TEACHER DEVELOPMENT ROADMAP

for Teachers

EFA
Introduction

The Plan of Action of the first Decade of Education for Africa (1997-2006) did not meet expectations because Member States drew up, discussed and implemented their education sector development programmes with their development partners without aligning them with the Decade's objectives. Drawing lessons from that experience, the Heads of State and Government of the African Union have launched the Plan of Action of the Second Decade, which is based on the States' support, the capacities of existing institutions and the remarkable work accomplished by UNESCO and the main Jomtien partners.

The guiding principles of the Plan of Action of the Second Decade (2006-2015) include ensuring enhanced political support, enhancing the capacities of regional economic communities and national implementation mechanisms, establishing strong and effective monitoring and oversight mechanisms, institutionalizing collaboration and mutual support between countries, and avoiding unnecessary duplication of initiatives.

The numerous multifarious initiatives designed to improve education failed to yield the expected results mainly because they were fragmented, badly coordinated and often very ill adapted to the challenges to be addressed.

With regard to “teacher training and development”, one of the priority areas of the Plan of Action of the Second Decade, the persistence of the quantitative and qualitative shortage of teachers reflects the need for strong partnerships between the various institutional and State stakeholders leading to the formulation of policies and the conduct of activities that contribute to teachers' professional development. The Pan-Africa Conference on Teacher Development (PACTED) initiative is part of these crucial dynamics.

This roadmap was drawn up by the African Union Commission (AUC), as recommended by the first Pan African Conference on Teacher Development (PACTED I), held in Lomé, Togo, in April 2011. It was further developed following consultation of an ad hoc working group comprising the Ministers of Education of Kenya, Senegal and Togo, supported by UNESCO, Education International (EI) and the Association for the Development of Education in Africa (ADEA). This roadmap was adopted at the Fifth Conference of African Ministers of Education (COMEDAF V) in Abuja, on 27 April 2012. The Conference recommended that the roadmap be implemented and that reports be submitted regularly at each COMEDAF conference.

The various partners – including UNESCO, UNICEF, EI, ADEA, the Pan-Africa Council of Teachers, the diaspora and the International Task Force on Teachers for Education for All (EFA) – undertook to work closely with the AUC and its Member States to implement the roadmap.

At the ADEA Triennale in February 2012, held in Ouagadougou, PACTED partners recommended that a mechanism be established to monitor the roadmap. The International Task Force on Teachers for EFA undertook to design a monitoring and evaluation framework for the implementation of the roadmap. The roadmap and the monitoring-evaluation framework were adopted by COMEDAF V in Abuja, Nigeria, in April 2012.

Implementation of the roadmap requires the Member States' support and their effective participation in carrying out roadmap activities, in particular through the allocation of resources, the conduct of planned activities and lobbying of the international community to encourage greater mobilization of development-partner resources. The roadmap should be integrated into national action plans and budgets and be supported systematically by the Regional Economic Communities (RECs). National institutions must take effective ownership of the roadmap so that its implementation would be monitored closely.

The question of resource mobilization is particularly important in view of the funding required for infrastructure, equipment, curricula and the training and management of education personnel in
accordance with the Plan of Action of the first Decade of Education. As stipulated in recommendation 5 – **Scale up the financing of quality education** – adopted at PACTED I, the mobilization of substantial resources, particularly for appropriate infrastructure and equipment for the activities to be carried out, is an objective and essential condition for accomplishment of roadmap activities. The partners involved should reflect on the integration of PACTED activities into their programmes and budgets, and on working methods that permit the sharing of information and the coordination of activities.

Support on the part of education personnel, especially teachers, is another decisive factor of success under roadmap goals, particularly in regard to defining standard-setting teacher characteristics and formulating policies relating to their profession. Teacher participation in the drafting of those regulatory frameworks and in dialogue between staff and employers in the education sector are of crucial importance throughout the process in order to ensure that teacher issues are neither misunderstood or overlooked and to establish harmonious relations among the education stakeholders concerned.

This document, designed to improve the quality of education and training in Africa, sets out six specific goals and specifies for each one an overall outcome relating to the African Union's Plan of Action. The goals concern “teacher training and development”, the third priority area of the Plan of Action of the Second Decade of Education, and implementation of recommendation 3 – **Ensure the professional development of teachers (in formal and non-formal settings) to guarantee a quality education system for Africa in the 21st century** – adopted at PACTED I.

Each goal is a specific response to the various aspects of teaching and is broken down into various activities, each of which comprises tasks for which objectively verifiable indicators, completion deadlines and the stakeholders and technical and financial partners involved in their performance are provided.
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<th>Stakeholders/partners involved</th>
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<tr>
<td>(a) Define standard-setting characteristics for teachers in Africa</td>
<td>Setting and promotion at all levels of the education system of the professional qualifications, knowledge, skills and competencies required, under minimum standards, to teach effectively and keep abreast of recent developments in the profession.</td>
<td>1. Discuss, conceptualize, agree and validate the duties, role and profile of inclusive teachers capable of meeting the challenges of the twenty-first century</td>
<td>(i) Identify the main challenges in the teacher’s tasks</td>
<td>The profile of the twenty-first century teacher has been defined, including the associated duties and competencies</td>
<td>Validated report on teacher profiles based on tests at different levels of the education system</td>
<td>RECs, AUC, UNESCO, ADEA, UNICEF, Commonwealth of Learning, AfDB, EI, OIF, Member States</td>
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<td>(ii) Draw up the profile of the twenty-first century teacher</td>
<td>(iii) Draft competency benchmarks</td>
<td>Learners’ entrance and exit profiles at the various level and for each type of education system</td>
<td>Learners’ entrance and exit profiles at the various level and for each type of education system</td>
<td>RECs, AUC, UNESCO, ADEA, UNICEF, Commonwealth of Learning, AfDB, EI, OIF, Member States</td>
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<td>2. Identify learners’ needs and profiles for all types and levels of formal and non-formal education</td>
<td>(i) Identify the main areas for education system reform</td>
<td>The profile of learners has been drawn up and their needs are known</td>
<td>Learners’ entrance and exit profiles at the various level and for each type of education system</td>
<td>RECs, AUC, UNESCO, ADEA, UNICEF, Commonwealth of Learning, AfDB, EI, OIF, Member States</td>
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<td>(ii) Draw up the profile of the twenty-first century learner</td>
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<td>3. Revise and support professional development schemes for education personnel (teachers and officials) and thus contribute to the improvement of initial and in-service training practices</td>
<td>(i) Draw up training benchmarks for the competencies defined</td>
<td>The revised education personnel development schemes are available and are being implemented</td>
<td>Number of training schemes revised and implemented</td>
<td>RECs, AUC, UNESCO, ADEA, UNICEF, Commonwealth of Learning, AfDB, EI, OIF, Member States</td>
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<td>(ii) Draft training plans</td>
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<td>Number of new teacher schemes incorporating new approaches to teaching and learning</td>
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### Goals

**Expected overall outcome relating to the Plan of Action of the Second Decade**

**Activities**

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<td>(i) Identify and promote effective and sustainable ODL practices</td>
<td>ODL is acknowledged, adopted and implemented by the countries in synergy with classroom teaching to increase the initial-training provision and strengthen teachers' professional competencies</td>
<td>Number of countries that have effectively adopted ODL policies</td>
<td>AUC, UNESCO-IICBA, ACDE, AUF, Commonwealth of Learning, AfDB, EI, OIF, Member States, AVU, ICJ</td>
<td>Q1 Q2 Q3 Q4</td>
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<td>(ii) Set up and equip ODL sites</td>
<td></td>
<td>Number of countries that have successfully implemented ODL programmes</td>
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<td>(iii) Train trainers in support of ODL</td>
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<td>Number of teachers who have successfully completed ODL programmes</td>
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<td>(iv) Take into account all forms of distance learning (particularly blended learning) to meet the needs of the various population groups</td>
<td></td>
<td>Increase in ODL resource allocation in the Member States</td>
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**Stakeholders/partners involved**

AUC, UNESCO-IICBA, ACDE, AUF, Commonwealth of Learning, AfDB, EI, OIF, Member States, AVU, ICJ

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(b) Enhance the use of open and distance learning (ODL) to increase access to and the quality of teacher training and promote the professional development of teachers

Implementation of an initial and in-service training strategy that draws on all available resources, such as distance learning and information and communication technology (ICT), and broadens the spectrum of teachers' teaching competencies.
2. Formulate generic frameworks for the development of appropriate teaching materials
   (i) Train trainers to design distance-learning materials
   (ii) Train the stakeholders involved in ODL curriculum development
   The capacity of the trainers and stakeholders involved in curriculum development has been strengthened in order to produce teaching materials
   Handbook containing guidelines for the compilation of syllabi and teaching materials
   Commonwealth of Learning, AfDB, EI, OIF, Member States, AVU, ICJ

3. Produce, and give access to, digital open education resources (OERs)
   (i) Train trainers and stakeholders involved in ODL curriculum development to produce OERs
   (ii) Form teaching teams
   (iii) Prepare teaching materials
   OERs have been produced and made available to teachers and learners.
   Increase in the number of OERs
   ACDE, OER Africa, AUF, Commonwealth of Learning, AfDB, EI, OIF, Member States, AVU, ICJ

4. Draw up quality assurance standards for ODL
   (i) Set ODL quality criteria
   (ii) Identify indicators for the quality criteria
   ODL quality standards have been set.
   - Documents on quality assurance standards
   - Indicator series agreed
   - Handbook on the use of data-collection indicators
   ACDE, SAQA, SACMEQ, UNESCO-IICBA, Commonwealth of Learning, AfDB, EI, OIF, Member States, AVU, ICJ

<p>| 2. Formulate generic frameworks for the development of appropriate teaching materials | (i) Train trainers to design distance-learning materials | (ii) Train the stakeholders involved in ODL curriculum development | The capacity of the trainers and stakeholders involved in curriculum development has been strengthened in order to produce teaching materials | Handbook containing guidelines for the compilation of syllabi and teaching materials | Commonwealth of Learning, AfDB, EI, OIF, Member States, AVU, ICJ | | X | X |
| 3. Produce, and give access to, digital open education resources (OERs) | (i) Train trainers and stakeholders involved in ODL curriculum development to produce OERs | (ii) Form teaching teams | (iii) Prepare teaching materials | OERs have been produced and made available to teachers and learners. | Increase in the number of OERs | ACDE, OER Africa, AUF, Commonwealth of Learning, AfDB, EI, OIF, Member States, AVU, ICJ | | X |
| 4. Draw up quality assurance standards for ODL | (i) Set ODL quality criteria | (ii) Identify indicators for the quality criteria | ODL quality standards have been set. | - Documents on quality assurance standards | - Indicator series agreed | - Handbook on the use of data-collection indicators | ACDE, SAQA, SACMEQ, UNESCO-IICBA, Commonwealth of Learning, AfDB, EI, OIF, Member States, AVU, ICJ | | X |</p>
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| (c) Improve performance in science, mathematics and technology (SMT) to reflect life skills and meet labour-market demands | Formulation and implementation at all levels of the education system of teaching programmes and methods based on revised SMT components that take the learner’s culture and environment into account and are designed to promote and ensure a scientifically and technologically literate society for sustainable development. | 1. Devise quality indicators for SMT teachers | (i) Set SMT quality criteria  
(ii) Attract, train and retain the best SMT teachers | Quality indicators have been devised | Set of agreed SMT quality indicators | RECs, ADEA, CEMASTEA,  
Commonwealth of Learning,  
AfDB, EI, OIF,  
Member States,  
AVU, ICJ | x |
|                                                                     | 2. Prepare an African curriculum-development reference framework for the training of SMT teachers | (i) Form a team to design and develop a model curriculum  
(ii) Identify the requisite SMT teaching and learning competencies, structures and resources | An African SMT teacher training reference framework has been compiled and circulated |  
▪ Afrocentrist SMT curriculum  
▪ Number of text books and teacher’s handbooks |  
▪ An African SMT teacher training reference framework has been compiled and circulated | RECs, ADEA,  
ACDE,  
Commonwealth of Learning,  
AfDB, EI, OIF,  
Member States,  
AVU, ICJ | x x x |
|                                                                     | 3. Establish regional SMT teacher training centres | (i) Identify SMT teacher training centres of excellence  
(ii) Build those centres’ capacities in regard to their infrastructure and human resources | SMT training reference centres are operational in the RECs |  
▪ Number of operational regional teacher-training centres  
▪ Number of teachers trained |  
▪ SMT training reference centres are operational in the RECs | RECs, AUC,  
CEMASTEA,  
Commonwealth of Learning,  
AfDB, EI, OIF,  
Member States,  
AVU, ICJ | x x |
|                                                                     | 4. Build the capacities of national SMT teacher-training institutes | Support the increase in the number of national teacher development centres by creating optimum training conditions (infrastructure and equipment) | Working conditions at national SMT teacher-training institutes have improved |  
▪ Number of national institutes with improved training conditions  
▪ Number of teachers trained |  
▪ Working conditions at national SMT teacher-training institutes have improved | Commonwealth of Learning,  
AfDB, EI, OIF,  
Member States,  
AVU, ICJ |
| 5. Promote the emergence and dissemination of innovative SMT-teaching and learning research and practices | • Identify and draw up an inventory of innovative SMT practices  
• Identify SMT research programmes and schemes for the introduction of innovative SMT practices  
• Support the introduction and dissemination of innovative SMT-teaching practices | Innovative SMT teaching practices have been identified and are known and promoted | • Review of and report on existing innovative practices  
• Report on identified research and introduction programmes  
• Number of innovative practices introduced and popularized | Commonwealth of Learning, AfDB, Ei, OIF, AVU, Member States, ICJ |
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<td>(d) Standardize teacher recruitment and mobility</td>
<td>Drafting, dissemination and implementation of a teacher recruitment and mobility protocol that takes teachers’ rights and obligations into account for optimum use of existing human resources.</td>
<td>1. Finalize the teacher-mobility protocol for Africa (i) Submit the protocol to PACTED II for validation (ii) Form a team in each REC to harmonize the protocol and advocate it to each Member State (iii) Broaden access to cross-border job vacancies</td>
<td>The mobility protocol has been finalized and is being implemented</td>
<td>Recruitment agencies registered with the Ministries of Education and Foreign Affairs • Regularly updated website on which the Member States can advertise teaching vacancies • Number of vacant posts advertised on the site</td>
<td>AUC, UNESCO-IICBA, RECs, Member States, Commonwealth of Learning, AfDB, EI, OIF</td>
<td>x x</td>
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<td>2. Lobby for teachers’ rights, security, welfare and working conditions, both nationally and in the host country (i) Improve implementation of the ILO/UNESCO recommendation concerning teachers (ii) Provide full information on migrant teachers’ rights, obligations and working conditions (iii) Compile a thoroughly documented file on teachers’ key role in building a democratic society and contributing to its well-being</td>
<td>Issues relating to teachers’ rights, social conditions and working conditions are known and taken into consideration by States</td>
<td>Improvement of teachers’ working conditions • Validated report on teachers’ rights, obligations and role in building a democratic society has been validated</td>
<td>RECs, Member States, Commonwealth of Learning, AfDB, EI, OIF</td>
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<td>(e) Make educational and didactic use of the General History of Africa (GHA)</td>
<td>Compilation and availability in a variety of formats at all levels of education of balanced and relevant syllabi and teaching materials that take African culture and history into account as means of promoting and strengthening identities and values and preserving cultural heritage.</td>
<td>1. Publicize and ensure ownership of the GHA project through various online and classroom activities</td>
<td>(i) Dedicate a website to the GHA project (ii) Compile educational documents</td>
<td>The GHA is known and integrated into educational documents</td>
<td>Textbooks available for primary and secondary schools</td>
<td>UNESCO, AUC, Commonwealth of Learning, AfDB, EI, OIF, Member States</td>
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<td>2. Develop guidelines and promote their use in GHA teaching at all levels</td>
<td>(i) Identify or form a team to draw up the guidelines (ii) Expand the guidelines to reflect testing and supervisory issues (iii) Disseminate the guidelines and promote their application</td>
<td>The GHA teaching guidelines are available</td>
<td>• Guidelines drafted and disseminated at all levels of the national education systems • A more practical approach is taken in teaching the History of Africa</td>
<td>UNESCO, AUC, Commonwealth of Learning, AfDB, EI, OIF, Member States</td>
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<td>3. Promote African history and ensure that it is a core subject in higher education curricula</td>
<td>(i) Form a team in each REC to advocate GHA teaching to each State</td>
<td>GHA is taught in universities and is the subject of scientific research</td>
<td>• Number of teachers who have studied the General History of Africa • Number of students enrolled in GHA courses at university</td>
<td>UNESCO, ADEA, Commonwealth of Learning, AfDB, EI, OIF, Member States</td>
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<td>4. Identify and mobilize diaspora teacher communities</td>
<td>(i) Give a pragmatic definition of the African diaspora (ii) Compile a directory of diaspora associations and websites (iii) Establish a dedicated website for the diaspora (iv) Promote teacher and student exchanges with the diaspora</td>
<td>African diaspora communities have been identified and mobilized</td>
<td>• Number of diaspora associations, African historians, unions, etc. • Number of teacher and student exchanges between the diaspora and the Member States</td>
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<td>(f) Build the capacities of education stakeholders to design and implement holistic policies for the teaching profession</td>
<td>Building of the capacities of regional and national education manager training bodies, such as the centres of excellence, so they may formulate holistic teacher policies enhanced by research with a view to increasing teachers' contribution to the education development process.</td>
<td>1. Promote a Pan-African training centre for senior managers likely to hold sway of teacher policy issues</td>
<td>(i) Continue to implement advanced training programme in holistic teacher policy development at UNESCO-IICBA, in Addis-Ababa (ii) Submit full documentation on the course for endorsement by the Member States' ministers (iii) Mobilize the requisite human and financial resources to implement the programme (iv) Link this centre to national institutions</td>
<td>A pan-African training centre on teacher policy issues is operational at IICBA</td>
<td>• Adoption of the programme by COMEDAF • Number of African education managers trained at IICBA to formulate holistic teacher policies under the programme • Number of holistic teacher policy documents produced throughout the continent under the programme</td>
<td>UNESCO, ADEA, ComSec, RECs, Commonwealth of Learning, AfDB, EI, OIF, Member States</td>
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<td>2. Strengthen, consolidate and broaden initiatives taken to formulate and implement teacher policies</td>
<td>(i) Promote effective practices that contribute to policy formulation and design (ii) Implement a capacity-building programme for stakeholders involved in policy formulation</td>
<td>The countries have adopted and implemented holistic professional development policies for teachers</td>
<td>• Number of countries that have adopted and successfully implemented holistic teacher-training policies • Number of countries that have adopted and implemented a capacity-building programme</td>
<td></td>
<td>UNESCO, ADEA, ComSec, RECs, Commonwealth of Learning, AfDB, EI, OIF, Member States</td>
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