon come up with a regulatory council. In this regard the country was under-studying different countries to actualize a teaching council.

10.5 Zanzibar

The country was yet to have a teaching regulatory council. The country's experience was similar to that of all East African countries in terms of teaching regulation. However they were working closely with Tanzania Teachers Union on the matter.

10.6 Nigeria

The TRCN is the apex regulatory body of teaching profession and the voice of the professional teachers in Nigeria. The law that established the Council is same in content as the law that established other professional regulatory bodies in Nigeria such as Law, Engineering, Medicine, Pharmacy, etc. There were some basic areas of difference from most of other African and Western Teaching Regulatory bodies viz:

- It is 100% owned by the Federal Governmental and covers all levels of education (primary, secondary and tertiary) in the private and public sectors throughout Nigeria.
- TRCN is one of the 22 Agencies of the Federal Ministry of Education of Nigeria and has 23 member Governing Board including five members of the Nigeria Union of Teachers, the Executive Chairmen of the National Commission for Colleges of Education, National Universities Commission, etc. with the Registrar/Chief Executive and the Board Chairman appointed directly by the President of Nigeria.
- It is funded annually by the Government through the national budget drawn up by the National Assembly and from Internally Generated Revenue.
- It has offices in the 36 states of the Federation and the Federal Capital Territory.

The mandates and activities of TRCN include the following:

- *Registration and licensing of qualified teachers.*
- *Accreditation, monitoring and supervision of the courses and programmes of teacher training institutions in Nigeria to ensure that they meet national and international standards. The institutions include the Colleges of Education, Faculties and Institutes of Education in Nigerian universities, Schools of Education in the Polytechnics, and the National Teachers Institute.*
- *Organisation of Internship Schemes and induction programmes for fresh Education graduates to equip them with the necessary professional skills before licensing them for full professional practice.*
- *Conduct of professional examinations and interviews to determine teachers that are suitable for registration.*
- *Establishment of national minimum standards for and execution of Mandatory Continuing Professional Development (MCPD) to guarantee that teachers keep abreast of developments in the theory and practice of the profession.*
- *Organisation of Annual Conference of Registered Teachers (which is the first of its kind in Nigeria) intended to unite all teachers irrespective of social class or the level of education system to which they belong.*
- *Publication of a register of qualified and licensed teachers in Nigeria in hard copies and available through the World Wide Web.*
- *Enforcement of professional ethics among teachers using the Teachers Investigating Panel (TIP) and the Teachers Tribunal.*
- *Prosecution in the law court of unqualified persons performing the job of teachers in contravention of the TRCN Act section 17(2).*
- *Acting as the voice of the voiceless teachers and continuously initiating/driving public policies and practices that could reposition the teaching profession in Nigeria as first among equals.*

- Also, TRCN on behalf of IFTRA developed a Global Benchmark for Continuous professional development adopted and published 2011 by IFTRA during its world conference in South Africa.

11. COMMENTS/REACTIONS ON THE REPORTS

A delegate sought to know how countries would sustain funding of a regulatory council when instituted. Another requested to know if Mozambique had ratified the global convention on freedom of expression and the extent teachers expressed this freedom and would Tanzania be able to regulate university lecturers who felt superior to teachers at the primary and secondary levels.

In response, it was explained that Mozambique had abrogated the laws forbidding freedom of association and teachers were allowed to unionize. Furthermore, it was explained that the Teachers Council in Nigeria was funded by government and internally generated revenue (IGR). The IGR was generated from registration fees and annual subscriptions of teachers. Government funding does not interfere with the council's autonomy because the teachers union had 5 members in the Governing Board and the Act establishing the Council gives it relative autonomy to carry out its activities.

12. PRESENTATION OF COMMUNIQUÉ

The communiqué was presented and the major resolutions made include:

- (i) The establishment African Forum for Teaching Regulatory Authorities (AFTRA) was reaffirmed.
- (ii) The existence of the AFTRA Steering Committee, consisting of Teachers Registration Council of Nigeria, South Africa Council for Educators, Teachers Service Commission, Kenya and Education Service Commission, Uganda was also reaffirmed and the Tanzania Teachers Union was co-opted to serve on the Steering Committee.
- (iii) AFTRA once again endorsed the 2004 Commonwealth Teacher Recruitment Protocol and charged the Steering Committee to come up with a blueprint document that could help AFTRA members domesticate the provisions of the Protocol.
- (iv) AFTRA resolved to co-locate its Roundtable and the Teaching and Learning Conference with effect from 2013.
- (v) Kenya was unanimously endorsed to host the 4th AFTRA Roundtable and 2nd Teaching and Learning in Africa Conference in 2013.
- (vi) Kenya was also endorsed to host the next meeting of the AFTRA Steering Committee in November or December 2012.
- (vii) Starting with the 4th Roundtable in Kenya (2013), AFTRA member organisations shall be formally and ceremonially issued AFTRA membership certificates.
- (viii) Membership of AFTRA remains open to all teaching councils, national teaching or education service commissions or other national/provincial agencies regulating the teaching profession on full membership basis while membership remains open to national teachers unions in Africa on observer status/basis. All organisations concerned are encouraged to identify with AFTRA in the interest of education and the teaching profession in Africa.

The members of the communiqué group included:

Mr. Hiram Lukhafuh.....Kenya

Feliciano Mahalambe-----Mozambique

Ruth AnsariNigeria

Naimi Swai..... Tanzania

The Roundtable adjourned at 5.30 pm Tanzania time.

Rej Brijraj
AFTRA Chair and
Chief Executive
South Africa Council for Educators

Professor Addison Mark Wokocha
AFTRA Secretary and
Registrar/Chief Executive
Teachers Registration Council of Nigeria