



## AFRICA FORUM OF TEACHING REGULATORY AUTHORITIES

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

**HEADQUARTERS:** Teachers Registration Council of Nigeria

(Federal Ministry of Education)

12 Oda Crescent, off Aminu Kano Crescent Wuse 2,

PMB 567 Garki, Abuja, Nigeria

**e-mail:** infoaftra@trcn.gov.ng



# MINUTES

**OF THE 4TH ROUND TABLE OF THE AFRICAN FORUM OF TEACHING REGULATORY  
AUTHORITIES HELD JUNE 28, 2013 AT PRIDE INN SAI ROCK HOTEL, MOMBASA  
KENYA JUNE 28, 2013**

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

## **PART A: OPENING CEREMONY**

### **1. Attendance**

There were 45 delegates from various Africa countries (see attendance list). The countries in attendance included Kenya, South Africa, Nigeria, Cameroon, Angola, Uganda and Tanzania.

### **2. Preliminaries**

The meeting which was anchored by Dr Steve Nwokeocha from TRCN Abuja, Nigeria assisted by Mr Joseph Mugele from the Kenya Teachers Service (TSC) commenced at 9.40 a.m. with the singing of the national anthem of the Republic of Kenya which was done in native language. That was followed by an opening prayer led by Mr Diambele Nkana from Angola.

Dr Nwokeocha on behalf of TRCN (Nigeria) presented numerous materials/publications of AFTRA which according to him were TRCN's contribution for AFTRA, which he expected that members should read, digest and extend to other strategic people and stakeholders in their countries. He also recognised and commended the contribution of SACE whose contribution to AFTRA was yet unmatched and appreciated the TSC and implored other countries to emulate them.

### **3. Recognition of Personalities and Welcome Speech by TSC**

The moderators of the programme, Dr Steve Nwokeocha and Mr Mugele introduced personalities present at the Roundtable which included the AFTRA Chair, Rej Brijraj; and AFTRA Secretary General, Professor Addison Mark Wokocha. Other delegates then introduced themselves. The

Secretary/Chief Executive of the Teachers Service Commission, Mr Gabriel Lengoiboni was unavoidably absent and represented by the Director of Teacher Management, Nancy Njeri Macharia. In her welcome speech, she expressed the joy of TSC for hosting the AFTRA 2<sup>nd</sup> Teaching and Learning in Africa Conference and the 4<sup>th</sup> Roundtable which were collocated. She said it was an honour to the TSC and her country Kenya and assured delegates that TSC was prepared to host as successful AFTRA 4<sup>th</sup> Roundtable.

#### **4. Chairman's opening remarks**

The Deputy Chairperson of South African Teachers Union, Mr. Sibusiso Mchuno who represented the Chair of SACE, Mr Lucas Maphila, conveyed regrets as well as warm regards from Mr Maphila who he said was engaged in another vital national assignment. He traced the institutionalisation of AFTRA to Professor Wokocha and Dr Steve Nwokeocha who nurtured the idea of forming AFTRA after their participation in the Annual Conference of the International Forum of Teaching Regulatory Authorities (IFTRA) of 2009 in the United Kingdom. He also appreciated the contributions of all member countries towards the success of AFTRA and its programmes. Mr Sibusiso specially commended Dr Steve Nwokeocha of TRCN Abuja Nigeria whose energy for work and organisational skills, he said, were awesome. He recognised and appreciated the Registrar/Chief Executive of TRCN Abuja, Professor Addison Mark Wokocha for his sacrifices and relentless efforts which according to him were the life blood of AFTRA which had sustained and brought it so far.

He emphasised the significance of the Roundtable's theme which is **"Uniting Teaching Councils in Africa for the Internationalisation of the Teaching profession in Africa"** and appealed to members to sustain the vision of AFTRA which is to ensure co-operation of African countries in the regulation of teaching.

He outlined the agenda of the Roundtable to include:

- a. Review of the progress made since October 2012 Roundtable in Arusha Tanzania and the communiqués issued at the Roundtable and Steering Committee meeting held in Nairobi in April 2013.
- b. Identification of appropriate methodology that would steer or navigate the conference declarations that are found relevant to the mission of AFTRA.
- c. Discussion of the "Guideline for the Movement of Teachers in Africa"
- d. Official recognition of AFTRA members in Africa
- e. Identification of projects that would serve as mobilizers and advocates for professionalization of teaching in Africa.
- f. Unionism and professionalism
- g. Appropriate education ideology
- h. Holistic development of learners and teachers and
- i. Fixtures of the 2014 Steering Committee, Conference and Roundtable

He was optimistic that the AFTRA Secretariat would consider the above and generate appropriate measures and tools to achieve those themes. He appreciated and commended all the professors of

education present, who according to him were ideologists in education who would assist AFTRA to achieve the expected goals. He concluded his speech by expressing his optimism for increased membership in AFTRA and more attendance in 2014 AFTRA conference. He encouraged the countries to present good reports of their activities and programmes. At this point he declared the roundtable open.

## 5. Good Will Messages

**Kenya:** This started with Mr Hillary Kukhafwa who spoke on behalf of the TSC. He appreciated everyone present at the Roundtable and asked delegates to feel free to interact with peers and to savour the traditional hospitality of Kenya.

**Angola:** One of the Angolan representatives from the Ministry of Higher Education, Miss Helena Gaspar appreciated AFTRA organisers and member countries saying that they learnt so much from both the AFTRA Conference and Roundtable, particularly the importance of professionalism and quality assurance in teaching. She pledged the commitment of Angola delegates and Ministries of Education to AFTRA programmes and to the professionalization of teaching

**Uganda:** The Ugandan representative and a pioneer member of the AFTRA and AFTRA Steering committee, Mrs Beatrice Kabwa, appreciated the host country. She explained that being the only representative from Uganda was because the teacher institutions in Uganda were not yet aware of AFTRA. She promised Uganda's more commitment and sensitisation of the Ministry of Education and other relevant stake holders in education and promised a larger representation of Uganda in the next AFTRA Conference and Roundtable.

**Cameroon:** Represented by Mr Julius Nuh from the Ministry of Basic Education, appreciated the opportunity for his country's participation, informing that AFTRA was slightly known in Cameroon. He promised to sensitise the four ministries of education in Cameroon about AFTRA and its activities. He acknowledged that he had learnt and gained so much from his participation and wished that Cameroon would have the opportunity to host the next AFTRA Programmes.

**Nigeria:** Professor Elaigwu, a veteran professor from Nigeria started with the Slogan **"AFTRA is on the Move and no going back"** and commended the humility of the leadership of AFTRA and how they had made many teachers especially at the higher institutions in Nigeria professionally competent. He promised to motivate many people from the universities in Nigeria to attend the future AFTRA Conference. He welcomed all the "heads and hearts" in Africa and wished every one good health and God's protection. Considering his old age, he was appreciated by the executives of AFTRA for his selfless effort and legacy for younger ones.

**Tanzania:** The representative of Tanzania, Comrade Gratian Mukoba, conveying the goodwill message from Tanzania made reference to the effort and struggles of late Julius Nyerere , and Kwame Nkruma in Africa, which despite their exit influenced positively the younger generation. He congratulated and commended the leadership of the Comrades of AFTRA especially, Prof Addison Mark Wokocha and Rej Brijraj. Describing AFTRA as possessing the great qualities, driving force, and

risk taking that portrays good leadership, he appealed that AFTRA and its members should be the vanguards that would take teaching profession to its right place. He expressed Tanzanian's optimism to see AFTRA move to the highest level. He also informed delegates that Tanzania had completed arrangement to establish its professional teaching regulatory board.

Responding to this the moderator, Dr Nwokeocha drew attention of the members to the efforts of the past African leaders that led to the formation of the Organisation of African Unity and later the African Union. He encouraged delegates to read the history of its formation and the struggles and hurdles the organisers experienced before the African Union was institutionalised, saying that African countries today still had the urgent need to unite as being done by Europe and other parts of the world. He appealed for more feeling and expression of brotherhood and oneness among African countries so as to change the negative reports about African in the outside world. He appealed to Africans to pull their efforts and resources together to promote and sustain the struggles of African leaders for oneness and this according to him would be achieved using education as a weapon against corruption and for promoting unity and progress in Africa.

**South Africa:** Rej Brijraj of SACE excitedly commenced his goodwill message with the phrase “Viva Steve, Viva” commending Dr Steve Nwokeocha's efforts and particularly message on the need for African countries to be united, to fight corruption and to clear the bad image and negative concepts about Africans.. He expressed his full support for patriotism and cooperation among African countries and pleaded that the Roundtable should identify appropriate ways to raise the consciousness of Africans to promote unity. He appreciated the opportunity given to South Africa to continue to chair AFTRA and expressed readiness to co-operate with a new Chair any time AFTRA deems it fit to make a change.

## **6. Presentation of Certificates to Institutional Members and AFTRA Officials**

In accordance with the resolutions of the 3<sup>rd</sup> Roundtable held in Tanzania, certificates signed and sealed for countries attending AFTRA Roundtables were presented to the following organisations:

- Teacher Service Commission Kenya (TSC)
- Kenya National Union of Teachers (KNUT)
- Kenya Union of Post Primary Education (KUPPED)
- South African Council for Educators (SACE)
- Teachers Registration Council of Nigeria, Abuja, Nigeria (TRCN)
- Education Service Commission, Uganda (ESC)
- Tanzanian Teachers Union (TTU)
- Ministry of Education, Tanzania
- Ministry of Higher Education, Angola
- Ministry of Basic Education, Cameroon

Certificates of Service were also presented to the following persons who are serving AFTRA in executive capacity:

- Rej Brijraj – AFTRA Chair
- Prof. Addison Wokocha – AFTRA Secretary General

- Dr Steve Nwokeocha – AFTRA Director of Operations
- Tsedi Dipholo – AFTRA Co-Director of Operations
- Gabriel Lengoiboni – Steering Committee Member
- Nancy Macharia – Steering Committee Member
- Mrs. Beatrice Kabwa – Steering Committee Member
- Annet Musinguzi - Steering Committee Member
- Comrade Gratian Mukoba - Steering Committee Member
- Comrade Ezekiel Oluoch - Steering Committee Member

## PART B: TECHNICAL SESSION

### 7. Reading of the 2012-2013 AFTRA Report and Minutes and Communiqué of the 2012 AFTRA Roundtable

The 2012-2013 Report of AFTRA activities and the minutes of 2012 (3<sup>rd</sup>) Roundtable were presented to everyone and read by the AFTRA Secretary General, Prof. Wokocha. At the end of the reading, it was observed and corrected that on the list of participants at the 3<sup>rd</sup> Roundtable the name on serial no 33 was repeated at no 85. Also, the name on no 46 (Hilary Lukhafwa) was repeated at no 84. Also observed and corrected was that Teachers Service Commission of Kenya was established in 1967 and not 1977 as was recorded in the minutes. Having effected the corrections and amendment, the minutes was moved for adoption by Rej Brijraj and seconded by Hillary Lukhafwa.

### 8. Matters Arising

The Chair of the Roundtable, Mr Sibusiso Mchunu, called for reactions and matters rising from the minutes of the previous roundtable as read by the Secretary General and the following issues were clarified/discussed:

i. Conference fee and opening of AFTRA account: Dr Nwokeocha explained that the need for an AFTRA bank account arose because initially AFTRA Conference was collocated with E-Learning Africa Conference and ICWE (the organiser of e-Learning Africa Conference) collected the Conference fees. However, AFTRA Conference had now become independent and payments should be made easier by having AFTRA bank account and also registering it for credit card payments. After discussing the issue the Roundtable therefore directed AFTRA Secretariat to open domiciliary bank accounts in Nigeria and also to register the accounts for credit card payments.

ii. Presentation by Rej Brijraj, CEO of SACE: The paper titled **“Guidelines for Movement and Professional Development and Support of Teachers in Africa”** developed by SACE was presented by SACE Chief Executive, Rej Brijraj. According to him, the document was trying to moderate and influence the movement of teachers in Africa with the aim to ensure that teachers can easily move about Africa and for regulatory bodies to be involved by ensuring that the receiving country requests for letter of credence and good standing from the teachers’ country of origin. The paper outlined how the regulatory countries could be involved as it seemed that the Governments were

not really involved in ethics of teachers and as such regulatory bodies should take up the responsibility.

At the end of the proposal presentation, Prof. Wokocha gave an insight into the proposal and informed that TRCN had been actively involved in issuing letters of professional standing in respect of Nigerians teaching abroad. He said TRCN had certified and cleared over 1000 Nigerian teachers with letters of credence and good standing which facilitated the employment of the Nigerian teachers abroad. He however warned that in doing so, regulatory bodies should be careful not to destabilise their countries' teaching service. He also said that for countries with professional qualifying examinations for such migrant teachers, with good understanding among countries, teachers cleared by their regulatory bodies could be exempted from the examination.

## **9. Report from Member Countries**

### **Kenya:**

Kenya reported that teachers with the minimum standard/qualification for teaching had been registered with the Teaching Service Commission. That automated and on-line registration had also been made possible and certificates being issued; that the Commission was continuously reviewing the standards of education and teacher training. In collaboration with teacher training institutes, Ministry of Education and Institute of Curriculum Development, TSC ensures quality of teachers to meet the requisite standard. It was also reported that the TSC developed code of regulation of teachers and code of conduct in consultation with all stakeholders. The TSC was also in the process of institutionalising professional Teacher Development and to develop a curriculum for it. In addition to the above, the TSC provides financial management for educational institutions, guidance and counselling, assessment and evaluation, pedagogy and subject content upgrading, monitoring of ICT integration in teaching as well as monitoring performance of teachers through routine standard assessments and open appraisal performance system.

### **Cameroon**

Cameroon reported that teaching profession in the country is regulated by the various Ministries of Education through the Inspectorate Generals of Education and Training. Cameroon has four Ministries of Education and there were many teachers' trade unions. There seems to be more emphasis on improving the working condition of teachers than in regulating or professionalising teaching. With regards to teacher education, pre-service training of teachers is through competitive entrance examination into teacher training colleges. The Ministry of Education takes care of the continuous training of teachers. Teacher employers in Cameroon are the government, missions, and private agencies. The Ministry of Basic Education had a workforce of 65,000 teachers who cater for about 3,8million pupils. However, professional development of teachers, and the poor working conditions of teachers remained the major challenges as was reported by Cameroon.

### **Angola**

Report from Angola said that the teaching profession is being regulated by the Ministry of Education. Teachers undergo four year training in the teacher education Institutions and a one year



of teaching practice after which they are employed by the government in either primary or secondary schools. The government encouraged and added value to the Teachers Commission by increasing the salary and encouraging unqualified teachers to obtain professional diploma in Education and other professional education/training.

## **South Africa**

SACE presented the following information about the teaching profession in South Africa:

- i. SACE is working to Complete the AFTRA Teacher Migration protocol;
- ii. Promoting African consciousness through its strong support for AFTRA, development of the Protocol, etc.
- iii. It further reaffirmed SACE commitment to AFTRA and urged all member countries to bring new members on board.
- iv. SACE planned to embark on a communication strategy that would popularise AFTRA within Africa and international organisations of UNESCO, AU, EI, ILO, IFTRA, etc.

## **Tanzania**

The report from Tanzania said that teachers are managed by the employers: Ministry of Education and Vocational Training, Prime Minister's office, Regional Administration and Local Government, Presidents Office, Public Service Management, and TSD.

2. That government and TTU had collaborated in professionalising teaching, a process that started in 2009/10 by teachers through TTU and received presidential approval
3. That important steps taken to professionalise teaching in Tanzania include: Formation of a task force to spearhead the process, constituting a technical committee with teachers at different levels to discuss the road map for professionalising teaching; Developing and submitting a Cabinet paper requesting for approval of the proposal to establish the board. The document received a strong support of the government.

## **Uganda**

The report from Uganda revealed that the Uganda Education Service Commission was established by the constitution of the Federal Republic of Uganda in 1995. The mandates and functions of the commission were defined under Article 167(1) and 168(1) of the Constitution.

The Commission appraises, confirms and disciplines teachers; gives annual report of its activities to the parliament; Gives quality advice to Ministry of Education on policy matters, etc.

The Uganda Education Service Commission had achieved the following:

- Validating and confirming many teachers;
- Started the implementation of scheme of service at primary school level with negotiation to roll it to secondary school still in progress.
- The Commission had received Education Service Commission Regulation (2012) and Teachers Professional Code of Conduct 2012 and had started disseminating those documents to teacher training institutions as well as other levels of education.
- Developed a Database (EDMS) for teaching personnel with about 80% of teachers documents scanned.
- The Commission was striving to ensure quality of education in Uganda.

## Nigeria

The report from Nigeria was read by Prof. Wokocha. According to the report, TRCN was established by Decree 31 of 1993 (now TRCN Act CAPS T3 of 2004) and was legislated into existence by the Nigeria's National Assembly as a public agency with 100% ownership by the Federal Government of Nigeria. The TRCN reports directly to the Honourable Minister of Education. It had a 23 member Governing Board with the Chairman and Chief Executive appointed by the President of Nigeria. The Board members were drawn from all the sectors and agencies of education in Nigeria as well as the Nigeria Union of Teachers. According to the Chief Executive of the Council, TRCN had the statutory responsibilities for determining who are teachers, the standards of knowledge and skills to be attained by persons seeking to become registered teachers, registering, licencing and classifying teachers according to their levels of training and qualification and regulating and controlling the teaching profession in all its aspects and ramifications, etc.

TRCN also reported the different measures it applied to ensure quality and profesionalisation of teaching in Nigeria. Such measures among others included:

- Registration and licencing of only qualified teachers.
- Accreditation and monitoring and supervision of courses and programmes of teacher education institutions in Nigeria
- Organisation of internship programmes and induction of fresh education graduates
- Conduct of professional examination and interviews to determine teachers that are suitable for registration
- Establishment of the national minimum standards and the execution of continuing professional development of teachers (MCPD)
- Enforcement of professional ethics among teachers using the Teachers Investigating Panel (TIP) and Teachers Tribunal.
- Prosecuting at the law court unqualified persons performing the job of the teachers in contravention to the TRCN Act section 17(2) and
- Acting as the voice of the voiceless teachers and continuously initiating and driving public policies and practices that could reposition the teaching profession in Nigeria to a greater level.

It was also reported that the mandate of TRCN regulate and register teachers at all levels and in both private and public sectors in Nigeria. The council developed programmes of study for those without teaching qualification. Such programmes include, the Post Graduate Diploma in Education (PGDE), Professional Diploma in Education (PDE), Post-Doctoral Diploma in Education (PDDE) etc.

The report further said that TRCN was seriously involved in the professional development of teachers nationwide and all its training for teachers were done free of charge. Though TRCN was established in 1993, its normal operation started in 2000 and within its thirteen years of operation, TRCN had made remarkable achievements in Nigeria that had distinguished it as the best among the leading agencies in Nigeria and a notable organisation in the World especially with its attendance and activities at IFTRA. Recently the Registrar/Chief Executive Prof Wokocha and Director of Professional operations, Dr Nwokeocha attended the 85th Annual Conference of the National Association of State Directors of Teacher Education and Certification (NASDTEC) in USA,



Canada which enabled them to establish relationship with NASDTEC and also convinced the leadership of NASDTEC to join IFTRA.

## **10. Major Decisions Taking at the Roundtable**

The major decisions taken at the end of the discussions at the Roundtable were as follows:

- i. Domiciliary bank account should be opened for AFTRA.
- ii. The Guidelines for Movement and Professional Development and Support for Teachers in Africa presented by SACE was adopted subject to further refining by SACE based on inputs received at the Roundtable.
- iii. AFTRA Conference and Roundtable shall henceforth be held in June each year with specific dates to be determined later.
- iv. October and April every year shall be the months for AFTRA Steering Committee meeting.
- v. AFTRA International Journal of Teaching and Learning in Africa to be introduced immediately to publish high quality papers presented at AFTRA Teaching and Learning in Africa Conference each year.
- vi. Each member country should identify ONE Education Professor who can be one of the AFTRA journal's Editorial Consultants and forward the particulars to AFTRA Secretariat so that letter of appoint could be sent to me. Member countries were given one month from the date of the Roundtable to send the name of their nominees.
- vii. Cameroon secured the right to host the AFTRA 3<sup>rd</sup> Teaching and Learning in Africa Conference and 5<sup>th</sup> Roundtable in June 2014.
- viii. The establishment of AFTRA was once again unanimously reaffirmed.
- ix. AFTRA commended the Teachers Service Commission for hosting very successful AFTRA Conference and Roundtable.
- x. AFTRA wished the Teachers Service Commission, Kenya National Union of Teachers and Kenya Union of Post Primary Education amicable resolution of issues affecting teachers in the Republic of Kenya.

## **11. Closing**

The Chair of the Roundtable appreciated the member countries that participated in the Conference and Roundtable. He also appreciated the AFTRA Secretariat, the host country and the communiqué group for job well done.

The Roundtable came to a close at about 4.50 p.m. Kenyan time with a vote of thanks by the the Kenya Teachers Service Commission represented by Mr Hilary and a closing prayer said by Reuben Nthamrug from Kenya.



**Mr. Rej Brijraj**  
**AFTRA CHAIR &**  
**Chief Executive Officer**  
**South African Council for Educators**  
**Email: [rej@sace.org.za](mailto:rej@sace.org.za) or [brijraj.rej@gmail.com](mailto:brijraj.rej@gmail.com)**



**Prof. Addison Mark Wokocha**  
**AFTRA SECRETARY &**  
**Registrar/Chief Executive**  
**Teachers Registration Council of Nigeria**  
**Email: [addisonmark@yahoo.com](mailto:addisonmark@yahoo.com)**

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