



**AFRICA FEDERATION OF TEACHING REGULATORY AUTHORITIES**  
**Fédération Africaine des Agences de Régulation de l'Enseignement**  
**Federação Africana de Autoridades Reguladoras do Ensino**

[www.africateaching-authorities.org](http://www.africateaching-authorities.org)

Offices: Centurion, South Africa; Abuja, Nigeria; Accra, Ghana; & Lusaka, Zambia

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**Ministerial Communiqué**  
**of the 10<sup>th</sup> AFTRA CONFERENCE AND MINISTERIAL SESSION**  
**HELD AT SAFARI HOTEL, WINDHOEK, NAMIBIA, 9-10 May, 2023**

**1.0 Preamble**

We, the Ministers of Education from Namibia, Angola, Ghana, Nigeria, Zambia, South Africa and Zimbabwe, gathered in Windhoek, Namibia on 9th May 2023, on the 10<sup>th</sup> Conference of Africa Federation of Teaching Regulatory Authorities (AFTRA) hosted by the Ministry of Education, Arts and Culture, Namibia and Namibia National Teachers Union (NANTU) under the theme “*Transforming Education: Teachers, Teaching and the Teaching Profession*” derived from the five tracks of the UNESCO Transforming Education Summit;

- 1.1. **Affirm** our commitment to quality education and the rights of teachers to work under conducive circumstances;
- 1.2. **Recognize** the responsibility of the State to promote human development, including good quality education, as well as to implement effective strategies to educate and protect all children, adolescents and young people, including those living with disabilities, from early childhood to lifelong learning;
- 1.3. **Reiterate** our conviction that education has enormous potential to promote the good health and wellbeing of all individuals and communities;
- 1.4. **Acknowledge** that our countries are signatories to various conventions at international and regional levels including the Incheon Declaration for Education for All, CESA 16-25, SDG 4, Education 2030, Agenda 2063; Dakar Framework for Action, and a range of other regionally focused declarations; and
- 1.5. **Recognize** the significant progress made by member states of AFTRA to address the need to improve the quality of education through regulatory framework.

**2.0 Commitment**

Based on the above considerations, we the Ministers of Education, will lead by bold actions to ensure quality education and continuous teacher support in Africa.

Specifically, we commit to:

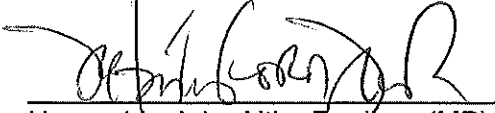
- 2.1 ***Development of Comprehensive Teacher Policies:*** A number of countries do not have comprehensive national teacher policy. Existing policies are fragmented. Therefore, there is a need to use the UNESCO Nine Dimensions in a cross-cutting way to develop National Teacher Policy. Development of the integrated and well aligned teacher policy should be able to respond to local teacher issues of a country.
- 2.2 ***Adoption of 2024 as the year of Teacher Professional Development:*** African Union adoption of Education as the theme for the year 2024 with the focus on “*Educate an African fit for the 21<sup>st</sup> century: Building resilient Education systems for increased access to inclusive, lifelong, quality, and relevant learning in Africa.*” Ensuring teacher quality will be a positive response to the African Union’s Continental Education Transformation Strategy of improving learning outcomes. Teacher quality can be improved by strengthening regulation and professionalisation of teaching in Africa, implementing the African Union Commission’s developed Continental Teacher Qualification Framework, Continental Framework of Standards and Competencies for the Teaching Professions, and Guidelines for the Regulation of Teaching.
- 2.3 ***Strengthening Data Generation and Analysis for Resilient, Inclusive, and Better Performing Education Systems:*** Appropriate data generation can help monitor Africa’s progress towards eradicating the Issue of learning poverty where 9 out of 10 children are unable to read and monitor teacher job satisfaction and motivation. Teachers are often the solution to many education issues; therefore, well motivated and qualified teachers are critical.

For resilient, inclusive, and better performing teachers, there is the need to leverage interventions, such as;

- Mental health and psychosocial support
  - National school eye health programmes
  - Increased number of female teachers and heads of schools
- 2.4 ***Adoption of Strategies Towards Teacher Professionalisation in Africa:*** The strategies for the professionalisation of teaching must cover:
    - The development and full implementation of **professional teaching standards;**
    - The establishment or strengthening of **Teaching Regulatory Authority;**
    - The generation and usage of **evidence and data** to support education and teacher policy development and reforms;
    - The implementation of quality and relevant **initial teacher education, systematic induction, and free professional development programmes for teachers;**
    - The transformation of the teaching profession to become an attractive and first choice job by ensuring that teachers have **decent salaries and working conditions**
    - The strengthening of **social and policy dialogue**
    - **The Investment in teacher education and teachers.**



Honorable Faustina Namutenya Caley (MP)  
Deputy Minister of Education, Arts and Culture,  
Namibia



Honorable John Ntim Fordjour (MP)  
Deputy Minister of Education,  
Ghana



Honorable Evelyn Ndlovu (MP)  
Minister of Primary and Secondary Education,  
Zimbabwe



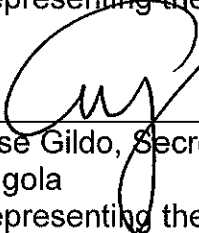
Honourable Malam Adamu Adamu  
Minister of Education  
Nigeria  
Represented by Prof Josiah Olusegun Ajiboye  
President of AFTRA



Dr Makgabo Reginah Mhaule (MP)  
Honorable Deputy Minister of Basic Education,  
South Africa



Muneku Noriana, Permanent Secretary,  
Ministry of Education, Zambia  
Representing the Minister of Education



Jose Gildo, Secretary of State for Secondary Education,  
Angola  
Representing the Minister of Education

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**AFTRA International Administrative Headquarters:** South African Council for Educators Building,  
Crossway Office Park, 240 Lenchen Avenue, Centurion 0183, South Africa, Tel.: +27 86 100 7223, +27 12 663 9517.

**AFTRA International Academic Headquarters:** Federal Ministry of Education Annex,  
245 Samuel Ademulegan Street, Central Business District, Abuja, Nigeria. Tel.: +234 912 880 4289

**General Secretariat:** National Teaching Council, Institute Drive, Adabraka, Accra, Ghana.  
Digital Address: GA-076-6021. Tel.: +233 552 828 853.

**Special Office:** The Teaching Council of Zambia, Mungwi Road, Government Stores,  
P.O. Box 35700, Lusaka, Zambia. Tel: +260211240360, +260977466784