

# Continental Teacher Mobility Protocol



Addis Ababa, 6 September 2018

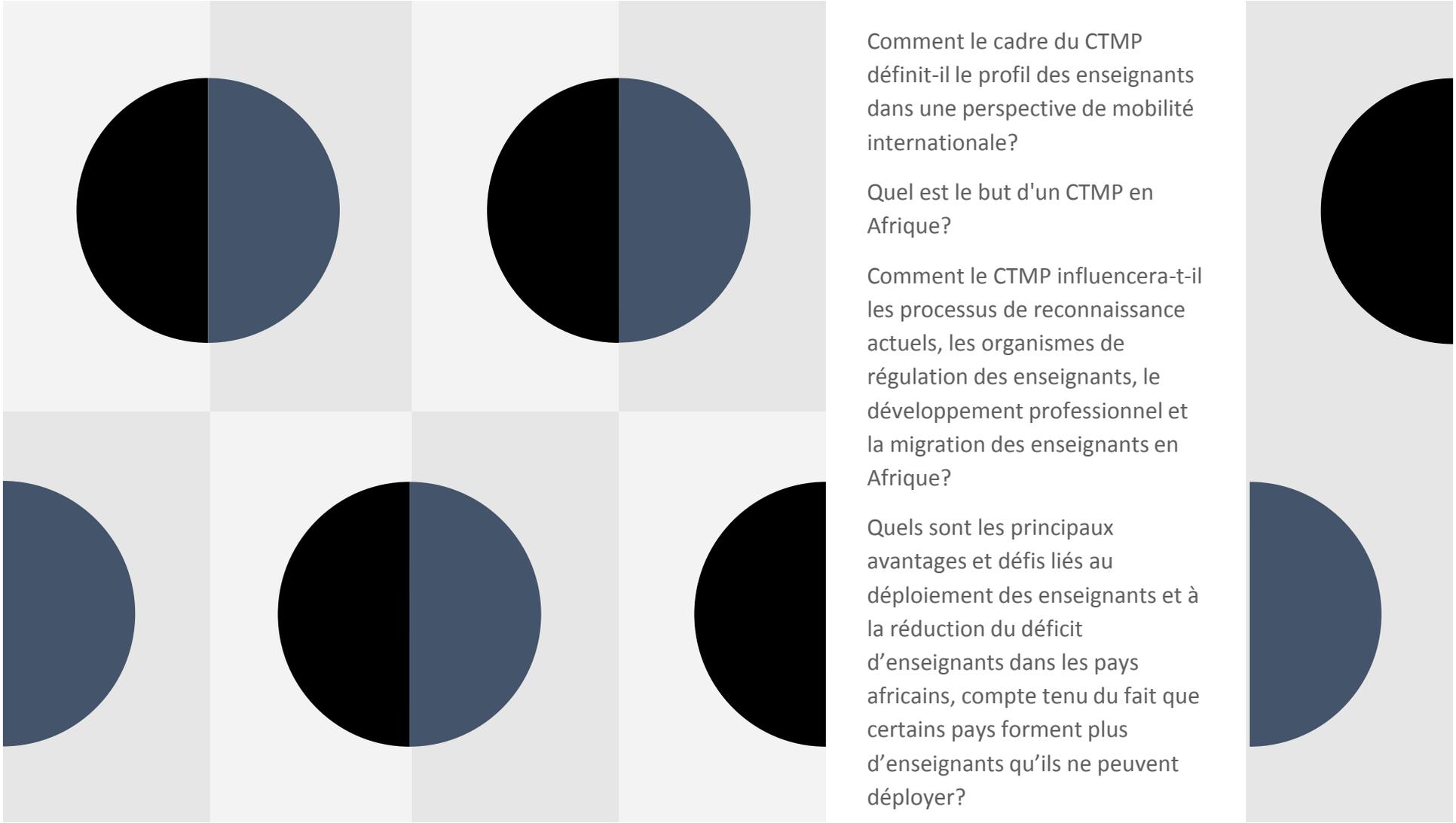
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with contributions from Zaahedah Vally (South Africa) and Tadiwa Murahwi (Zimbabwe)  
and Steve Nwokeocha (AFTRA, Nigeria)



## **Presentation Overview**

1. Research questions
2. Context: Draft CTMP
3. Conceptual framework
4. Situational analysis
5. Recommendations
6. Proposal model
7. What About Teacher Regulatory Bodies?
8. Next steps

# RESEARCH QUESTIONS



Comment le cadre du CTMP définit-il le profil des enseignants dans une perspective de mobilité internationale?

Quel est le but d'un CTMP en Afrique?

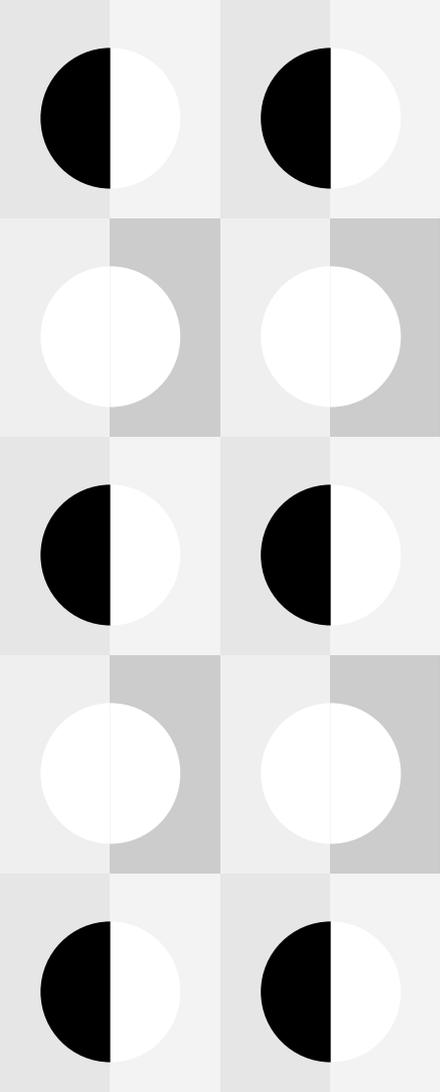
Comment le CTMP influencera-t-il les processus de reconnaissance actuels, les organismes de régulation des enseignants, le développement professionnel et la migration des enseignants en Afrique?

Quels sont les principaux avantages et défis liés au déploiement des enseignants et à la réduction du déficit d'enseignants dans les pays africains, compte tenu du fait que certains pays forment plus d'enseignants qu'ils ne peuvent déployer?

## CONTEXT: DRAFT CTMP (2012)

The CTMP seeks to:

- a) safeguard and promote the rights and conditions of migrant teachers and education systems in the sending and the receiving countries.
- b) promote the sharing and positive benefits that migrant teachers can bring to the sending and the receiving countries within Africa.
- c) subscribe and implement the Protocol maintaining the integrity of national education policies.



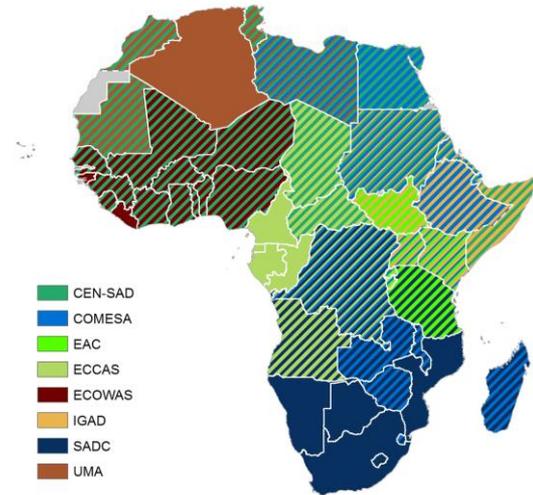
## Nairobi Declaration, 2018:

Ensuring adequate recruitment and deployment, motivation and professional support of teachers, and to strengthening teacher training and professional development programmes at all levels including early childhood education, non-formal education; recognizing teachers as full-fledged professionals and agree on common qualification frameworks; and strengthening dialogue and partnership with teacher organizations.

# Continental

Africa is the world's second largest and second most-populous continent.

The African Union (AU) recognises eight **Regional Economic Communities** (RECs): Arab Maghreb Union (UMA); Common Market for Eastern and Southern Africa (COMESA); Community of Sahel–Saharan States (CEN–SAD); East African Community (EAC); Economic Community of Central African States (ECCAS); Economic Community of West African States (ECOWAS); Intergovernmental Authority on Development (IGAD); and the Southern African Development Community (SADC)



# Teacher

Person **qualified** in terms of the specific minimum **requirements** of an African Union Member State to teach children in public and/or private schools in the specific Member State.



# Mobility

The geographical and occupational movement of workers that is best gauged by the lack of impediments to such mobility. In this case of the CTMP **mobility is primary intra-African, and includes a focus on knowledge and skills transfer.**

Mobility is linked to migration when a worker moves from a country that is not their usual residence with the intention of staying for a certain period of time – not, in other words, tourists or business visitors.

Migration includes both permanent and temporary migrants with a valid residence permit or visa, asylum seekers, and undocumented migrants who do not belong to any of the three groups.



# Protocol

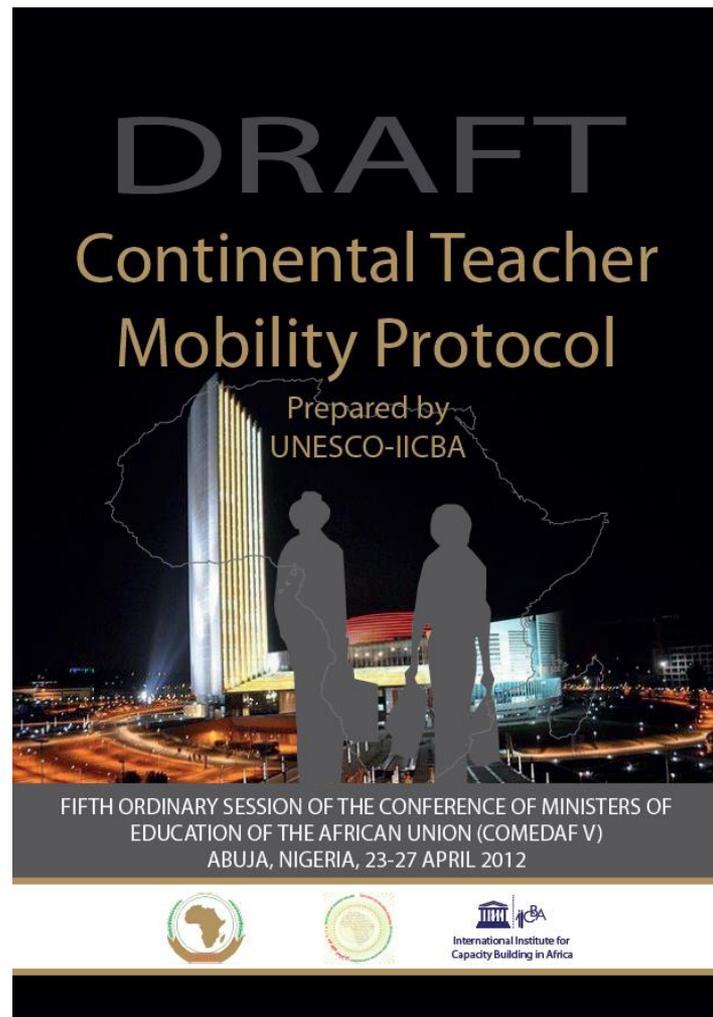
African Union Commission policy instrument used for the implementation of a Treaty, Charter, Convention or Agreement.

In fulfilling its obligations and commitments under a specific protocol, **each State Party must take such reasonable measures as may be available to it to ensure observance** by regional and local governments and authorities and non-governmental bodies within its territory.



Les objectifs spécifiques du CTMP :

- équilibrer le droit des enseignants à émigrer sur le plan international, de manière temporaire ou permanente, contre la nécessité de protéger l'intégrité des systèmes éducatifs nationaux et d'empêcher l'exploitation des ressources humaines limitées des pays pauvres d'Afrique.
- promouvoir le professionnalisme de l'enseignement en fournissant des principes directeurs tels que les rôles des autorités de régulation de l'enseignement, les cadres continentaux de certification des enseignants et les normes professionnelles pour les enseignants.
- contribuer à la mobilité positive en tant qu'élément de libre circulation.



**DRAFT**  
**Continental Teacher  
Mobility Protocol**

Prepared by  
UNESCO-IICBA

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

    
International Institute for  
Capacity Building in Africa

# CONCEPTUAL FRAMEWORK

Treaty  
Charter  
Convention  
Agreement  
Protocol  
Statute

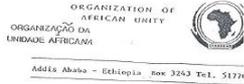


United Nations Educational, Scientific and Cultural Organization

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REFUGEE CONVENTION



CONVENTION GOVERNING THE SPECIFIC ASPECTS OF  
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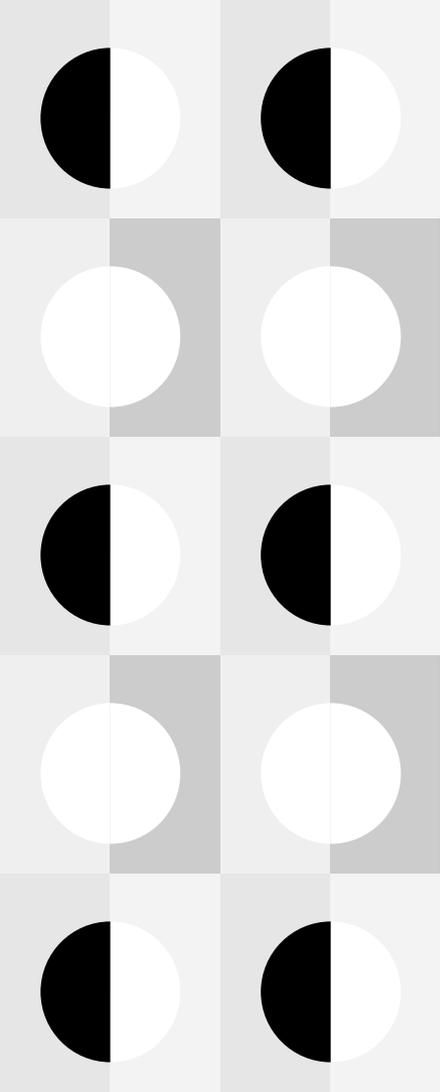
accordance with the Declaration on the Problem of Subversion and Resolutions on the Problem of Refugees adopted at Accra in 1965.

6. Bearing in mind that the Charter of the United Nations and the Universal Declaration of Human Rights have affirmed the principle that human beings shall enjoy fundamental rights and freedoms without discrimination.

7. Recalling Resolution 2312 (XXII) of 14 December 1967 of the United Nations General Assembly, relating to the Declaration on Territorial Asylum.

Article 18 MUTUAL RECOGNITION OF QU





qualification

cadres de certification

évaluation des diplômes

normes professionnelles

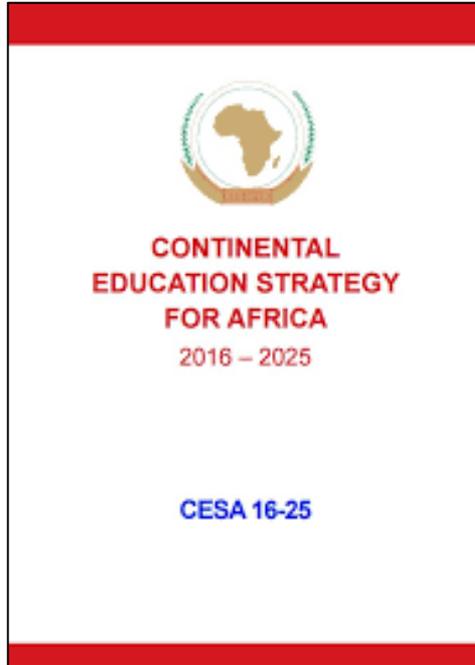
permis professionnel

Informations d'identification

Reconnaissance des apprentissages antérieurs

interopérabilité

# SITUATIONAL ANALYSIS



“Teachers and teaching” is one of the ten priority areas of the Continental Education Strategy for Africa 2016-2025 (CESA) (African Union 2005).

The strategic objectives of CESA 16-25 is to fully reorient African education and training systems by the year 2025 in alignment to the African Union’s Agenda 2063.

The agenda includes recruitment, training, and deployment of well-qualified teachers as well as promotion of their continuous professional development and enhancement of their status and value in society, which is in line with SDG 4c.



**AU STUDY ON TEACHER TRAINING, WORKING, AND LIVING  
CONDITIONS IN MEMBER STATES**

**REPORT SUMMARY**



**AFRICAN UNION COMMISSION**  
Department of Human Resources, Science and Technology:  
Education Division

The AU Teacher study (2017) confirms that all countries recognise the steps the students' teachers are expected to follow to become a teacher and subsequently register with the relevant teacher councils.

According to the findings of the study there are different pathway to teaching qualification and variation of ITE programmes is critical.

Teacher induction which is essential for the student teachers in many countries was not integrated to the ITE programmes.

Teacher preparation for secondary teachers was found in many countries to differ from the training of primary teachers



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...most countries were found to encourage the presence of teachers' unions.

As a result, teachers' autonomy was found to be gaining prominence in some countries and more teachers are involved in decision-making.

The teachers' unions are also more instrumental to the implementation of teachers policies and curriculum reforms in such countries. In some countries like South Africa, teachers have become untouchable as the unions protect and even offer legal representation to teachers with discipline issues or policy decisions that will affect them.

These unions could also provide available information and protect the rights of the migrant teachers (AU, 2017). Nevertheless, most countries have not reached this level of engagement with teachers.



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Use of untrained teachers is widely practised to offset teacher shortages.

This use of untrained teachers negatively affects teacher status.

...because of large classes and therefore extended hours in school, more untrained teachers are being used as an alternative plan to mitigate this challenge.

Trained teachers exit the profession due to poor working and living conditions, so the use of untrained teachers persists, to make up for the lack of teachers.

...there is a lack of information regarding untrained teachers in public schools, private, TVET, and non-formal schools.

## Pupils in sub-Saharan Africa have far less access to qualified teachers than the rest of the world

Estimated pupil-qualified teacher ratio in primary education, 2016

Source: UNESCO UIS



....the proportion of qualified teachers have been gradually declining since the turn of the 21st century, the predictions show that by 2030 more than half of both primary and secondary school teachers will either be untrained or inadequately trained teachers (Varkey Foundation, 2018).

Globally, **25.8 million extra teachers will need to be recruited by 2030** to meet EFA targets. Of these, 3.2 million would be filling new posts and 22.6 million would be replacing teachers retiring or leaving the profession (UNESCO, 2015).

To have the 59 million children out of school in 2015 would require the recruitment of 2.7 million teachers if pupil-teacher ratios are not to exceed 40:1. According to the Institute's forecasts, without such recruitment, 33 countries will not have enough teachers to achieve universal primary education by 2030 (Robinson & Taylor, 2018).

The figures are projected to continue growing at this rate through the middle years of the century unless realistic interventions are undertaken. **Sub-Saharan Africa faces the biggest challenge of any major world region in this respect.**



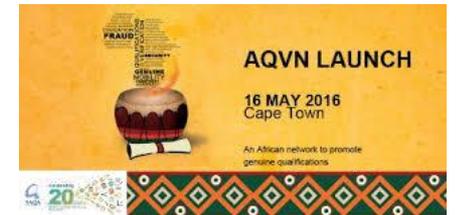
# CONSIDERATIONS

- **Qualifications frameworks**
- **Common curriculum frameworks**
- **Teaching regulatory authorities**
- **Professional teaching standards**
- **Initial teacher education programmes**
- **Continuous Professional Development**
- **Teacher demand and supply**
- **Learning from protocols in other parts of the world and other professions**

# RECOMMENDATIONS

## RECOMMENDATION 1

This research has demonstrated that there are **tools available to strengthen the CTMP in its implementation**, notably the use of technology. The idea of a skills passport is one way to do this. By establishing a central repository (also referred to as an observatory) the mobility of teachers across the Continent can be radically improved. The emerging process in SADC between verification agencies is a good example, but there are also others. AFTRA is well positioned to play a key role in this regard, but under the auspices of UNESCO-IICBA and the AUC.



## RECOMMENDATION 2

The research has also clearly demonstrated a dearth of data in relation to teachers broadly in Africa. Another recent study by the Varkey Foundation (Robinson and Taylor 2018) has amplified this point. It is strongly recommended that UNESCO-IICBA, the AUC, and ideally in partnership with the Commonwealth Secretariat, **undertake an empirical study on the movement of teachers in Africa**. This should be designed as a longitudinal study, with key indicators that can be tracked on an annual basis and in a cost-effective manner. This should be linked to the proposed monitoring and evaluation dimension discussed in the proposed model for teacher mobility in Africa.



**COMMONWEALTH**  
**SECRETARIAT**



### RECOMMENDATION 3

We recommend that the CTMP be simplified and reviewed in the light of the findings of this research. A critical consideration in this review should be the **political, recognition, enforcement, and monitoring and evaluation dimensions.**

**The CTMP should become the front-end of a more sophisticated back-end system built on new technology that is free and accessible to teachers across the Continent.**



*transformation through knowledge*

## PROPOSED MODEL



## Dimension politique

Il existe au moins trois domaines dans lesquels le contrôle des pays s'exprime principalement en termes d'options politiques, malgré les initiatives régionales visant à discuter et à partager des normes communes: (i) formation initiale des enseignants et perfectionnement professionnel continu; (ii) recrutement; et (iii) déploiement

## Dimension de reconnaissance

Un nombre croissant de pays africains ont développé et adopté des cadres nationaux de certification, tandis que deux des CER africaines, SADC et CEDEAO, ont investi dans des cadres régionaux, les décideurs africains discutent également de l'idée d'un cadre africain de certifications continentales, un référentiel pour faciliter la transposition des qualifications entre pays.

## Dimension application

La mesure dans laquelle un accord politique général non exécutoire, tel qu'un protocole de recrutement d'enseignants, peut être appliquée par les États membres a clairement constitué un facteur limitant. C'est ce que confirme la recommandation du Conseil consultatif du Commonwealth sur la mobilité, le recrutement et la migration des enseignants visant à élaborer une «législation type» pour rendre le protocole opérationnel, ainsi que l'appel aux pays à créer des cadres réglementaires pour le recrutement des enseignants.

## Dimension de suivi et d'évaluation

Les outils de performance et les mécanismes de suivi du CTMP sont nécessaires pour un certain nombre de dimensions clés. Ceux-ci serviront de point de référence pour les indicateurs repères que les pays se sont fixés, ainsi que pour la nécessité d'un observatoire ou d'une salle de données sur le CTMP au niveau régional.



*transformation through knowledge*

# WHAT ABOUT TEACHER REGULATORY BODIES?



# CTMP: Role of Teacher Regulatory Authorities (TRAs) and Their Value Add



- Key among the statutory functions of the TRAs at the national level are:
  - Setting standards (competences) that teachers must possess and raising the standards from time to time as circumstances may permit,
  - Accrediting teacher education (both ITE and CPD)
  - Registering and licensing teachers, and
  - Prosecuting related offences.
- These functions put the TRAs at the centre of key teacher professionalisation issues such as the CTMP, teacher qualification & curriculum frameworks and professional standards.



- For the CTMP to be implementable, there must be functional continental teacher qualification & curriculum frameworks and professional standards, not only for teachers but also for school leaders. These are areas of core competencies and mandates of the TRAs and they are committed to working with the AU, IICBA, IE, RECs and other critical partners to put these place.
- Based on the functions above, the TRAs can, under the auspices of the AU and RECs, serve as the pivot/resource base of the anticipated skills passport/observatory.



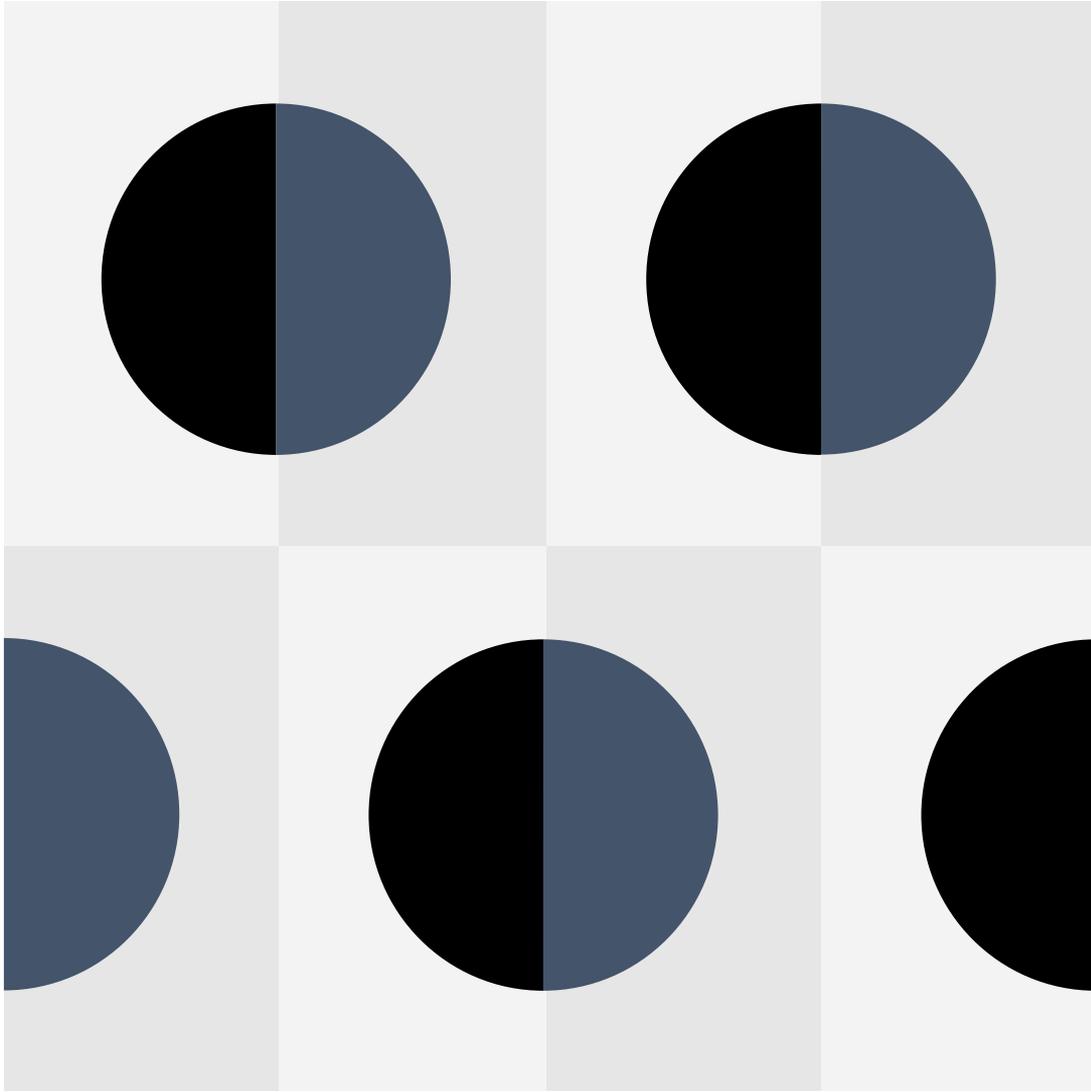
- From research findings in respect of the Commonwealth Teacher Recruitment Protocol (CTRP), the TRAs have been recognised as having the best opportunity to capture the data of teachers for mobility protocols. It was observed that most teachers who migrate no longer do so through or even with the knowledge of the ministry of education of their home countries. However, since they must obtain license to teach they are bound to report to the TRA of their host countries. This gives the TRA opportunity to obtain a comprehensive data on such teachers.
- Under IFTRA, a report of *professional standing and background check* is required from the TRA of a teacher's country of origin before registration and licensing in the host country. This mutual exchange of reports among the TRAs strengthens the documentation and monitoring of teachers who migrate.



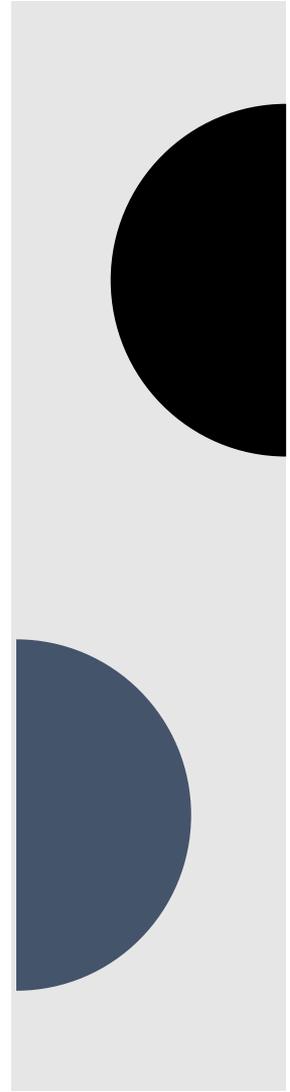
*transformation through knowledge*

## NEXT STEPS

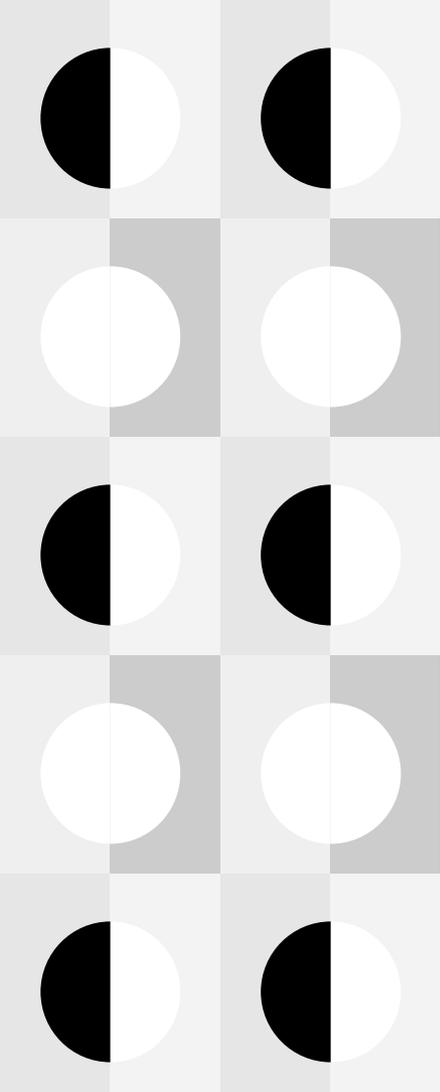




1. Atelier de validation
2. Finalisation du rapport d'analyse de la situation
3. Examen du projet de CTMP
4. Processus de consultation et de plaidoyer
5. Approbation
6. Mise en œuvre



# QUESTIONS FOR GROUPWORK



1. Migration instruments; Ms. Carolyne Tumuhimbise- Migration policy and Liaison Officer (AU)
2. African vision for teachers; Ms. Assibi Napeo
3. Teachers in refugee situations; UNHCR
4. AUC Policy instruments- AUC- Dr Beatrice Njenga

Key aspects to consider in each group:

- Has the situational analysis covered the main issues? What is missing?
- Discuss each of the four dimensions of the CTMP and make recommendations as necessary.
- What are your suggestions for the consultation process to follow? Who should be involved?
- How best can we raise awareness of the CTMP?
- Any other comments from your group?



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