



*African Teacher*  
*Qualification Framework*  
**For Teacher Quality,  
Comparability and International Mobility**

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**Education Division**

**Department of Human Resources, Science and Technology**

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## ACRONYMS

AFSCTP – African Framework of Standards and Competences for the Teaching Profession  
AFTRA – Africa Federation of Teaching Regulatory Authorities  
AGTP – African Guidelines for the Teaching Profession  
ASG-QA - African Standards and Guidelines for Quality Assurance in Higher Education  
ATQF – African Teacher Qualification Framework  
AU – African Union  
AQRM - African Quality Rating Mechanism  
AUC – African Union Commission  
CESA – Continental Education Strategy for Africa 2016-2025  
CONFEMEN – Conference of the Ministers of Education of French Speaking Countries  
CPD -Continuous Professional Development  
ECOWAS – Economic Community of West African States  
EI – Education International  
EU – European Union  
EQF – European Qualification Framework  
GTC – General Teaching Council  
HAQAA - African Higher Education Quality Assurance and Accreditation  
IFTRA- International Forum of Teaching Regulatory Authorities  
ILO – International Labour Organisation  
ISCED – International Standard Classification of Education  
ITT – International Task Force on Teachers for Education 2030  
NQF – National Qualification Framework  
SADC – Southern African Development Community  
SDG4 – Sustainable Development Goals 4-Education  
TDC – Teacher Development Cluster  
TEI – Teacher Education Institution  
UIS – UNESCO Institute for Statistics  
UNESCO – United Nations Educational, Scientific and Cultural Organisation  
UNESCO-IICBA – UNESCO International Institute for Capacity Building in Africa

## GLOSSARY

**Accreditation, teacher education:** An approval granted a teacher education programme by a teaching regulatory authority of a country for a satisfactory demonstration of the capacity to impart knowledge, skills, values and general attributes for a specified level or category of teacher preparation.

**African Framework of Standards and Competences for the Teaching Profession:** A description of the professional knowledge, skills, values, attitudes, conduct, career path and other critical professional benchmarks expected of teachers and school leaders in member States of the African Union.

**African Guidelines for the Teaching Profession:** An articulation of the baseline of professional tenets that shall apply to the teaching profession in the member States of the African Union.

**African Teacher Qualification Framework:** The classification and benchmarks of initial teacher education, continuous professional development and professional requirements for the registration and licensing of teachers and school leaders in member States of the African Union.

**Career path:** A track that demands increasing levels of proficiency from the point a teacher or school leaders enters teaching or leadership till retirement. The increasing levels of proficiency implies that continuous professional development is the key to advancement in the career. The career path is not exactly the same as the public service cadre or salary grade level and should not be mixed up.

**Continuous Professional Development:** The lifelong exposure of a teacher to developments in the art and science of teaching, learning, professional conduct and specialist subject areas. For a school leader, this entails regular updating of best practices in management and leadership of professional knowledge, practice and values as well as the transformation of human and material resources of the school as an organization.

**Credit:** In line with the credit hour approach, credit is defined as the number of “contact hours” per week and per semester (African Union & European Commission, 2019). It refers to the number of hours that a lecturer spends with students for lecture (inclusive of tutorial and/or practical where applicable) per week, for 15 weeks of a semester. Thus, if a module has one contact hour per week, it is termed one-credit module; for two contact hours per week, it is termed two-credit module; for three contact hours per week, it is termed three-credit module; and so forth. This approach excludes the time spent by students for private study, conduct of research, take home assignments and examinations. As a general rule, it is expected that a Bachelor’s and Master’s degrees require a minimum of 120 and 60 credit hours, respectively. However, the **Credit Accumulation and Transfer System (CATS)** of the African Union Harmonisation of African Higher Education Quality Assurance and Accreditation (HAQAA) Initiative (African Union & European Commission, 2019; HAQAA Initiative, 2019) shall provide the overall benchmarks for determination of the credits hours.

**Endorsement, Continuous Professional Development:** An approval granted a teacher continuous professional development provider by a teaching regulatory authority of a country for

a satisfactory demonstration of the capacity to impart the competences stated for any of the career stages.

**Initial Teacher Education:** The academic and professional preparation given to an individual in approved educational institution as a foundation for entry into the teaching profession.

**International Standard Classification of Education (ISCED):** A tabular device or scale recommendation by the UNESCO Institute for Statistics for the universal classification of education programmes and their attainments to facilitate international comparison and analysis.

**Levels of education:** This refers to an ordered set, grouping education programmes in relation to gradations of learning experiences, as well as the knowledge, skills and competencies which each programme is designed to impart.

**Module:** This is a course of study with specific credit unit.

**Profession:** A profession is a vocation with exclusive area of practice founded upon a long period of preparation in theory and practice at approved institution, and embodies its code of ethics and standards protected through the admission of only certified individuals onto the job and regulated to earn public trust and recognition.

**Quality framework, teacher education:** A system of dimensions of teacher education and their inherent factors that determine learning outcome.

**Quality indicators, teacher education:** The specific empirical elements, derived from the quality framework, which helps to assess a teacher education programme's capacity to achieve expected learning outcomes.

**Qualified teacher status:** The terms and conditions including initial teacher education, continuous professional development and regulatory requirements that qualify an individual to be registered and licensed to teach in a particular country or jurisdiction of a country.

**School leader:** An individual responsible the academic and administrative management and leadership of a primary school, lower or upper secondary education institution.

**Teacher, certified:** An individual who has successfully undergone preparation at a required level in an approved teacher education institution and fulfilled other relevant professional requirements on the bases of which an authorization to teach has been issued by a teaching regulatory authority.

**Teacher education:** All educational programmes and processes involved in the preparation of an individual for a career as a teacher and/or school leader, which encompasses initial and continuous professional development.

**Teacher licensing:** An approval by a teaching regulatory authority attesting that an individual has attained the preparation and other professional conditions required to teach or serve as a school leader in a country or part thereof, and this is evidenced by a permit issued to the individual with validity for a specified period of time.

**Teacher registration:** The listing of the name of an individual by a Teaching Regulatory Authority in the official register of persons who have fulfilled the requirements to teach in the country or part thereof.

**Teaching Regulatory Authority:** An organisation established by law in a country to regulate and control teaching as a profession. There are varieties of this which include the Teaching Councils, Teachers Registration Councils or Boards, Councils for Educators, Teaching Service Commissions or College of Teachers.

## CONTENT

Foreword .....	iii
Acronyms .....	iv
Glossary .....	v
<b>I. INTRODUCTION.....</b>	<b>1</b>
1.1 Setting of the African Teacher Qualification Framework (CTQF).....	1
1.2 Approach to the Design of the Framework.....	2
1.3 The Concepts of Training, Education and Development Revisited.....	5
1.4 Purpose and Scope of the Framework.....	5
1.4.1 Purpose of the Framework.....	5
1.4.2 Scope of the Framework.....	7
1.5 Teacher Qualification Framework Defined.....	7
<b>II. THE LEVELS AND DESCRIPTORS OF THE FRAMEWORK.....</b>	<b>11</b>
2.1 The Two Pillars of the ACTQF.....	11
2.2 The ISCED 2011 Levels, Programmes and Attainments.....	11
2.3 The Descriptors (Exit Competences) .....	15
2.4: Models of other qualification frameworks.....	16
<b>III. MINIMUM INITIAL TEACHER EDUCATION.....</b>	<b>23</b>
3.1 Minimum Initial Teacher Education for Entry into the Teaching Profession.....	23
3.2 Bachelor of Education Programme (ISCED 6).....	23
3.2.1 Principal characteristics of the programme.....	23
3.2.2 Classification of the Bachelor of Education programme using ISCED.....	24
3.2.3 Classification of Bachelor of Education attainment using ISCED.....	25
3.3 Post Graduate Diploma in Education .....	26
3.3.1 Principal characteristics.....	26
3.3.2 Classification of PGDE Programme using ISCED.....	26
3.3.3 Classification of PDGE Attainment using ISCED.....	27
3.4 Summary of the ISCED Levels, Programmes and Attainments for B.Ed. and PGDE.....	28
3.5 Curriculum Framework for B.Ed. and PGDE.....	28
3.6 The B.Ed. and PGDE Quality Framework.....	31
3.7 The Generic and Professional Accreditation of Teacher Education.....	40
3.8 Teacher Education Accreditation Process.....	41
3.9 Induction and Mentoring of newly qualified teachers.....	42
<b>IV. CONTINUOUS PROFESSIONAL DEVELOPMENT.....</b>	<b>43</b>
4.1 The Importance of CPD.....	43
4.2 The Career Path and CPD.....	43
4.3 The CPD Modules, Credits and Assessment.....	46
<b>V. SCHOOL LEADERSHIP.....</b>	<b>48</b>
5.1 School Leadership as an Imperative.....	48
5.2 The Quality Framework for School Leadership.....	48
5.3 Leadership and Management Certification Course.....	50

5.4 CPD for School Leadership.....	51.
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**IV. IMPLEMENTATION.....52**

6.1 Actions by the African Union Commission.....	52
6.2 Actions by Member States.....	52
6.3 Actions by Teaching Regulatory Authorities.....	53.
6.4 Actions by the Africa Federation of Teaching Regulatory Authorities (AFTRA).....	54
6.5 Actions by the International development partners and civil society organizations.....	54

**REFERENCES.....55**

**List of figures**

Figure 1.1 Approach to Designing a National Qualification Framework.....	3
Figure 1.2: The fundamental dimensions of a teacher qualification framework.....	10
Figure 3.1: Venn diagram representing the four categories comprising the teacher education meta-profile.....	31
Figure 3.2: The quality framework in teacher education.....	32
Figure 4.1: The teacher career path/CPD quality framework.....	45
Figure 5.1: The quality framework for school leadership in Africa illustrated.....	49

**List of Boxes**

Box 2.1: What is ISCED?.....	12
Box 2.2: Contextual application of the level descriptors.....	22
Box 3.1: Importance of harmonized quality higher education systems in Africa.....	37.
Box 3.2: PART A: Standards for Internal Quality Assurance.....	38
Box 3.3: Part B: Standards for External Quality Assurance.....	39
Box 3.4: Part C: Internal Quality Assurance for Quality Assurance Agencies.....	40
Box 4.1: ILO/UNESCO (1966) Recommendations on the further education of teachers.....	43

**List of Tables**

Table 2.1: The ISCED Levels, programmes and attainments.....	13
Table 2.2: The descriptors (exit competences) of initial teacher education in Africa .....	16
Table 2.3: The European Qualifications Framework, 2018.....	17
Table 2.4: Higher Education Qualifications of UK Degree-Awarding Bodies and their equivalence in the QF-EHEA.....	19
Table 2.5: The 10-Level Framework of Qualifications of Ireland, 2019.....	20
Table 2.6: The South African National Qualifications Framework.....	21
Table 3.1: Classification of B.Ed. programme at ISCED level 6 (ISCED-P).....	25
Table 3.2. Classification of B.Ed. attainment at ISCED level 6 (ISCED-A).....	25
Table 3.3: Classification of PGDE programme at ISCED level 6 (ISCED-P).....	27
Table 3.4. Classification of PGDE attainment at ISCED level 6 (ISCED-A).....	27
Table 3.5: Summary of the ISCED levels, programmes, attainments for B.Ed. and PGDE.....	28
Table 3.6: Distribution of quality aspects and quality indicators within the Key Areas.....	34
Table 3.7: Africa Quality Rating Mechanism (AQRM) Criteria.....	35
Table 3.8: AQRM scale.....	35
Table 4.1: CPD Modules for teachers at different stages of the career path, five-year cycle.....	46
Table 5.1: Modules of the School Leadership and Management Course.....	50

# I. INTRODUCTION

## 1.1 Setting of the African Teacher Qualification Framework (ATQF)

The ATQF is one of the series of frameworks borne out of the first Strategic Objective of the Continental Education Strategy for Africa (CESA 16-25). The first Strategic Objective is to “**Revitalize the teaching profession to ensure quality and relevance at all levels of education**” (African Union, 2016b). Indeed, the entire CESA 16-25 is a direct response to the Sustainable Development Goal (SDG) 4-Education; and the first Strategic Objective of CESA deals with *SDG4c target* commits to providing the required teacher quantity and quality to address the gross insufficiency of qualified teachers in schools. The framework is also a means of realizing the African Union *Agenda 2063: The Africa We Want*. The Agenda calls for “a prosperous Africa based on inclusive growth and sustainable development...” (African Union, 2016a). Additionally, there are several other continental and global documents and instruments that have emphasized the need to create common referential frameworks for teacher qualification, professional standards, professionalization of teaching and teacher mobility across national boundaries. These include the African Union (2017a) “*Study on teacher training, working, and living conditions in member states*”, the Nairobi Declaration by high-level education authorities in Africa (African Union 2018), and the Continental Teacher Mobility Protocol (African Union, 2019a). Others are the International Labour Organisation (ILO)/UNESCO (1966) *Recommendations concerning the status of teachers*; Outcome Statement of the 10th Policy Dialogue of the International Task Force on Teachers for Education 2030 (2017); and the *Teacher support and motivation framework for Africa* by UNESCO-IICBA (2017).

The cited authorities are unanimous that teaching must be professionalized at this time and one of the best ways to guarantee this is to establish benchmarks in order to guide teacher preparation, continuous professional development and the overall regulatory framework of the teaching profession. These are primarily what the ATQF seeks to project and the impact creates a positive chain of reactions that will or can transform teacher quality in Africa. Being aware of these likely benefits, the African Union (2017a) study specifically called for the:

- i. Establishment of continental professional standards;
- ii. Enforcement of a basic academic degree/diploma as the minimum entry requirement into the teaching profession;
- iii. Redesigning of the training of teachers to include **induction** and **mentoring** for the pre-service and in-service teacher education programmes;
- iv. Systematically reviewing the five-year teacher education curriculum to improve the impact;
- v. Harmonizing initial preparation courses for ALL teachers prior to specialization (a common foundation course for all learning levels) at the country, regional, and continental level;
- vi. Establishing the Schools of Education for continuous professional development (as a matter of policy) for teachers, in all member states;
- vii. Introducing the administrative academic qualifications for teachers who will take up school leadership and management duties at the country level;
- viii. Developing country specific roadmaps towards the professionalization of the teaching force; and
- ix. Developing a systematic programme to upgrade and phase out primary teacher certificate awards in favour of post graduate diploma and graduate certificates at the country level (African Union, 2017:82)

The ATQF has focused squarely on this great future which the African Union had wished for teacher education development and professionalism in Africa. Consequently, the entire list of actions advocated above have been crafted into their appropriate places in this framework to

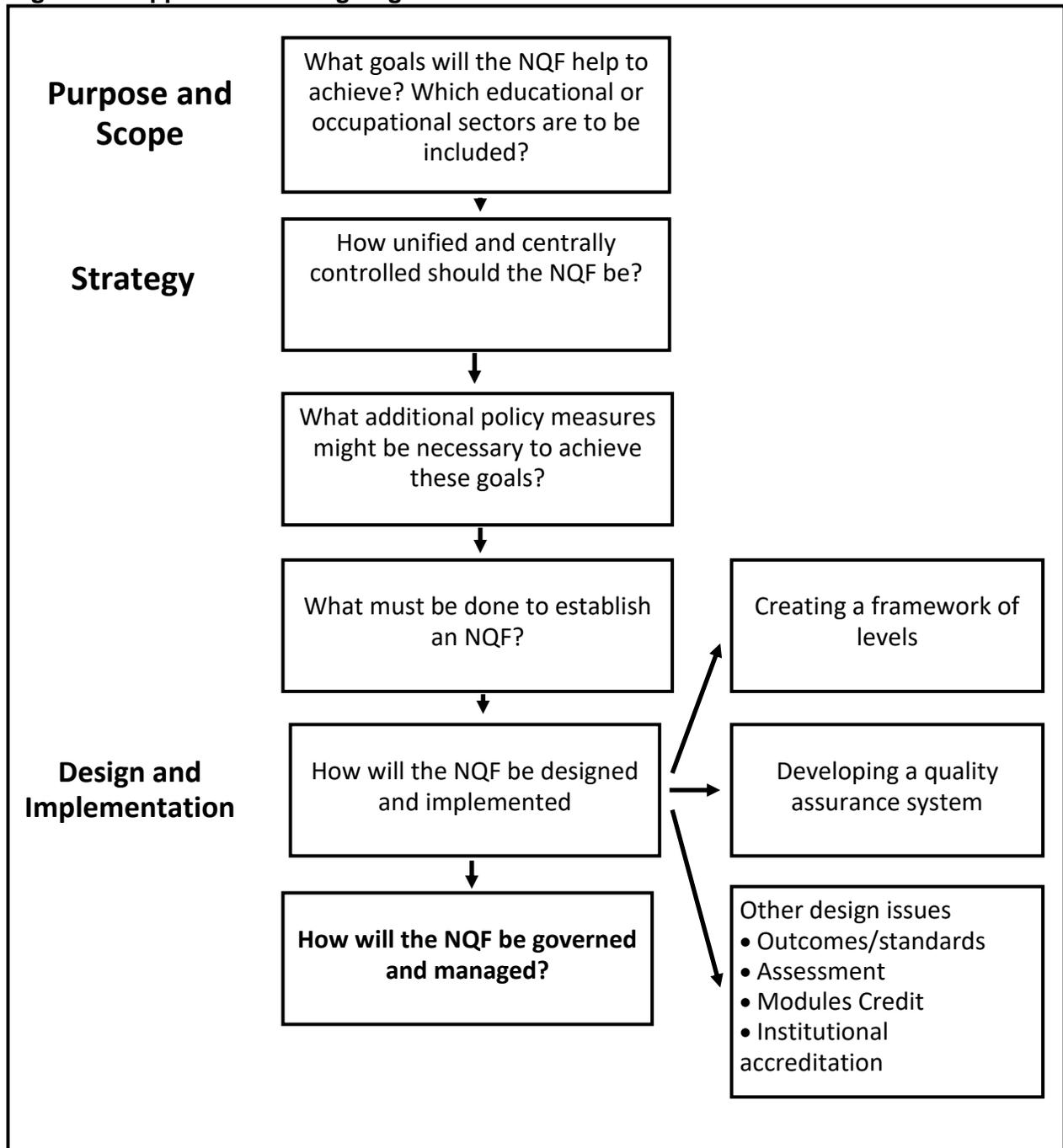
turn them into actual, implementable policies. Therefore, the framework holds a great promise for the transformation of the teaching profession in Africa.

## **1.2 Approach to the Design of the Framework**

There is flexibility in the designing of any educational policy; however, this could be challenging while doing so for a continent populated by member states of different historical, political, cultural, linguistic and economic backgrounds. This is more so for Africa where colonialism has entrenched different educational systems that follow the patterns in the “mainland” Europe, which once wielded the political power across the continent. Thus, the English, French and Portuguese systems of Education have their peculiarities and traditions. Similarly, the Arabic region of the continent also has its system seemingly running for it perfectly. To develop a framework that can harmonize the teacher qualification policies, principles and practices of all of these areas therefore could be a daunting task. Nevertheless, the fact that African Union, which is the mother organization of all 55 member states, had called for the teacher- and teaching-related frameworks demonstrates the commitment of the entire continent to jointly work out a harmonized system of teacher education and development. In designing the CTQF, therefore, there has been strong reliance on the international guidance frameworks, which makes its adoption by member states much easier and also promotes inter-operability with other international frameworks.

One of the international frameworks that guided the design of the ATQF is the International Labour Organization’s (2007) *“Introductory Guide to National Qualifications Frameworks: Conceptual and Practical Issues for Policy Makers.”* The ILO noted that there is no single best approach to the development of qualification frameworks but believes the guide it provided is capable of yielding good qualification frameworks. The guide includes three key areas which are purpose and scope, strategy, and design and implementation. Figure 1.1 illustrates these three key areas and their subsidiary issues.

**Figure 1.1 Approach to Designing a National Qualification Framework**



Source: International Labour Organisation (2007:8)

Overall, the design of the ATQF covered a great array of issues such as:

- UNESCO International Standard Classification of Education (ISCED), 2011 described as the first pillar of the ATQF and provides the qualification levels and descriptors;
- African Union (2019c) African Framework of Standards and Competences for the Teaching Profession which is the second pillar of the ATQF, to be used for the validation of learning outcomes in initial teacher education;
- Initial Teacher Education including the qualification pathways, curriculum framework, quality framework, quality indicators, accreditation process, and learning outcomes;
- Induction and mentoring of “Beginning Teachers” as well as “Beginning School Leaders”;
- Common foundation course for all teachers before specialization at Master’s degree;
- A paradigm shift towards degree level teacher education as the minimum entry into the profession;
- Competency tests based on professional standards and competences for teachers and school leaders;
- Continuous Professional Development (CPD) modules, endorsement process, credits, assessment, learning outcomes, advancement on the career path and related matters;
- Diploma in School Leadership and Management;
- Professional standards and competences for school leadership;
- Career path for teachers and school leaders;
- Ensuring teachers first practice in the classroom before advancing to the leadership track;
- Professional registration and licensing of teachers and school leaders;
- Establishment of Continental Teachers Registration Board;
- Establishment of School of Education at country level; and
- Implementation touching on governance, processes and strategies, and many other important matters related to the framework.

The comparability of the ATQF to other international qualification frameworks needs to be emphasized at this point. A key feature of the ATQF is that it is specific to the teaching profession. It is therefore a professional tool with its peculiarities unlike other qualification frameworks that are generic and speaks to all disciplines in the polity. Nevertheless, by covering the relevant issues recommended by the International Labour Organisation (2007) regarding the designing of qualification frameworks, and utilizing the UNESCO ISCED 2011 and African Framework of Standards and Competences which is already aligned to the global guidance framework, the ATQF is easily comparable to other international qualification frameworks. For instance, the European Qualifications Framework (European Commission, 2018) which has eight levels like ISCED will interoperate smoothly with the ATQF.

Lastly, the ATQF is divided into the following key sections:

- I. Introduction
- II. Levels and Descriptors of the Framework
- III. Initial Teacher Education
- IV. Continuous Professional Development
- V. School Leadership
- VI. Implementation

### **1.3 The Concepts of Training, Education and Development Revisited**

Though the terms training, education and development are often used interchangeably in discourses by people (Masadeh, 2018), they have some important distinctions which deserve noting for the purpose of the continental teacher qualification framework. All the three terms refer to learning but the scope is narrower with training than education and development. Training refers particularly to learning of skills for a specific job whereas education and development imply learning of both skills, knowledge, values and orientations necessary for optimal functioning in the wider world. In this vein, Sanyal (2013:13) rightly defines teacher education as “the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community”. He commented on the debate about the terminologies of teacher training and teacher education, stating that the former implies preparation for relatively routine tasks while the latter denotes preparation for a more professional role as a reflective practitioner. He therefore favoured the use of teacher education in place of teacher training. Similarly, Kitson (2003) quoted by Masadeh (2018) defined training as “a learning activity that is designed for immediate impact, for the job or role that one does at present” while development is “a learning activity that is designed for future impact, for a role or job one will do in the future”. In essence, whereas the traditional literature on teacher preparation commonly uses the term, training, the emerging understanding is that teachers should be educated, not just trained to be teachers. Therefore, the ATQF advocates the use of the concepts of teacher education and development rather than training.

### **1.4 Purpose and Scope of the Framework**

#### **1.4.1 Purpose of the Framework**

##### **Creating a common referential for teacher qualification in Africa**

The key purpose of the ATQF is to serve as a common referential for teacher qualification in Africa. This will be achieved through the synchronization and standardization of teacher development and qualification recognition criteria across the member states of the African Union using the ATQF as guide. A central theme that runs through the Visions of the Regional Economic Blocs in Africa, and through the policies of the African Union, is the need to harmonize the education systems of member states towards creating a true union of the people of Africa.

##### **Comparability of qualification systems globally**

The ATQF seeks to promote the comparability of teacher qualifications in Africa with the rest of the world. This has been achieved by aligning the framework to the relevant global qualification levels and competency frameworks. The ATQF has also followed the guidelines of International Labour Organisation (2007) regarding the designing of a qualification’s framework. The high comparability of the ATQF with others anywhere in the world shall facilitate the integration of African teachers into the global teaching force and promote their recognition and mobility in keeping with the tenets of globalization and aspirations of the United Nations and International Labour Organisation. Accordingly, the framework shall serve as a veritable “translation device between different qualifications systems and their levels” (European Commission, 2018:5).

### **Promoting teacher quality**

The ATQF is a system of best practices existing anywhere in the world. By integrating these best practices and spreading them across the continent through the common application of the framework, teacher quality will be more than ever enhanced and education in Africa will be transformed. This is more so because the teaching profession is a critical factor in teaching and learning and educational development; therefore, improvement in the quality of teaching is bound to come with several positive multiplier effects for the good of the education systems of the continent.

### **Moving forward the implementation of the Teacher Mobility Protocol**

The African Union has always had the aspiration of building a true union of the people where goods and services could freely move across the national boundaries to address developmental challenges. But the movement of the professionals across international boundaries cannot be easy without harmonizing the education system which prepares them. The African Union (2019a) Teacher Mobility Protocol is one of such instruments intended to promote the free movement of labour, particularly the professionals. The ATQF will catalyze the implementation of the Teacher Mobility Protocol because the harmonization and standardization of teacher qualification and recognition will imply a freer and quicker acceptance of teachers across the international boundaries.

### **Transparency and Accountability in the Teaching Profession**

The alignment of the national teacher qualifications frameworks to the ATQF implies that lethargy, suspicion and lack of information concerning how the teaching profession works among Member States will reduce drastically. The ATQF will create a common system which will promote openness, accountability and public confidence in the teaching profession.

### **Driving the Dreams of 2025, 2030 and 2063**

The African Union and the global community have set audacious goals about what they want the future to be. These are captured in the African Union CESA 16-25, *Agenda 2063: The Africa We Want*, and Sustainable Development Goals (SDG) 4-Education (United Nations, 2015). It is obvious that these dreams cannot be realized if things are left to be the way they are currently. There is need to create an aspirational framework that will constantly remind the people about where they wish to be and what it takes to get there. That is a very important purpose to be served by the ATQF. It has articulated the critical strategies that could build the teaching force that Africa would like to see by 2025, 2030 and 2063 and thereby becomes the beacon of hope that Africa will achieve these dreams, if faithfully implemented.

### **Creating career pathway for merit-based and accelerated career advancement**

The ATQF has come with great strength in certain areas one of which is the promotion of the career path, an emerging global strategy that strikes at the core of teacher motivation and awakens the enterprising spirit of the teachers and school leaders. Theoretically speaking, great systems, nations and epochs in history were built by people with an enterprising spirit. Much of this spirit has been locked down in the teaching profession in the absence of clear pathway for progression. With Africa joining the rest of the world to promote this new strategy, it is believed that enormous energy of the teachers and school leaders will be released for professional development, leading to amazing accomplishments, a sense of pride and professional recognition.

### **Development of common professional language**

Part of what separates the noble professions from the rest of the vocations is the rich base of the esoteric and technical languages that bind practitioners together. Sociologically, common

language has been proven to be among the key features of a profession and has important benefits for the growth, development and public respect that the professions command. The ATQF has immensely added to the growing internationally acceptable common technical and professional language among teachers around the world. This way, teachers can communicate and understand themselves better and it will become much easier to build stronger teaching and learning systems.

#### **1.4.2 Scope of the Framework**

The ATQF is a comprehensive tool for teacher development and professionalism. It covers initial teacher education, teaching practice, induction, and mentoring. It further encompasses the continuous professional development, progression along the career pathway and professional regulatory policies and practices. Together, these issues constitute what is known as teacher qualification in its broadest sense. Therefore, in the ATQF, teacher qualification is not used in a restrictive sense to imply qualification from a teacher education institution alone; rather it refers to the totality of what it takes to enter and remain in the teaching profession on a life-long basis, including the statutory professional regulation of teaching.

Basically, the ATQF pertains to the teachers and school leaders (head teachers and principals) at the pre-primary, primary, lower and upper secondary education levels. It equally covers teachers and school leaders in the technical and vocational colleges, school inspectors and teacher educators. All these categories of professionals in the teaching profession must be professionally prepared in accordance with the provisions of the ATQF. Also, the stakeholders dealing with teacher initial education and continuous professional development, career management, teacher professional policy, curriculum experts and general governance of the teaching profession, shall use the ATQF as a guide.

Teacher educators in particular are affected by the provisions of the framework because they are the principal agents that prepare and determine the quality of graduates of the teacher education institutions. Therefore, they must themselves be persons who are qualified in accordance with the provisions of the ATQF. Similarly, those who provide continuous professional development, have to be guided by the framework and ensure their programmes are **endorsed** by the teaching regulatory authority. Above all, the governance of the ATQF rests on the teaching regulatory authority of each Member State and the African Union Commission, at the continental level.

#### **1.5 Teacher Qualification Framework Defined**

UNESCO Institute for Statistics (2012) defines qualification as:

*The official confirmation, usually in the form of a document, certifying the successful completion of an education programme or a stage of a programme. Qualifications can be obtained through: i) successful completion of a full education programme; ii) successful completion of a stage of an education programme (intermediate qualifications); or iii) validation of acquired knowledge, skills and competencies, independent of participation in an education programme. This may also be referred to as a 'credential'.*

(UNESCO Institute for Statistics, 2012:82)

Also, the European Qualification Framework defines qualification as “the formal outcome of an assessment and validation process obtained when a competent body determines that an individual has achieved learning outcomes to given standards” (European Commission, 2018:7). It goes further to assert that:

*A qualifications framework classifies qualifications according to a set of criteria for specified levels of learning achieved. It aims to integrate and coordinate qualifications, as well as improve the transparency, accessibility and quality of qualifications in relation to the labour market, the education and training system, and civil society. Qualifications frameworks support lifelong learning (i.e. all learning activity undertaken throughout life), with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. This definition covers the full range of formal, non-formal and informal learning.*  
(European Commission, 2018:8)

For the International Labour Organisation (2007):

*Qualifications Framework is an instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels. It is a way of structuring existing and new qualifications, which are defined by learning outcomes, i.e. clear statements of what the learner must know or be able to do whether learned in a classroom, on-the-job, or less formally. The Qualifications Framework indicates the comparability of different qualifications and how one can progress from one level to another, within and across occupations or industrial sectors (and even across vocational and academic fields if the NQF is designed to include both vocational and academic qualifications in a single framework).*

*The scope of frameworks may be comprehensive of all learning achievement and pathways or may be confined to a particular sector for example initial education, adult education and training or an occupational area. Some frameworks may have more design elements and a tighter structure than others; some may have a legal basis whereas others represent a consensus of views of social partners. All qualifications frameworks, however, provide a basis for improving the quality, accessibility, linkages and public or labour market recognition of qualifications within a country and internationally.*

(International Labour Organisation, 2007:V)

Based on the foregoing, qualification in a sense refers to an individual's attainment of a *standard or quality of preparation* in an education programme, evidenced by a certificate from an appropriate institution or organization. However, qualification in its broad sense entails much more than the completion of an education programme. It includes the fulfilment of other standards and policies enforced within a profession in a Member State. For the teaching profession, teacher qualification is, primarily, a function of initial teacher education but then it goes on to include the continuous professional development as well as the teacher professional requirements set up the law and the teaching regulatory authority. Therefore, teacher qualification is a composite phenomenon that encompasses such issues as initial teacher education, continuous professional development, induction, mentoring, professional registration and licensing, recertification and other legal and policy conditions that countries may hold as standards for adjudging an individual suitable to practice as a teacher. The certification that attests that an individual has fulfilled all these relevant dimensions, and therefore deemed suitable to practice, comes normally from the professional regulatory agency, that is the teaching regulatory authority.

In a nutshell, the ATQF deals with qualification in its broad, comprehensive and "ultimate" sense as explained above. It implies that qualifications can exist at different stages as UNESCO Institute for Statistics (2012) pointed out: It can be at a certain stage within a level of education

or at completion of a component or all components of a programme; and as stated here, it can also be not just with graduation from an education institution but also the participation in internships and mentoring, adherence to professional ethics, and finally registration and licensing which signal the ultimate qualification. For countries with this sort of sophisticated system, it is only after registration and licensing that an individual is deemed qualified to practice as an independent professional. Therefore, **a teacher qualification framework is a complex network of teacher professional standards and competences, initial teacher education, continuing professional development and professional regulatory requirements within specific socio-economic, political and cultural peculiarities of a country.**

Accordingly, UNESCO recommends that:

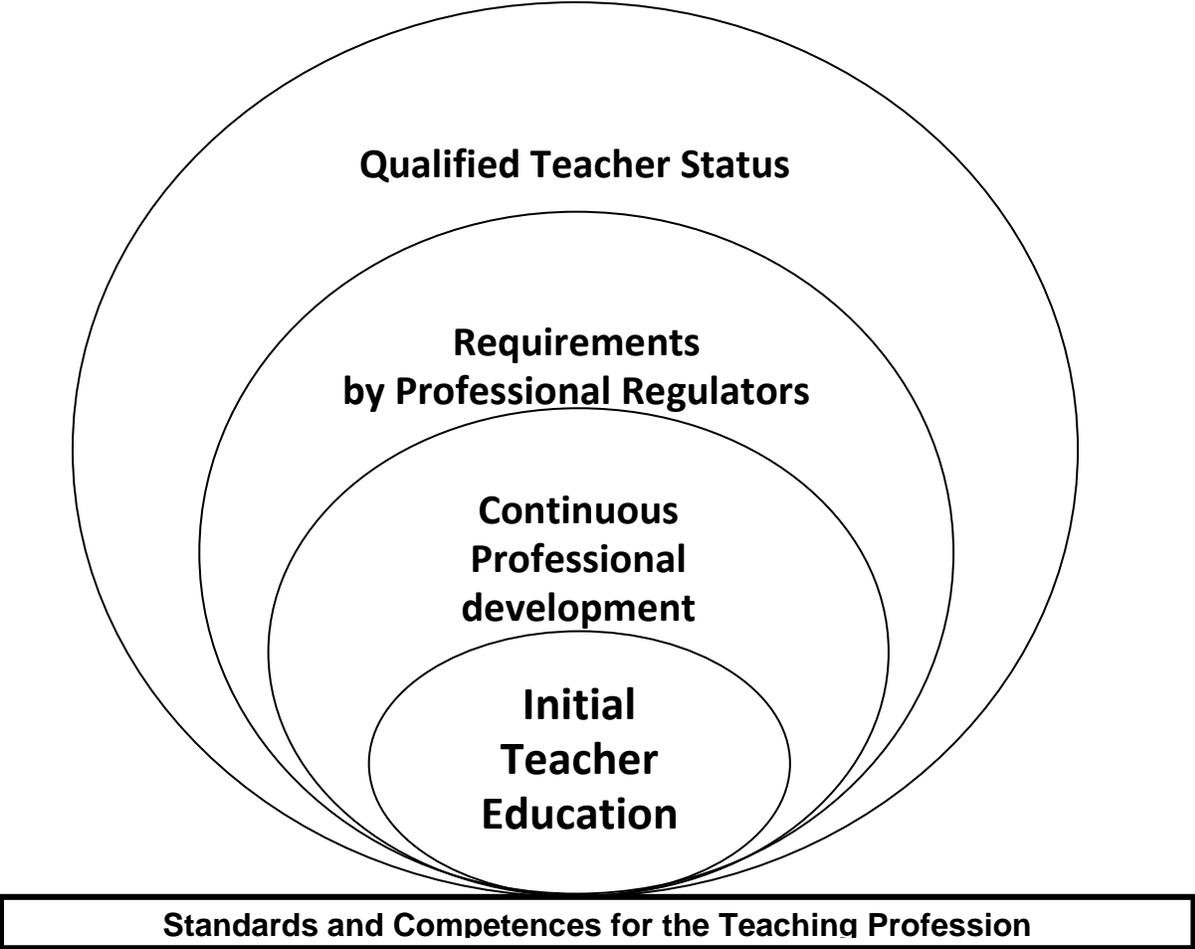
*A coherent teacher education framework will include three interrelated stages: initial teacher preparation (pre-service teacher education or training), an induction period and continuing professional development (CPD) or in-service training (INSET). Initial teacher education is key to teacher quality and performance; it is likely to be planned as part of a teacher recruitment strategy based on current needs. Minimum entry requirements should be high enough to attract those with a sufficiently high level of education, knowledge and potential to become effective teachers while at the same time ensuring that there are sufficient candidates to meet needs. Selection processes should be capable of identifying suitable, able, motivated candidates for initial teacher training.*

*The content and curricula of teacher training programmes should be specific to the local context; be aligned with national education policies and specific classroom issues, such as language policies; combine theory and a significant amount of classroom-based teaching practice, and lead trainees to become 'reflective practitioners'.*

(UNESCO, 2015a:21)

Similarly, ILO/UNESCO (1966) opine that the purpose of teacher education should be to “develop in each student his general education and personal culture, his ability to teach and educate others, an awareness of the principles which underlie good human relations, within and across national boundaries, and a sense of responsibility to contribute both by teaching and by example to social, cultural and economic progress” (p. 25). Figure 1.2 illustrates the three key fundamental dimensions of a teacher qualification framework, which are initial teacher education, continuous professional development and professional regulations. All of these rest on the professional standards and competences: None of the dimensions has relevance outside the framework standards and competences. At all times, therefore, their adequacy is judged against the standards and competences. The fulfilment of the three dimensions (initial teacher education, continuous professional development and professional regulation) leads to *Qualified Teacher Status* (QTS). This is the certification that an individual receives from the teaching regulatory authority attesting that he or she has met the requirements to practice as a member of the teaching profession.

**Figure 1.2: The fundamental dimensions of a teacher qualification framework**



## II. THE LEVELS AND DESCRIPTORS

### 2.1 The Two Pillars of the ATQF

The ATQF rests on **two pillars**, which are as follows:

- i. **The International Standard Classification of Education (ISCED) 2011** and ISCED Fields of Education and Training 2013 (ISCED-F 2013) developed by the UNESCO Institute for Statistics (2012, 2014); and
- ii. African Union (2019) **African Framework of Standards and Competences for the Teaching Profession** (AFSCTP).

In essence, the **Levels** are derived from the ISCED 2011 while the **Descriptors (Exit Competences)** are contained in the African Framework of Standards and Competences for the Teaching Profession (AFSCTP). Consequently, the ATQF must be operated based on a firm understanding of the provisions of ISCED 2011, ISCED-F 2013 and the AFSCTP. The two pillars are explained in the sections that follow.

### 2.2 The ISCED 2011 Levels, Programmes and Attainments

Part of the novelty of the ATQF is that it utilizes the ISCED 2011 (UNESCO Institute for Statistics, 2012) which is a good classification scheme for international analysis, comparability and harmonization in education. As observed by Hendrik van der Pol, the Director of the UNESCO Institute for Statistics at the time:

*As national education systems vary in terms of structure and curricular content, it can be difficult to benchmark performance across countries over time or monitor progress towards national and international goals. In order to understand and properly interpret the inputs, processes and outcomes of education systems from a global perspective, it is vital to ensure that data are comparable. This can be done by applying the International Standard Classification of Education (ISCED), the standard framework used to categorize and report cross-nationally comparable education statistics.*  
(UNESCO Institute for Statistics, 2012:iii)

A formal description of ISCED 2011 has been offered by UNESCO Institute for Statistics and an abridged version of the description is presented in Box 2.1.

### **Box 2.1: What is ISCED?**

1. The International Standard Classification of Education (ISCED) belongs to the United Nations International Family of Economic and Social Classifications, which are applied in statistics worldwide with the purpose of assembling, compiling and analyzing cross-nationally comparable data. ISCED is the reference classification for organizing education programmes and related qualifications by education levels and fields. ISCED is a product of international agreement and adopted formally by the General Conference of UNESCO Member States.
2. ISCED is designed to serve as a framework to classify educational activities as defined in programmes and the resulting qualifications into internationally agreed categories. The basic concepts and definitions of ISCED are therefore intended to be internationally valid and comprehensive of the full range of education systems.
3. ISCED classifies education programmes by their content using two main cross-classification variables: levels of education (*see Section 9*) and fields of education (*see Annex IV*). ISCED 2011 presents a revision of the ISCED 1997 levels of education classification. It also introduces a related classification of educational attainment levels based on recognized educational qualifications.
4. Information compiled according to ISCED can be used for assembling statistics on many different aspects of education of interest to policymakers and other users of international education statistics. These aspects include enrolment and attendance, human or financial resources invested in education, and the educational attainment of the population.
5. The application of ISCED facilitates the transformation of detailed national education statistics on participants, providers and sponsors of education, compiled on the basis of national concepts and definitions, into aggregate categories that can be compared and interpreted internationally.
6. Data collections of education statistics assembled according to ISCED can be based on different data sources such as administrative registers, individual and household surveys, and macroeconomic aggregated statistics. Guidance on the implementation of ISCED 2011 in statistical sources will be included in an operational manual and other training materials (*see Section 8*).
7. ISCED 2011 rests on three components: i) internationally agreed concepts and definitions; ii) the classification systems; and iii) ISCED mappings of education programmes and related qualifications in countries worldwide.
8. ISCED mappings are an essential tool for organizing information on national education systems, their programmes and related qualifications in order to ensure the comparability of ISCED-level information and to support their interpretation for international statistical purposes.
9. ISCED mappings ensure a transparent process of coding national education programmes and related qualifications into comparable categories for use in international statistics by linking the classification criteria to the properties of the education programmes and their related qualifications.

**Source: UNESCO Institute for Statistics (2011:6)**

Basically, the ISCED is a standardized “scale” for categorizing all possible levels of education, their relevant programmes and attainments. Generally, the classification provides for all the levels of education from what is known as Early Childhood Education and Care (ECCE), to Primary Education, Lower and Upper Secondary and up to the Tertiary (or Post-Secondary) Education. However, between and within these levels of education, there are diverse education programmes. The classification enables the description of all the diverse programmes at their right levels and including their titles, contents and other key features in a manner that allows international comparison. This shows that the ISCED is indeed a very useful tool for reporting about any form of learning programme. Table 2.1 illustrates the ISCED levels and their baseline characteristics.

**Table 2.1: The ISCED Levels, programmes and attainments**

ISCED LEVEL	ISCED Programmes (ISCED-P)		Duration	ISCED Attainment (ISCED-A)
0	Early childhood		No duration criteria, however a programme should account for at least the equivalent of 2 hours per day and 100 days a year of educational activities in order to be included	Less than primary education
1	Primary education		4 to 7 years, typically 6 years	Primary education
2	Lower secondary education		2 to 5 years, typically 3 years	Lower secondary education
3	Upper secondary education		2 to 5 years, typically 3 years	Upper secondary education
4	Post-secondary, non-tertiary		6 months to 2 or 3 years	Post-secondary, non-tertiary
5	Tertiary education	Short-cycle tertiary education	2 to 3 years	Short-cycle tertiary education
6		Bachelor's or equivalent	3 to 4 or more years when directly following ISCED level 3, or 1 to 2 years when following another ISCED level 6 programme	Bachelor's or equivalent
		Master's or equivalent	1 to 4 years when following ISCED level 6, or from 5 to 7 years when directly following ISCED level 3.	Master's or equivalent
8		Doctoral or equivalent	Minimum of 3 years	Doctoral or equivalent
9		Not elsewhere classified		Not elsewhere classified

**Source: UNESCO Institute for Statistics (2012:21, 25-61)**

The ISCED 2011 lexicons used in the table above are defined as follows:

- **“Levels”** of education refers to “an ordered set, grouping education programmes in relation to gradations of learning experiences, as well as the knowledge, skills and competencies which each programme is designed to impart. The ISCED level reflects the degree of complexity and specialization of the content of an education programme, from foundational to complex” (p. 13). Levels of education are constructed “based on the assumption that education programmes can be grouped into an ordered series of categories. These categories represent broad steps of educational progression in terms of the complexity of educational content. The more advanced the programme, the higher the level of education... The primary criterion for classifying a programme is the complexity and specialization of its educational content...” (p. 13).

- An “**education programme**” means “a coherent set or sequence of educational activities or communication designed and organized to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period. Objectives encompass improving knowledge, skills and competencies within any personal, civic, social and/or employment-related context” (p. 7).
- **Programme orientation** is the classification of an education programme according to either ‘**general**’ versus ‘**vocational**’ (for ISCED 205), or ‘**academic**’ versus ‘**professional**’ (for ISCED 6-9, that is tertiary).
- **Learning** is the “individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours through experience, practice, study or instruction” (p. 7).
- **ISCED attainment** means the qualification obtained and the latter is defined as “the official confirmation, usually in the form of a document certifying the successful completion of an education programme or a stage of a programme” (p. 8). Types of qualification could be a ‘**certificate**’, ‘**diploma**’ or ‘**degree**’.

For any education programme to be profiled sufficiently, ISCED 2011 also expects a narration of the “**sub-sections**” of the programme. The sub-sections that pertain to tertiary education, used by the ACTQF, are as follows:

- Principal characteristics*** describe the objectives of programmes at different ISCED levels, the way in which instruction is organized (characteristics of the teaching-learning process and typical assessment methods, if applicable), as well as entry requirements.
- Classification criteria*** formally define how education programmes are classified at the respective ISCED level using main and subsidiary criteria. The main criteria are programme content, entry requirements and duration.
- Classification of education programmes*** provides the detailed codes for ISCED-P levels, categories and sub-categories that are assigned to education programmes.
- Classification of educational attainment*** provides the detailed codes for ISCED-A levels, categories and sub-categories that are assigned to educational qualifications and similar measures of successful completion of education programmes. It also indicates in which cases an educational qualification needs to be classified at a different ISCED-A level than the ISCED-P level of the respective education programme through which the qualification is usually obtained.  
(UNESCO Institute for Statistics, 2012:25)

Essentially, the sub-sections above cover three key areas of the education programme, which are the **inputs** (entrants into the system), the **process** (participation) and the **output** (the qualification)” (p. 8).

UNESCO Institute for Statistics (2012) states unequivocally that the narration of the education programmes does not necessarily imply that the competences are achieved. Thus, it asserts that “ISCED 2011 is not designed to directly assess the competencies of individuals because there is no direct relationship between the profiling of an education programme or qualification and actual achievement of the standards and competences by an individual – **only competency tests can real whether or not the standards and competences are achieved**. Therefore, the profiling of an education programme that an individual has participated in or has successfully completed are, at best, only approximation of the skills, knowledge and competencies mastered at the time of completion (p. 8). This explains why any initial teacher

education and CPD recommended by the ATQF must also, as a second pillar, be assessed against the Standards and Competences provided in the AFSCTP.

### 2.3 The Descriptors (Exit Competences)

The AFSCTP is the second and ultimate pillar of the ATQF. Therefore, besides the qualification obtained from the teacher education institution, candidates shall sit for a **professional competency test** focusing on the standards and competences provided in the AFSCTP. Thus, the ATQF is **outcome-based** and the AFSCTP contains the **exit competences** expected of initial teacher education. The competences must be tested and validated after a candidate's graduation from the teacher education institution.

The competency tests shall be conducted by the Teaching Regulatory Authority of the respective countries and jurisdictions – When the **Continental Teachers Registration Board** is established, teachers will also be free to write the professional competency test administered by the Board. The tests at the national level will entitle a teacher to registration and licensing to teach in the country or jurisdiction that made the award while the test at the continental level will entitle the teacher to teach across member states. Indeed, the African Union (2017b) *Report of the 2nd Specialized Technical Committee on Education, Science and Technology and Ministerial Meetings* held in Cairo, Egypt, called for the establishment of the Continental Teachers Registration Board. It does not, however, imply that teachers cannot practice in other member states with their national registration and licensing. However, the continental registration and licensing would be a preferred high-level teacher registration and licensure system as it will more readily meet the requirements of all the member states that have aligned their Teacher Qualification Framework to the ATQF. The competency tests shall utilize technology and computer-based testing (CBT) systems so as to effectively cover all teachers irrespective of their locations and contexts.

Furthermore, the AFSCTP has created a **career path** for teachers. The career path has **four stages**, namely: **Beginner, Proficient, Expert** and **Distinguished**. Consequently, any competency test for teachers must be tied to these respective stages: There is no room for “one test fits all”. It then follows that the competency test to professionally validate the exit competences of graduates of initial teacher education shall be anchored on the standards and competences designated for the **Beginning Teachers**.

Table 2.2 displays the **descriptors (exit competences)** of initial teacher education in Africa. For the specific competences, the reader should refer to the ***African Framework of Standards and Competences for the Teaching Profession***.

**Table 2.2: The descriptors (exit competences) of initial teacher education in Africa**

SN	Domains	Professional Standards
1	Professional Knowledge and Understanding	Knowledge and understanding of human development and the learner
		Knowledge and understanding of the curriculum
		Knowledge and understanding of the subject matter
		Knowledge and understanding of interdisciplinary learning
		Knowledge and understanding of education theory, pedagogy, and teaching practice
		Knowledge and understanding of assessment, feedback, monitoring, and evaluation of the learner
		Knowledge and understanding of education-related policies and legislation
		Knowledge and understanding of digital technologies for teaching and learning
2	Professional Skills and Practices	Effective teaching and learning
		Effective classroom organization and management
		Effective learner assessment
		Administration of learning
		Effective use of technologies for teaching and learning
		Guidance and counselling, support, school health, and safety
3	Professional Values/ Attributes/ Commitment	Awareness of and respect for learners' diversity
		Respect for learners' rights and dignity
		Respect for school system and colleagues
		Role model to learners
		Commitment to continued professional development
4	Professional Partnerships	Partnerships with learners, parents, carers, guardians, communities, and stakeholders
5	Professional Leadership	Leadership and management

Source: AU (2019) *African Framework of Standards and Competences for the Teaching Profession*.

#### 2.4: Models of other qualifications frameworks

As a way of documenting the best practices and deepening understanding of the international qualifications frameworks, some cases are cited in this sub-section. In the best practices documented, the Commonwealth Secretariat (2010), European Commission (2018) and other international authorities, like the ATQF, in a way applied the ISCED 2011 in their frameworks. Thus, in both ISCED 2011, European Qualifications Framework and ATQF, the **Bachelor's degree is Level 6**. The European Qualifications Framework showing its eight levels and descriptors (exit competences) is presented in table 2.3.

**Table 2.3: The European Qualifications Framework, 2018**

<b>Level</b>	<b>Knowledge</b>	<b>Skill</b>	<b>Responsibility and Autonomy</b>
1	Basic general knowledge.	Basic skills required to carry out simple tasks.	Work or study under direct supervision in a structured context
2	Basic factual knowledge of a field of work or study.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and solve routine problems using simple rules and tools.	Work or study under supervision with some autonomy
3	Knowledge of facts, principles, processes and general concepts in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Take responsibility for completion of tasks in work or study; Adapt own behaviour to circumstances in solving problems.
4	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study, and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change. Review and develop performance of self and others.
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study.	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts.
7	Highly specialised knowledge, some of which is at the forefront of knowledge, in a field of work or study, as the basis for original thinking and/ or research. Critical awareness of knowledge issues in a field and at the interface between different fields.	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures, and to integrate knowledge from different fields.	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice, and/or for reviewing the strategic performance of teams.

8	Knowledge at the most advanced frontier of a field of work or study, and at the interface between fields.	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/ or innovation, and to extend and redefine existing knowledge or professional practice.	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts, including research.
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**Source: European Commission (2018:18)**

### **UK and Ireland**

The United Kingdom and Ireland are two good examples of European countries with significant development of qualifications frameworks at the national level. The Quality Assurance Agency for Higher Education United Kingdom (2014) issued *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* also known as the **UK Quality Code for Higher Education**. According to the Agency:

*The UK Quality Code for Higher Education (Quality Code) is the definitive reference point for all UK higher education providers. It makes clear what higher education providers are required to do, what they can expect of each other, and what the general public can expect of them. The Quality Code covers all four nations of the UK (England, Northern Ireland, Scotland and Wales) and all providers of UK higher education operating internationally. It protects the interests of all students, regardless of where they are studying or whether they are full-time, part-time, undergraduate or postgraduate students.*

(Quality Assurance Agency for Higher Education, United Kingdom, 2014:3)

Table 2.4 shows the degree programmes in the United Kingdom and their Levels in the related qualifications frameworks

**Table 2.4: Higher Education Qualifications of UK Degree-Awarding Bodies and their equivalence in the QF-EHEA**

Typical higher education qualifications awarded by degree-awarding bodies within each level	FHEQ	FQHEIS	Corresponding QF-EHEA cycle
	FHEQ level	SCQF level	
Doctoral degrees (eg, PhD/DPhil, EdD, DBA, DClinPsy)	8	12	Third cycle (end of cycle) Qualifications
Master's degrees (eg, MPhil, MLitt, MRes, MA, MSc)	7	11	Second cycle (end of cycle) Qualifications
Integrated master's degrees (eg, MEng, MChem, MPhys, MPharm)			
Primary qualifications (or first degrees) in medicine, dentistry and veterinary science (eg, MB ChB, MB BS, BM BSc; BDS; BVSc, BVMS)			
Postgraduate diplomas			
Postgraduate Certificate in Education (PGCE)g/Postgraduate Diploma in Education (PGDE)			
Postgraduate certificates	6	10	First cycle (end of cycle) Qualifications
Bachelor's degrees with honours (eg BA/BSc Hons)			
Bachelor's degrees		9	
Professional Graduate Certificate in Education (PGCE) in England, Wales and Northern Ireland			
Graduate diplomas			
Graduate certificates	5	NA	Short cycle (within or linked to the first cycle) qualifications
Foundation degrees (eg, FdA, FdSc)			
Diplomas of Higher Education (DipHE)		8	
Higher National Diplomas (HND) awarded by degree-awarding bodies in England, Wales and Northern Ireland under licence from Pearson			
Higher National Certificates (HNC) awarded by degree-awarding bodies in England, Wales and Northern Ireland under licence from Pearson	4	NA	
Certificates of Higher Education (CertHE)		7	

Source: Quality Assurance Agency for Higher Education, United Kingdom (2014:17)

**Abbreviations:**

**FHEQ:** The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland

**FQHEIS:** The Framework for Qualifications of Higher Education Institutions in Scotland

**QF-EHEA:** Framework for Qualifications of the European Higher Education Area

**SCQF:** Scottish Credit and Qualifications Framework

The National Qualifications Authority of Ireland (called Quality and Qualifications Ireland, QQI) also developed the 10-Level Framework (table 2.5).

**Table 2.5: The 10-Level Framework of Qualifications of Ireland, 2019**

Level	Qualification	Other terms	Institutions Responsible
1	Level 1 Certificate		Quality and Qualifications Ireland (QQI)
2	Level 2 Certificate		
3	Level 3 Certificate	Junior Certificate	State Examinations Commission (SEC)
4	Level 4 Certificate	Leaving Certificate	
5	Level 5 Certificate		Institutes of Technology
6	Advanced Certificate	Higher Certificate	Universities
7	Ordinary Bachelor Degree		
8	Honours Bachelor Degree	Higher Diploma	
9	Masters Degree	Post Graduate Diploma	
10	Doctoral Degree	Higher Doctorate	

**Source: Adapted from the Quality and Qualifications [Authority of] Ireland (2019).**

### **South Africa**

South African Qualifications Authority (SAQA) working in conjunction with the statutory agencies responsible for certification at the different levels of education developed the South African National Qualifications Framework (NQF). The statutory agencies are the Council on Higher Education; General and Further Education and Training Quality Council (Umalusi) and the Quality Council for Trades and Occupations. According to the South African Qualifications Authority (SAQA 2012, 2013, 2019), Isaacs (2010), and Matthews (2013), the NQF Act, No. 67 of 2008 established a ten-level framework “where levels of learning achievement are arranged in ascending order from one to ten”.

**Table 2.6: The South African National Qualifications Framework**

Level	Sub-Frameworks and Qualification Types		
	Higher Education Qualification Sub-Framework	General and Further Education and Training Qualification Sub-Framework	Trades and Occupations Qualification Sub-Framework
10	Doctoral Degree Doctoral Degree (Professional)	---	---
9	Master's Degree Master's Degree (Professional)	---	---
8	Bachelor Honours Degree Postgraduate Diploma Bachelor's Degree	---	---
7	Bachelor's Degree Advanced Diploma	---	---
6	Diploma Advanced Certificate	---	Occupational Certificate (Level 6)
5	Higher Certificate	---	Occupational Certificate (Level 5)
4	---	National Certificate	Occupational Certificate (Level 4)
3	---	Intermediate Certificate	Occupational Certificate (Level 3)
2	---	Elementary Certificate	Occupational Certificate (Level 2)
1	---	General Certificate	Occupational Certificate (Level 1)

**Source: Adapted from South African Qualifications Authority (SAQA, 2013).**

According to the South African Qualifications Authority (2019), the National Qualification Framework has the following key features:

#### **Framework levels**

“The NQF is organized as a series of levels of learning achievement, arranged in ascending order from one to ten. Each level on the NQF is described by a statement of learning achievement known as Level Descriptors. There is one set of level descriptors for the NQF.”

#### **Sub-Frameworks**

The NQF is a single integrated system which comprises of three coordinated qualifications sub-frameworks. These are:

- General and Further Education and Training Sub-Framework (GFETQSF)
- The Higher Education Qualifications Sub-Framework (HEQSF)
- The Occupational Qualifications Sub-Framework (OQSF)

The South African Qualifications Authority (2012) described the philosophy underling the Qualification Framework as “applied competence” which it said is in line “with the outcomes-based theoretical framework adopted in the South African context”. Also, it used ten categories “to describe applied competencies across each of the ten levels of the National Qualifications Framework”. The ten categories are: (i) Scope of knowledge; (ii) Knowledge literacy; (iii) Method

and procedure; (iv) Problem solving; (v) Ethics and professional practice; (vi) Accessing, processing and managing information; (vii) Producing and communicating of information; (viii) Context and systems; (ix) Management of learning; and (x) Accountability. There is one common set of level descriptors for the NQF to be used in different contexts.

**Box 2.2: Contextual application of the level descriptors**

The following principles underpin the application of the level descriptors across the three sub-frameworks of the NQF:

- There is one common set of level descriptors for the NQF to be used in different contexts
- The level descriptors incorporate ten competencies.
- The level descriptors are designed to meet the needs of academic as well as occupational qualifications.
- There must be correlation between qualification levels and occupational levels in the world of work.
- The Critical Cross-Field Outcomes of SAQA are embedded in the level descriptors.
- Level descriptors are cumulative i.e. there is progression in the competencies from one level to the next.
- Level descriptors are applicable to the Recognition of Prior Learning (RPL).
- Level descriptors are descriptive and not prescriptive.
- The nomenclature for qualifications is dealt with in the sub-frameworks of the NQF.

**South African Qualification Authority (2012:4)**

## III. MINIMUM INITIAL TEACHER EDUCATION

### 3.1 Minimum Initial Teacher Education for Entry into the Teaching Profession

The minimum entry requirement for the teaching profession shall be:

- i. Bachelor of Education (**B.Ed.**) degree obtained either after a successful completion of a 5-year programme with academic and professional education integrated; or three years of academic and two years of professional education; or
- ii. Post Graduate Diploma in Education (**PGDE**) obtained after a Bachelor's (four-year duration), Master's or Doctorate degree in an academic field.

#### **Important Points**

- (1) Minimum entry qualification into the teaching profession is Bachelor of Education or Bachelor's degree with Post Graduate Diploma in Education.
- (2) Newly employed teachers will undergo mandatory induction.
- (3) The first two years of the Beginning teacher will serve for induction and mentoring.
- (4) Holders of Bachelor of Education, Post Graduate Diploma in Education, Masters and Doctorate degrees who are entering teaching for the first time will all start from the Beginner stage. Consequently, they will have the same professional qualifying competency tests as Beginners.
- (5) For the teacher career path, productive teachers can progress to the next career stage after spending a minimum of three years, if they meet the CPD and other requirements for the next career stage.

### 3.2 Bachelor of Education Programme (ISCED 6)

#### 3.2.1 Principal characteristics of the programme

- i. To enter the programme, a candidate must have successfully completed ISCED level 3 with passes at credit level in five subjects including mathematics and any of the major languages spoken across the continent (English, French, Arabic and Portuguese). This is an initial teacher education programme aimed at raising teachers with the professional knowledge, skills and competencies in the relevant aspects of teaching and learning at the different levels of education - pre-primary, primary, lower and upper secondary education. The candidates in the programme shall be exposed to school curriculum development and interpretation; designing of learning programmes; lesson planning, delivery and evaluation; as well as class management, inclusive and multicultural education and other overarching issues contained in the AFSCTP.
- ii. The Bachelor of Education programme are of two "specializations":
  - **Pre-primary and primary education specialization:** The main aim of this specialization is to raise teachers who are specialists in the pre-primary and primary education. Therefore, the study covers the pre-primary and primary education curriculum as well as the professional knowledge, skills, values and attitudes required to deliver curriculum.
  - **Lower and upper secondary specialization:** The key aim of this specialization is to raise teachers who are subject specialists to teach specific subjects in the lower and upper secondary education. Thus, the study focuses on specific subject or subject combinations, together with the professional knowledge, skills, values and attitudes required to teach them in the lower and upper secondary education.

- iii. Courses such as Guidance and Counselling, School Administration and Planning (School Leadership) and other similar sub-disciplines of Education shall not be a “specialization” at the Bachelor’s degree level. Rather, they shall be mandatory modules to be taken and passed by all students of the programme. The specialization shall commence at the Master’s degree level.
- iv. The professional education modules of the Bachelor of Education programme shall constitute a minimum of forty percent (40%) of the total credits required for award of the degree.
- v. The duration of the teaching practice shall be one year; however, this shall be split and taken at different years of the study as suitable to local contexts and systems. The aim of the teaching practice is to ensure that students in the programme have sufficient experience of the real world of work.
- vi. Total credits for graduation in the Bachelor of Education programme shall be 150 for candidates with entry qualifications from ISCED 3 or 4. The credits shall be weighted and spread across course work, teaching practice and project. Basically, each academic year shall cover 30 credits.
- vii. The Bachelor of Education programme shall be run in universities and the teacher educators shall hold a minimum of Master’s degree (ISCED 7) but preferably Doctoral degree (ISCED 8) in the relevant academic and professional fields.
- viii. Methods of instruction in the programme shall be versatile and not just the use of lecture methods, such that the relevant teaching techniques advocated by the AFSCTP are practicalised for the students in the programme. Priority attention shall be given to learner-centred and individualized strategies as well as the sufficient utilization of educational technologies in programme delivery.

### **3.2.2 Classification of B.Ed. programme using ISCED**

Under ISCED, every programme must be classified in terms of codes, category (orientation), sub-category (duration/position) and description. The table below shows the classification of the Bachelor of Education programme in these respects.

**Table 3.1: Classification of B.Ed. programme at ISCED level 6 (ISCED-P)**

Category (orientation)		Sub-category (duration/ position)	Description
64	Bachelor's or equivalent level, academic	641	Insufficient for level completion
		645	First degree (3-4 years)
		646	Long first degree (more than 4 years)
		647	Second or further degree, following successful completion of a Bachelor's or equivalent programme
65	Bachelor's or equivalent level, professional	651	Insufficient for level completion
		655	First degree (3-4 years)
		656	Long first degree (more than 4 years)
		657	Second or further degree, following successful completion of a Bachelor's or equivalent programme
66	Bachelor's or equivalent level, orientation unspecified*	661	Insufficient for level completion
		665	First degree (3-4 years)
		666	Long first degree (more than 4 years)
		667	Second or further degree, following successful completion of a Bachelor's or equivalent programme

\* To be used at ISCED level 6 in the absence of internationally-agreed definitions for academic and professional orientations at the tertiary level.

**Source: UIS (2012:53)**

In line with the table above, the category (orientation) of the Bachelor of Education programme is “professional”, that is code **65** while the five-year duration is **656**.

### 3.2.3 Classification of B.Ed. attainment using ISCED

Under ISCED, candidates in a programme must also be classified to show their level of attainment, that is, to indicate whether a candidate met all or only part of the requirements of a the programme. The table below depicts the classification of the attainments.

**Table 3.2. Classification of B.Ed. attainment at ISCED level 6 (ISCED-A)**

Category (orientation)	Sub-category	Description
54	Short-cycle tertiary general education	Not further defined*
55	Short-cycle tertiary vocational education	Not further defined*
56	Short-cycle tertiary education, orientation unspecified	Not further defined*
64	Bachelor's or equivalent level, academic	Not further defined***
65	Bachelor's or equivalent level, professional	Not further defined***
66	Bachelor's or equivalent level, orientation unspecified*	Not further defined***

\* Recognized successful completion of a programme or a stage of a programme at Bachelor's or equivalent level insufficient for ISCED 6 level completion.  
 \*\* To be used at ISCED levels 6 and 7 in the absence of internationally-agreed definitions for academic and professional orientations at the tertiary level.  
 \* Including recognized successful completion of a programme at Bachelor's or equivalent level sufficient for ISCED 6 level completion or of a programme or a stage of a programme at Master's or equivalent level insufficient for ISCED 7 level completion.

**Source: UIS (2012:54)**

From the table above, the code for Bachelor's level “professional” orientation is **65**, and code for educational attainment is **650**. This implies that the qualification for a successful candidate in Bachelor of Education degree programme is coded as 650.

### **3.3 Post Graduate Diploma in Education**

#### **3.3.1 Principal characteristics**

- i. This is an initial teacher education programme intended for graduates of ISCED 6, 7 and 8 who did not study Education. The aim of the programme is the same as for the Bachelor of Education degree, which is to raise teachers with the professional knowledge, skills and competencies in the relevant aspects of teaching and learning. The candidates in the programme shall be exposed to school curriculum development and interpretation; designing of learning programmes; lesson planning, delivery and evaluation; as well as class management, inclusive and multicultural education and other overarching issues contained in the AFSCTP.
- ii. The specialization for pre-primary and primary education is not available for this programme since candidates are already specialists in various fields. There could be exceptions, however, where the initial field and prior knowledge aligns with the requirements of the pre-primary and primary education option. The bulk of the candidates for the PGDE programme will therefore undergo one-year (two semesters) programme to acquire the required professional knowledge, skills, values and attitudes to teach at the lower and upper secondary education levels. Upon graduation, the candidates shall teach their respective subjects (acquired earlier at ISCED 6, 7 and/or 8) at the lower and upper secondary education levels.
- iii. Courses such as Guidance and Counselling, School Administration and Planning (School Leadership) and other similar sub-disciplines of education shall not be a “specialization” at the PGDE level. They should be among the mandatory modules to be passed by all candidates of the programme. The specialization shall come at the Master’s degree level.
- iv. The modules offered in the PGDE programme are professional education modules and shall include the methodology for teaching the subjects that candidates obtained earlier at ISCED 6, 7 or 8. The duration for Teaching Practice shall be three months and may be taken during the second semester or at the completion of the course work as suitable to local contexts and systems. The primary aim of the teaching practice is to ensure that the candidates have sufficient practical understanding of the real world of work.
- v. Total credits for graduation shall be 50 spread across the course work, teaching practice and project.
- vi. The programme shall be run in universities only and the educators in the programme shall hold a minimum of Master’s degree (ISCED 7) but preferably Doctoral degrees (ISCED 8) in the relevant academic and professional fields.
- vii. Methods of instruction in the programme shall be versatile and not just the use of lecture methods, such that the relevant teaching techniques advocated by the AFSCTP shall be practicalized for the students of the programme. Priority attention shall be given to learner-centred and individualized strategies as well as the sufficient utilization of educational technologies in programme delivery.

#### **3.3.2 Classification of PGDE Programme using ISCED**

The table below shows the classification of the Post Graduate Diploma in Education in terms of codes, category (orientation), sub-category (duration/position) and description.

**Table 3.3: Classification of PGDE programme at ISCED level 6 (ISCED-P)**

Category (orientation)		Sub-category (duration/ position)	Description
64	Bachelor's or equivalent level, academic	641	Insufficient for level completion
		645	First degree (3-4 years)
		646	Long first degree (more than 4 years)
		647	Second or further degree, following successful completion of a Bachelor's or equivalent programme
65	Bachelor's or equivalent level, professional	651	Insufficient for level completion
		655	First degree (3-4 years)
		656	Long first degree (more than 4 years)
		657	Second or further degree, following successful completion of a Bachelor's or equivalent programme
66	Bachelor's or equivalent level, orientation unspecified*	661	Insufficient for level completion
		665	First degree (3-4 years)
		666	Long first degree (more than 4 years)
		667	Second or further degree, following successful completion of a Bachelor's or equivalent programme

\* To be used at ISCED level 6 in the absence of internationally-agreed definitions for academic and professional orientations at the tertiary level.

**Source: UIS (2012:53)**

Based on the table above, the orientation of the PGDE is “professional” according to ISCED (but specifically teacher education). The ISCED code for the professional orientation is **65**. The ISCED code for “second or further degree, following successful completion of a Bachelor’s or equivalent programme,” which is where PGDE belongs is **657**.

### 3.3.3 Classification of PDGE Attainment using ISCED

The table below classifies the attainments that are applicable to the Post Graduate Diploma in Education.

**Table 3.4. Classification of PGDE attainment at ISCED level 6 (ISCED-A)**

Category (orientation)	Sub-category	Description
54	Short-cycle tertiary general education	Not further defined*
55	Short-cycle tertiary vocational education	Not further defined*
56	Short-cycle tertiary education, orientation unspecified	Not further defined*
64	Bachelor's or equivalent level, academic	Not further defined***
65	Bachelor's or equivalent level, professional	Not further defined***
66	Bachelor's or equivalent level, orientation unspecified*	Not further defined***

\* Recognized successful completion of a programme or a stage of a programme at Bachelor's or equivalent level insufficient for ISCED 6 level completion.  
 \*\* To be used at ISCED levels 6 and 7 in the absence of internationally-agreed definitions for academic and professional orientations at the tertiary level.  
 \* Including recognized successful completion of a programme at Bachelor's or equivalent level sufficient for ISCED 6 level completion or of a programme or a stage of a programme at Master's or equivalent level insufficient for ISCED 7 level completion.

**Source: UIS (2012:54)**

From the table above, the orientation for a professional programme at Bachelor’s is coded as **65**, while the code for educational attainment is **650**. This implies that the qualification for a

successful candidate in the PGDE programme remains 650 as in the Bachelors of Education degree.

### 3.4 Summary of the ISCED Levels, Programmes and Attainments for B.Ed. and PGDE

In a nutshell, the structure and ISCED codes for the Bachelor of Education and Post Graduate Diploma in Education are presented in the table below.

**Table 3.5: Summary of the ISCED levels, programmes, attainments for B.Ed. and PGDE**

ISCED LEVEL	Category (orientation)		ISCED-P		ISCED-A	
			Sub-Category (position)	Description	Sub-Category (level completion)	Description
6	65	Bachelor's or equivalent level, professional ( <b>Bachelor of Education</b> )	656	Long first degree (more than 4 years)	650	Successfully completed
	65	Bachelor's or equivalent level, professional ( <b>Post Graduate Diploma in Education</b> )	657	Second or further degree, following successful completion of a Bachelor's or equivalent programme	650	Successfully completed

### 3.5 Curriculum Framework for B.Ed. and PGDE

The content of teacher education, whether initial teacher education or continuous professional development are critical issues of debate. It is therefore important to explore what some authorities and countries had suggested or are doing in these regards. Curriculum is the medium for the delivery of teacher education. In teacher education, reality runs in the form of a curriculum, which is the sum total of the learning experiences designed for a programme. A teacher qualification framework will be a “form without content” if it does not deal with the issue of curriculum. This is not about producing curriculum content that will be binding on member states but about the need to generate some generic minimums expected of the content of initial teacher education at the recommended ISCED level(s). The need to discuss curriculum framework is also in line with intent and purposes of the various regional qualification frameworks (Economic Community of West African States, 2003; Southern African Development Community, 2018, etc.).

#### Important Point

The most important guide for the development of the curricula for B.Ed. and PGDE is the African Framework of Standards and Competences for the Teaching Profession. As stated earlier, the Professional Standards and Competences constitute the second pillar (and the pivot) of the African Teacher Qualification Framework. The descriptors (exit competences) for the B.Ed. and PGDE programmes are derived from the Standards and Competences. Therefore, the Professional Standards and Competences shall be translated into a full curriculum for the B.Ed. and PGDE programmes. This is the surest way to guarantee that the B.Ed. and PGDE exit competences can meet the expectations of the Professional of Standards and Competences.

In addition to the important point above, the views of some international authorities are discussed briefly here to enrich the understanding about what the curriculum of teacher education should be. The ILO/UNESCO (1966) provided a list of what a teacher education programme may comprise of. These are:

- i. General studies;
- ii. Study of the main elements of philosophy, psychology, sociology as applied to education, the theory and history of education, and of comparative education, experimental pedagogy, school administration and methods of teaching the various subjects;
- iii. Studies related to the student's intended field of teaching; and
- iv. Practice in teaching and in conducting extra-curricular activities under the guidance of fully qualified teachers.

ILO/UNESCO further stated that:

- i. "All teachers should be prepared in general, special and pedagogical subjects in universities, or in institutions on a level comparable to universities, or else in special institutions for the preparation of teachers.
- ii. The content of teacher-preparation programmes may reasonably vary according to the tasks the teachers are required to perform in different-types of schools, such as establishments for handicapped children or technical and vocational schools. In the latter case, the programmes might include some practical experience to be acquired in industry, commerce or agriculture.
- iii. A teacher-preparation programme may provide for a professional course either concurrently with or subsequent to a course of personal academic or specialized education or skill cultivation. (ILO/UNESCO, 1966:25-26).

Also, an important continental African study titled "*Tuning and harmonization of higher education: The African experience*" (Tuning Africa Project, 2014) funded by the European Commission was able to distill-out key competences required by teachers in Africa which can form the basis of a curriculum framework for teacher education. The Project (which covered Southern, Central, West, North and East Africa) documented two sets of competencies, namely generic and subject-specific competences. The research Project defined generic competences as those capabilities that "would be expected of any graduate in any subject area and which are considered important by other academics, employers, students and graduates. These are competences such as the capacity to learn or the capacity for analysis and synthesis-capacities, in short, which are common to all or most degrees" (Tuning Africa Project, 2014:344). It then defined the subject-specific competences as those that are "intimately related to specific knowledge in a field of study. These subject-specific competences give identity and consistency to the particular degree programmes and link them to the world of broader professional practice" (pp. 344-5). For teacher education, the subject-specific competences basically imply the pedagogical competences expected of a qualified teacher. Thus, the Project (2014:346-347) identified eighteen (18) generic competences such as:

- i. Ability for conceptual thinking, analysis and synthesis.
- ii. Professionalism, ethical values and commitment to Ubuntu (respect for the well-being and dignity of fellow human beings).
- iii. Capacity for critical evaluation and self-awareness.
- iv. Ability to translate knowledge into practice.
- v. Objective decision-making and practical cost-effective problem solving.
- vi. Capacity to use innovative and appropriate technologies.

- vii. Ability to communicate effectively in both the official/national and the local languages.
- viii. Ability to learn how to learn and capacity for lifelong learning.
- ix. Flexibility, adaptability and ability to anticipate and respond to new situations.
- x. Ability for creative and innovative thinking.
- xi. Leadership, management and teamwork skills.
- xii. Communication and interpersonal skills.
- xiii. Environmental and economic consciousness.
- xiv. Ability to work in an intra- and intercultural and/or international context.
- xv. Ability to work independently.
- xvi. Ability to evaluate, review and enhance quality.
- xvii. Self-confidence, entrepreneurial spirit and skills.
- xviii. Commitment to preserve African identity and cultural heritage.

To arrive at the competences specific to education, the Project (2014:348-349) took cognizance of eleven (11) core “components of the teacher education bachelor’s degree” in fourteen universities across all five geographical regions of Africa. The components are:

- i. Subject content
- ii. Educational theory
- iii. Methodology
- iv. Practice
- v. Assessment
- vi. Planning
- vii. Values and ethics
- viii. Communication and ICT
- ix. Health and safety
- x. Research
- xi. Quality assurance

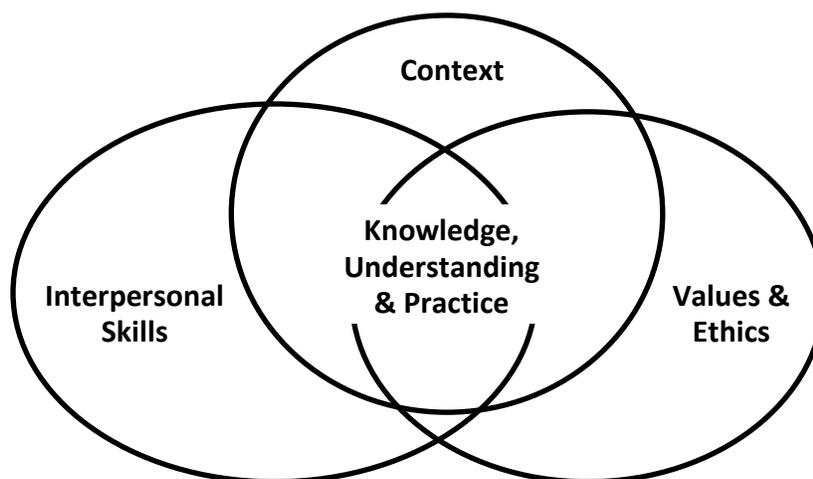
Based on the eleven core components, the Project identified the following seventeen (17) key competences specific to education in those fourteen universities:

- i. Having mastery of the subject knowledge/understanding the discipline.
- ii. Applying ICT.
- iii. Developing resources and instructional materials.
- iv. Having ability for critical thinking, problem solving, creativity and reflection.
- v. Ability to assess and evaluate, including self and others.
- vi. Providing counsel, guidance and conflict resolution (peace education) for complex situations.
- vii. Interpreting curriculum documents, information and sources, and seeing them as a roadmap.
- viii. Managing projects.
- ix. Being able to choose, use and design innovative teaching and learning strategies.
- x. Being able to research (observe, describe, analyze, etc.)
- xi. Understanding and applying policies and regulations.

- xii. Ability to identify and deal with students with special needs, gifted and otherwise.
  - xiii. Ability to work in a team.
  - xiv. Exercising professionalism, ethics and values; ability to understand and abide by the ethics and values of the teaching profession.
  - xv. Ability to become a lifelong learner.
  - xvi. Ability to develop competences for employability in students (ability to enhance employability in one's own profession).
  - xvii. Ability to inspire self-confidence in the learners.
- (Tuning Project, 2014:349-350)

The Project on the whole concluded that an evidence-based teacher programme has a meta profile with four categories, namely: knowledge, understanding and practice; context; interpersonal skills; and values and ethics (see figure 3.1).

**Figure 3.1: Venn diagram representing the four categories comprising the teacher education meta-profile**



Source: Tuning Africa Project (2014:356)

### 3.6 The B.Ed. and PGDE Quality Framework

After the development of a suitable curriculum for teacher education, the next critical factor is to determine what constitutes **quality** or **quality framework** for the programme. In this context, **quality is a measure of a programme's attainment of set standards**. Thus, a high measure depicts high quality while a low measure stands for low quality. The quality framework is the set of **indicators** that can reveal the extent a programme meets set standards. Accordingly, the B.Ed. and PGDE quality framework refers to indicators that can help to *verify* the capacity of these programmes to meet the stated **exit competences**. The quality framework is the principal instrument for the accreditation of teacher education programmes - it guides the *accreditation* of teacher education by the external regulatory authorities and also forms the basis for internal checks, balances and quality assurance by the teacher education institutions.

One way of determining the quality framework in teacher education is to critically examine the **"input, process, output and outcome"** of teacher education as proposed by Chalmers (2007, 2008), an authority on quality assurance. The "input, process, output and outcome" **dimensions**

are present in every teacher education and interact, according to Chalmers, with other indispensable **features** of teacher education such as:

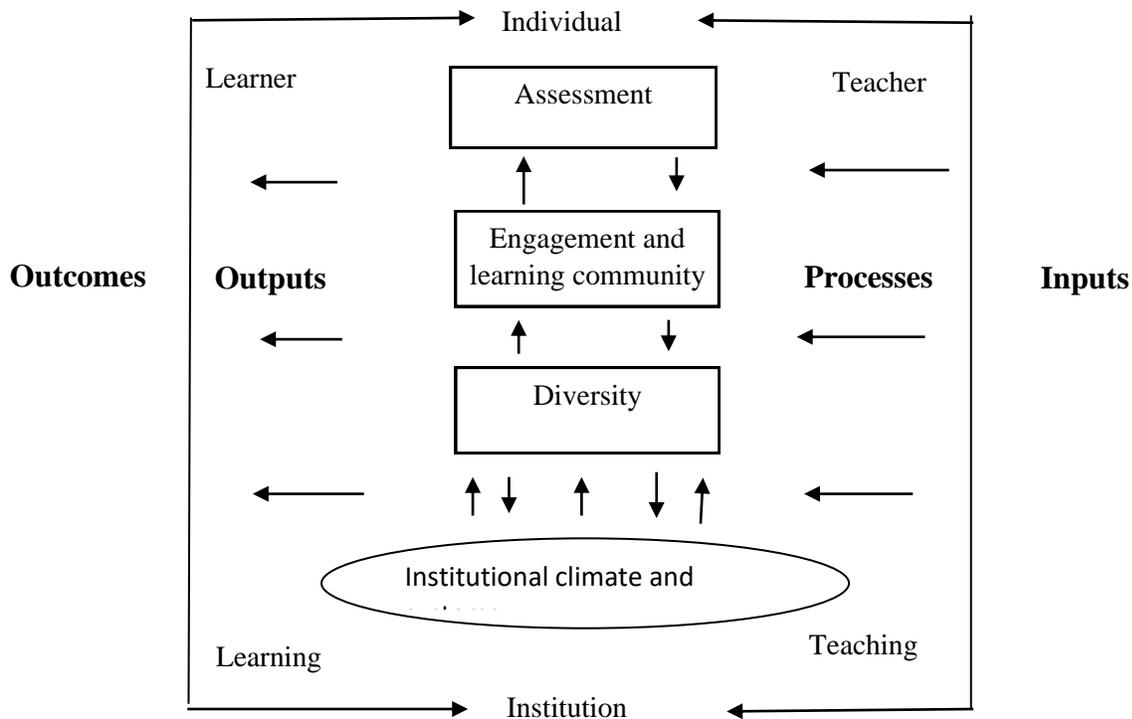
- Assessment
- Engagement and learning community
- Diversity and
- Institutional climate and systems

The interaction also occurs at various **levels**, namely:

- Institution-wide
- Faculty
- Department/programme
- Teacher/individual

Together, the interaction between and among these dimensions, features and levels of teacher education create the indicators to look for. Indeed, the interactions create a complex web of factors too numerous to mention and often too difficult to isolate. Chalmers illustrated these dimensions, features and levels as shown on Figure 3.2.

**Figure 3.2: The quality framework in teacher education**



**Source: Adapted from Chalmers (2008:10)**

Altogether, Chalmers and other scholars (e.g. Sanyal, 2013) drew attention to the fact that quality in teacher education is a very complex phenomenon with multiple dimensions. To assure quality in teacher education, therefore, there is need for a broad mapping of the key dimensions and indicators considered important for the accreditation of teacher education. Many types of such framework have actually been developed by various accrediting authorities across the world.

### **Important points**

The quality frameworks developed by the following authorities are recommended for the accreditation of B.Ed and PDGE programmes:

- i. **Commonwealth of Learning** (National Assessment and Accreditation Council of India and Commonwealth of Learning, 2007a; 2007b; 2007c, 2008) – This should be used for the **professional accreditation** of Teacher Education programmes.
- ii.
- iii. **African Union and European Commission** (2018a, 2018b) – This should be used for **generic accreditation** as applicable to all higher education programmes

The generic and professional accreditation are explained in section 3.7.

The quality frameworks developed by these authorities are summarised below.

### **Teacher Education Quality Framework (Case 1): The Commonwealth of Learning.**

The Commonwealth of Learning and National Assessment and Accreditation Council (2007a; 2007b; 2007c, 2008) did a lot of work on teacher education accreditation and through research came to a conclusion that six dimensions (they called it key priority areas) are core and together these have twenty five (25) quality aspects and seventy five (75) quality indicators as summarized on Table 3.6.

**Table 3.6: Distribution of quality aspects and quality indicators within the Key Areas**

Key Area (KA)	Quality Aspect (QA)	Quality Indicator (QI)
<b>I. Curriculum Design and Planning</b>	1. Institutional Vision	QI 1
	2. Process of Curriculum Design	QI 2, QI 3 & QI 4
	3. Curriculum Content	QI 5, QI 6, QI 7, QI 8 & QI 9
	4. Curriculum Revision	QI 10 & QI 11
<b>II. Curriculum Transaction and Evaluation</b>	5. Induction / Orientation	QI 12 & QI 13
	6. Transaction of Theory	QI 14, QI 15, QI 16 & QI 17
	7. Transaction of Practical Experiences	QI 18, QI 19, QI 20 & QI 21
	8. Assessment and Evaluation	QI 22, QI 23, QI 24 & QI 25
<b>III. Research, Development and Extension</b>	9. Teacher and Teaching	QI 26, QI 27 & QI 28
	10. Research and Development	QI 29, QI 30, QI 31 & QI 32
<b>IV. Infrastructure and Learning Resources</b>	11. Community Engagement	QI 33 & QI 34
	12. Physical Infrastructure	QI 35 & QI 36
	13. Instructional Infrastructure	QI 37
<b>V. Student Support and Progression</b>	14. Human Resources	QI 38, QI 39 & QI 40
	15. System Efficiency	QI 41, QI 42 & QI 43
	16. Feedback Mechanism	QI 44, QI 45 & QI 46
	17. Diagnosis and Remedial Programme	QI 47, QI 48 & QI 49
	18. Guidance and Counseling Service	QI 50, QI 51 & QI 52
	19. Admission Procedure	QI 53 & QI 54
<b>VI. Organisation and Management</b>	20. Social, Cultural and Leisure Activities	QI 55 & QI 56
	21. Internal Coordination and Management	QI 57, QI 58, QI 59, QI 60 & QI 61
	22. Academic Calendar	QI 62 & QI 63
	23. Faculty Recruitment	QI 64, QI 65 & QI 66
	24. Financial Governance	QI 67, QI 68, QI 69, QI 70 & QI 71
	25. Academic Quality and Management	QI 72, QI 73, QI 74 & QI 75

**Source: National Assessment and Accreditation Council & Commonwealth of Learning (2007b:11-12). Note: For detail of the 75 quality indicators, readers should refer to the actual document.**

However, the quality indicators are still generic and require to be adapted to “peculiarities and contexts of institutions and programmes” (The Commonwealth of Learning and National Assessment and Accreditation Council, 2017b). The authors further suggested that the indicators could be assessed on a five-point scale which could permit the calculation of weighted average in order to determine the overall performance of a programme or aspects of it.

The five-point scale comprises of:

- Needs Improvement – 1
- Can do Better - 2
- Satisfactory - 3
- Good - 4
- Outstanding - 5

### **Teacher Education Quality Framework (Case 2): African Quality Rating Mechanism (AQRM)**

The African Union and European Commission (2018a) sponsored the development of the African Quality Rating Mechanism (AQRM) which was based on the empirical study and self-report of fifteen higher education institutions cutting across the geographical zones of Africa, as well as public and private institutions. It further covers internal processes of quality assurance as well as external validation. It is concerned with both institutional and programme quality assurances. For the former there are six major areas of concern while the later has five as shown on the table 3.9.

**Table 3.7: Africa Quality Rating Mechanism (AQRM) Criteria**

<b>Major areas at the institutional level</b>		<b>Major areas at the programme level</b>	
1	Governance and management	1	Programme planning and management
2	Infrastructure	2	Curriculum development
3	Finances	3	Teaching and learning
4	Teaching and learning	4	Assessment
5	Research, publication and innovation	5	Programme results
6	Societal engagement		
Specific indicators: 49		Specific indicators: 35	

**Source: African Union and European Commission (2018a:16)**

Each indicator is rated on a five-point scale with interpretation in Table 3.10.

**Table 3.8: AQRM scale**

<b>Rating</b>
0 = Poor quality
1 = Insufficient quality
2 = Satisfactory quality
3 = Good quality
4 = Excellent quality

<b>Range</b>	<b>Interpretation</b>
Rating score less than 1.0	Poor quality
Rating score between 1.0 and 1.99	Insufficient quality
Rating score between 2.0 to 2.79	Satisfactory quality
Rating score between 2.8 to 3.5	Good quality
Rating score greater than 3.5	Excellent quality

**Source: African Union and European Commission (2018a:17)**

In the Preface to the **AQRM**, Her Excellency, Professor Sarah Anyang Agbor, Commissioner for Human Resource, Science and Technology, African Union Commission, described quality assurance as “a systematic, structured and continuous attention to quality in terms of

maintenance and improvement, while assuring responsiveness and relevance” (African Union and European Commissions, 2018a:5). She states that the AQRM facilitates common evaluation methodologies which will help to establish:

*a deepening commitment to quality across Higher Education systems and promote international competitiveness... The AQRM not only encourages the advancement of internal quality assurance practices but offers a strong foundation for advancing harmonization among African Higher Education Institutions and mutual recognition of academic qualifications for facilitating academic mobility across Africa. The AQRM goes hand-in-hand with the African Standards and Guidelines for Quality Assurance (ASG-QA), a meta-tool that provides standards for internal Quality Assurance, which the AQRM assists universities to assess, and external Quality Assurance, conducted by QA agencies and authorities external to the University. Both the AQRM and the ASG-QA are part of the politically endorsed Pan-African Quality Assurance and Accreditation Framework.*

(H.E. Professor Sarah Anyan Agbor, African Union and European Commissions, 2018a:5)

The AQRM is a set of criteria developed through dialogue with the African Higher Education community which includes the Association of African Universities (AAU) and adopted for self-evaluation and external validation of the performance of the higher education institutions and programmes

**Teacher Education Quality Framework (Case 3):  
The African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA)**

The African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA), sponsored by the African Union Commission and European Commission (2018b), is part of the Harmonization of African Higher Education Quality Assurance and Accreditation (HAQAA) Initiative. The Initiative was a service contract between December 2015 and November 2018 to support the development of a harmonized quality assurance and accreditation system at institutional, national, regional and pan-African continental levels, and funded by the European Union “Harmonization, Quality and Accreditation” initiative (EC EAC/37/2014). Her Excellency, Professor Sarah Anyang Agbor, again highlighted the importance of harmonized higher education quality systems in Africa (Box 3.1).

**Box 3.1: Importance of harmonized quality higher education systems in Africa**

Harmonized quality of higher education systems is imperative for Africa to realize the vision of an integrated, prosperous and peaceful continent. The African Union (AU) has, at the highest level, called for the harmonization and strengthening of the quality of higher education in Africa to make it both locally relevant and globally competitive. This is in line with the AU's Agenda 2063: "The Africa We Want", and is an important instrument for facilitating the recently signed AU Continental Free Trade Area. These efforts are a culmination of Africa's long time desire for harmonized higher education systems that can facilitate the mobility of trained people with accredited qualifications. Diverse systems of higher education have resulted in the lack of mutual recognition of university degrees, constraining academic integration and the mobility of students across the African continent. Collective endorsement of harmonization and mutual recognition presupposes increased attention to quality and quality assurance in higher education. The rapid growth in the number of students and higher education institutions (HEIs), and the increased focus on employability, has made quality and quality assurance central topics. If Africa's investment in the education of its youth is to reap demographic dividends, quality and quality assurance in higher education and training are essential.

- **Her Excellency, Professor Sarah Anyang Agbor in the Foreword to the ASG-QA (African Union & European Commission, 2018b:3)**

The ASG-QA is also one of the crucial instruments designed to actualize the Pan-African Quality Assurance and Accreditation Framework (PAQAF), which aims at providing a continental platform to boost higher education quality, and promote compatible methodologies.

The ASG-QA has three key parts such as:

- **Part A:** Standards and Guidelines to enable Higher Education Institutions to internally assure their quality and carry out self-assessment for quality improvement;
- **Part B:** Standards and Guidelines to assist the Quality Assurance Agencies to conduct audits and accredit programmes at the Higher Education Institutions; and
- **Part C:** Standards and Quality Assurance Agencies to internally assure their quality and carry out self-assessment in preparation for external quality assurance (African Union & European Commission, 2018:9). The Standards are listed below and each Standard has several guides attached to it to enable its operationalization.

The details of the three parts are in Boxes 3.2, 3.3 and 3.4 respectively.

### Box 3.2: PART A: Standards for Internal Quality Assurance

- **Standard 1. Vision, Mission and Strategic Objectives:** The institution shall have published vision and mission statements that reflect its commitment to continuous quality enhancement; strategic objectives and clear policies and procedures that are consistent with its vision and mission.
- **Standard 2. Governance and Management:** The institution shall have clearly stated governance and management structures. This will ensure sound and ethical governance and management, including robust QA practices that support the achievement of its mission and legal mandate.
- **Standard 3. Human Resources:** The institution shall have policies on human resources that are inclusive, and that ensure recruitment and retention of adequate numbers of qualified and competent staff to achieve its mission and carry out its legal mandate.
- **Standard 4. Financial Resource Management:** The institution shall have adequate financial resources and prudent financial management that are aligned to its mission, objectives and mandate to ensure quality education.
- **Standard 5. Infrastructure and Facilities:** The institution shall have adequate and appropriate infrastructure, facilities and resources to support teaching, learning and research.
- **Standard 6. Student Recruitment, Admission, Certification and Support Services:** The institution shall have pre-defined, published and consistently applied policies and procedures that ensure fair and equitable recruitment and admission, progression, certification and support services through all phases of the student's lifecycle, and in issues concerning students' future employability. The institution shall have documented policies and strategies that promote students' welfare and guidance in curricular, vocational and personal areas.
- **Standard 7. Design, Approval, Monitoring and Evaluation of Study Programmes:** The institution shall have policies and systems that ensure the design and development, monitoring and evaluation of quality, relevant study programmes that are learning outcomes-based and aligned with the needs of stakeholders; and that contribute to the achievement of its mission, and are commensurate with national, regional and international standards. In the case of ODL, the provider shall have in place mechanisms for pre-testing or piloting the learning materials to ensure that they are at the learners' level and that the learners will be able to use them without difficulty.
- **Standard 8. Teaching, Learning and Assessment:** The institution shall put in place, in a way that is consistent with its vision and mission, policies and procedures that promote learning and acquisition of appropriate knowledge, competencies and skills; and assure fair and transparent assessment based on student-centred assessment. The assessment principles, standards and procedures are explicit and made available publicly to both students and staff.
- **Standard 9. Research and Innovation:** The institution shall encourage, promote, and engage in innovative research consistent with its policies and strategic plans, and address national, regional, continental, and international needs. The institution shall encourage innovation in its teaching, learning and research. The institution shall ensure that the management of postgraduate studies is conducted within an approved framework of institutional policies and plans that ensure quality ethical research.
- **Standard 10. Community Engagement:** The institution shall encourage engagement in community outreach programmes as part of its social responsibility.

- **Standard 11. Information Management System:** The institution shall ensure that it collects, analyses, and makes use of relevant information for the effective management of its programmes of study and other activities.
- **Standard 12. Public Communication:** The institution shall publish information about its activities, including programmes, in a clear, accurate and objective manner; and ensure that the information is up-to-date and accessible. The institution shall ensure that promotion of its programmes is carried out in a fair and ethical manner, following acceptable best practices, and comply with all relevant legislation.
- **Standard 13. Collaboration, Staff and Student Mobility:** The institution shall have mechanisms that promote collaboration with other HEIs, professional bodies, research institutions and relevant social actors at national, regional, continental and international levels and to facilitate mobility of students and staff.

**African Union & European Commission (2018b).**  
*African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA).*

### **Box 3.3: Part B: Standards for External Quality Assurance**

- **Standard 1. Objectives of External Quality Assurance and Consideration for Internal Quality Assurance:** External quality assurance shall ensure that the higher education institution has clearly articulated vision and mission statements, and it shall help the institution ensure the effectiveness of its internal QA mechanisms, providing an additional instrument for assessing institutional quality.
- **Standard 2. Designing External Quality Assurance Mechanisms Fit for Purpose:** Standards, guidelines and processes for external quality assurance shall be designed to be fit for purpose, defined to achieve the intended aims and objectives of EQA, and to strengthen IQA systems at institutions.
- **Standard 3. Implementation Processes of External Quality Assurance:** The standards, processes, and procedures for EQA shall be pre-defined, reliable, published, and consistently implemented for purposes of accountability.
- **Standard 4. Independence of Evaluation:** EQA shall be carried out by panels of external experts drawn from a wide range of expertise and experience.
- **Standard 5. Decision and Reporting of External Quality Assurance Outcomes:** Reports and decisions made as a result of external quality assurance shall be clear, based on published standards, processes and procedures, and made accessible, for purposes of accountability.
- **Standard 6. Periodic Review of Institutions and Programmes:** External quality assurance of institutions and programmes shall be undertaken on a cyclical basis.
- **Standard 7. Complaints and Appeals:** The procedure for lodging complaints and appeals shall be clearly defined and communicated to the institution concerned.

**African Union & European Commissions (2018b).**  
*African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA).*

### **Box 3.4: Part C: Internal Quality Assurance for Quality Assurance Agencies**

- **Standard 1. Legal Status:** The QAA shall be an autonomous legal entity with clearly defined mandate, scope and powers. It will be recognized as a quality assurance agency at a national/regional level.
- **Standard 2. Vision and Mission Statement:** The QAA shall have written and published vision and mission statements or objectives taking the higher education context into account.
- **Standard 3. Governance and Management:** The QAA shall have clearly defined structures that ensure sound and ethical governance and management, including good practices of quality assurance that support its mission and legal mandate.
- **Standard 4. Independence of QAA:** The QAA shall be independent in its operations, outcomes, judgements and decisions.
- **Standard 5. Policies, Processes and Activities:** The QAA shall undertake its quality assurance activities in accordance with the standards and guidelines articulated in Part B of the ASG-QA.
- **Standard 6. Internal Quality Assurance:** The QAA shall have in place policies and processes for its own internal quality assurance related to defining, assuring and enhancing the quality and integrity of its activities.
- **Standard 7. Financial and Human Resources:** The QAA shall have adequate and appropriate human, financial and material resources to carry out its QA mandate effectively and efficiently.
- **Standard 8. Benchmarking, Networking and Collaboration:** The QAA shall promote and participate in international initiatives, workshops and conferences, and collaborate with relevant bodies on QA to exchange and share experiences and best practices.
- **Standard 9. Periodic Review of QAAs:** The QAA shall undergo periodic internal and external reviews for continuous improvement.

**African Union Commission & European Commission (2018b).  
African Standards and Guidelines for Quality Assurance in Higher Education  
(ASG-QA).**

The cases cited above which are indeed best practices present good and reliable quality framework for the accreditation of teacher education in Africa. **The quality framework by the Commonwealth of Learning is specific to teacher education and is one of the most popular quality frameworks in the world, well researched with evidences from across diverse countries, jurisdictions and continents. Therefore, it will serve suitably to guide the professional accreditation of teacher education. Professional accreditation is one that is designed specifically for a particular profession and therefore has taken cognizance of all the relevant tenets of the profession.**

### **3.7 The Generic and Professional Accreditation of Teacher Education**

Normally, the professional programmes (e.g. Medicine, Law, Engineering, etc.) experience two forms of accreditation: the *generic* and *professional*. The generic is the accreditation of institutions and programmes of higher education by the Higher Education Councils or National Universities Commission. In this regard, all programmes both professional and non-professional undergo the generic accreditation. The professional accreditation pertains specifically to professional programmes and is conducted by a professional regulatory agency. In this wise, teacher education shall be accredited not only by the Higher Education Council but also the

Teaching Regulatory Authority. The generic accreditation shall utilize the African Union quality assurance mechanisms enumerated earlier (the AQRM and ASG-QA) while the professional accreditation shall apply the teacher education quality framework of the Commonwealth of Learning also presented earlier.

### **Important point**

It is recommended that teacher education shall undergo both the generic accreditation by the Higher Education Council and the professional accreditation by the Teaching Regulatory Authority.

### **3.8 Teacher Education Accreditation Process**

Accreditation stands for such other terms as authorization, recognition, endorsement or approval and the accreditation process refers to procedures, steps, phases or stages leading to the endorsement or approval of any programme, which is teacher education in this case. For instance, Eurydice (2006:7) focusing on the practice within the European Union defined accreditation as “a process by which an institution or a programme is judged by the relevant legislative and professional authorities as having met predetermined standards in order to provide (teacher) education or training and to award the corresponding qualifications” It further defined an associated term, evaluation as “a general process of systematic and critical analysis leading to judgments and/or recommendations for improvement regarding the quality of a (teacher) education institution or programme.” These definitions show that accreditation is an outcome and the process is a matter of procedures to reaching the outcome. These procedures entail evaluation in the form of careful observation, documentation, analysis, inferences, recommendations and decision-making.

Similarly, the General Teaching Council for Scotland (GTCS, 2018:2) defined accreditation as “the process of ascertaining the professional acceptability of a programme of Initial Teacher Education (ITE) leading to a teaching qualification. Accreditation applies to programmes and not to higher education institutions (HEIs); accreditation will therefore take place programme by programme. It is the programme operated by the HEI which is accredited, not the HEI itself.” The clarification here by the GTCS underscores the point raised earlier that the national higher education agencies are most of the time responsible for the overall accreditation of higher institutions and their programmes. Therefore, where the teaching regulatory authorities carry out accreditation, they focus primarily on the programmes from a professional point of view and not on the higher education institutions.

Different authorities and jurisdictions adopt accreditation processes that comply with their enabling laws and contexts (Australian Institute for Teaching and School Leadership, 2011, 2015a, 2015b, 2015c, 2016, 2018; Australian Teacher Education Ministerial Advisory Group, 2014; National Council for Accreditation of Teacher Education, USA, 2008; World Bank Group, 2009). However, the commonest accreditation process among teaching regulatory authorities are divided into two:

- One process is the accreditation of new teacher education programme which is about to commence for the first time in a teacher education institution. The aim is to get the institution to defend its capacity to run the teacher education programme. The evidences required here are plans and proposals and other relevant information since the programme has not taken place before in that particular institution.
- The other is a process used for an existing teacher education programme within a teacher education institution. The aim is to get the teacher education institution to prove and demonstrate with hard evidences and artefacts that the exit competences of their graduates match the provisions of the professional standards and competences

stipulated for Beginning Teachers. The evidences here include all the relevant statistics regarding teaching and learning, assessment, prior quality assurance reports and very importantly the outcome of tracer studies that determine that their graduates are attained the professional standards and competences and making the desired impact in the real world of work.

### **Important Point**

For professional accreditation of teacher education programme, the professional standards and competences are the pivot. Every aspect of the programmes of the teacher education institution whether the programme is new or old is judged based on its ability to impart the professional standards and competences. This point cannot be over-emphasized because once a teacher education programme disconnects from the professional standards and competences, it is considered to be worthless because its graduates cannot attain the expected competences and cannot not be registered or licensed to practice.

### **3.9 Induction and Mentoring of newly qualified teachers**

All newly qualified teachers shall undertake induction and mentoring. Induction could take several forms such as workshops and orientations for a number of days but can also last longer with more complex programmes depending on the resources and context of member states. **The mentoring programme of newly qualified teachers shall have a duration of two years to provide opportunity for them to work under the guidance and supervision of older, more qualified teachers.** The mentoring programme shall be formal, regulated and assessed to serve as basis for understanding and dealing with challenges that confront the newly qualified teachers. A successful completion of the mentoring programme should count as part of the CPD portfolio and credits requirement for advancement in the career path.

## IV. CONTINUOUS PROFESSIONAL DEVELOPMENT

### 4.1 The Importance of CPD

Continuous Professional Development (CPD) is part of the continuum called teacher education. It is built upon initial teacher education and then takes the teacher throughout his or her career on life-long basis. CPD assists teachers to keep abreast of developments in their subject areas and pedagogy, enhance their qualifications, enlarge the scope of their work, and earn the rewards and public recognition. The African Union defines CPD as a “formal, non-formal and informal training that teachers undergo after qualifying and while practicing as teachers. CPD can be self-initiated or institution-based and part of a formal qualification” (African Union, 2019a:4). The International Labour Organisation and UNESCO (1966) made far reaching recommendations concerning teacher continuous professional development as listed in Box 4.1.

#### Box 4.1: ILO/UNESCO (1966) Recommendations on the further education of teachers

- i. Authorities and teachers should recognize the importance of in-service education designed to secure a systematic improvement of the quality and content of education and of teaching techniques.
- ii. Authorities, in consultation with teachers’ organizations, should promote the establishment of a wide system of in-service education, available free to all teachers. Such a system should provide a variety of arrangements and should involve the participation of teacher-preparation institutions, scientific and cultural institutions, and teachers’ organizations. Refresher courses should be provided, especially for teachers returning to teaching after a break in service.
- iii. (1) Courses and other appropriate facilities should be so designed as to enable teachers to improve their qualifications, to alter or enlarge the scope of their work or seek promotion and to keep up to date with their subject and field of education as regards both content and method. (2) Measures should be taken to make books and other material available to teachers to improve their general education and professional qualifications.
- iv. Teachers should be given both the opportunities and the incentives to participate in courses and facilities and should take full advantage of them.
- v. School authorities should make every endeavour to ensure that schools can apply relevant research findings both in the subjects of study and in teaching methods.
- vi. Authorities should encourage and, as far as possible, assist teachers to travel in their own country and abroad, either in groups or individually, with a view to their further education.
- vii. It would be desirable that measures taken for the preparation and further education of teachers should be developed and supplemented by financial and technical co-operation on an international or regional basis.

(ILO/UNESCO, 1966:27-28)

### 4.2 The Career Path and CPD

The point has been made earlier that the African Framework of Standards and Competences (AFSCTP) has the overriding guidance for the structure, content, assessment and outcome of teacher education and that includes CPD. The AFSCTP has created a career path for teachers with stages, and the competences stated for these stages are the pivot of the content of CPD programmes that will be required for teachers at the various stages of their career. The stages are:

- **Beginning Teacher:** This is the stage for a newly qualified teacher with either a Bachelor of Education or Post Graduate Diploma in Education.
- **Proficient Teacher:** This is the second stage, for a teacher who has spent five years as a Beginning Teacher, accumulated the relevant CPD credits and passed the required competency test.

- **Expert:** This is the third stage, for a teacher who has spent five years as a Proficient Teacher, accumulated the relevant CPD credits and passed the required competency test.
- **Distinguished:** This is the fourth and final stage, for a teacher who has spent five years as an Expert, accumulated the relevant CPD credits and passed the required competency test.

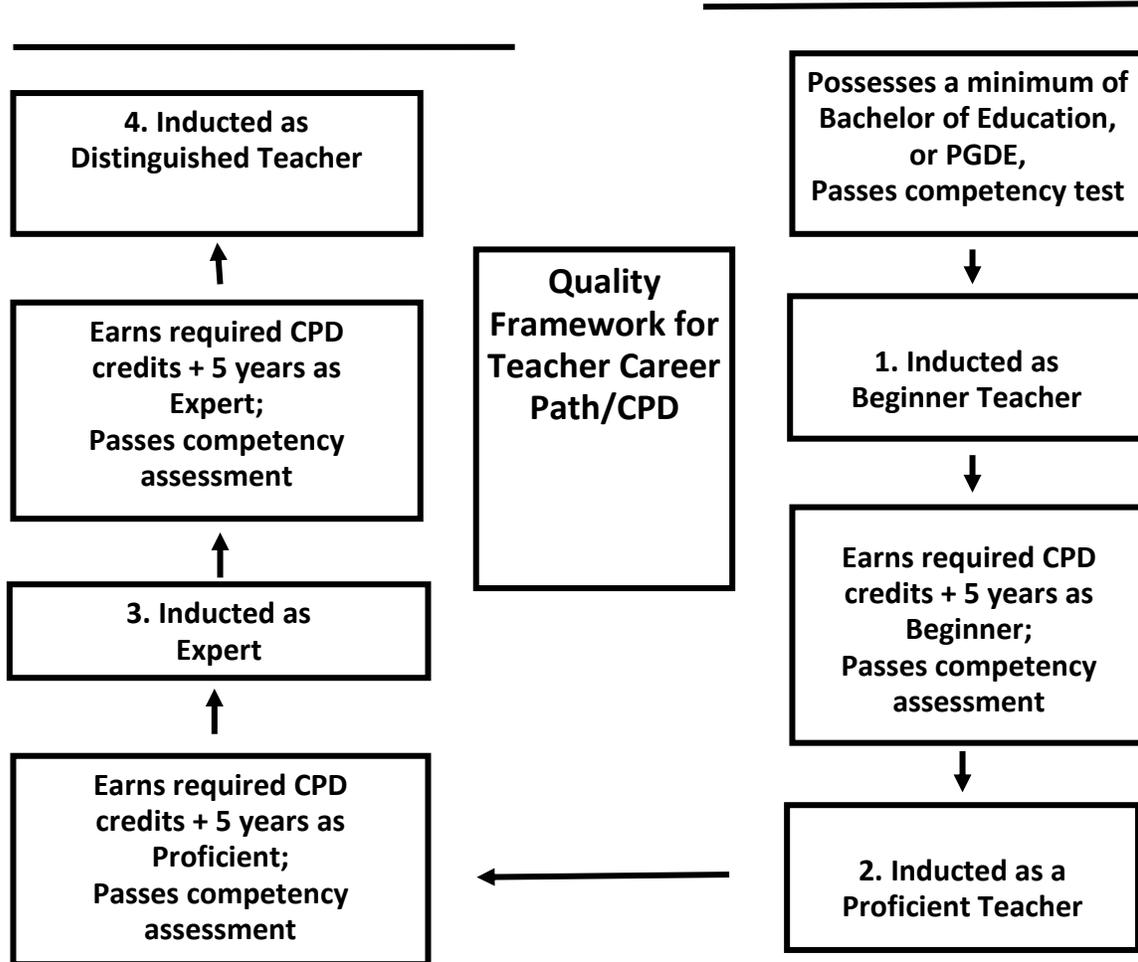
**Important Points:**

- Newly employed teachers will undergo mandatory induction.
- Holders of Bachelor of Education, Post Graduate Diploma in Education, Masters and Doctorate degrees who are entering teaching for the first time will all start from the Beginner stage.
- For the teacher career path, productive teachers can progress to the next career stage in a minimum of three years if they meet the CPD and other requirements for the next career stage.

In the Continental Framework of Standards and Competences, each career stage and its corresponding competences are described. Thus, the Standards and Competences provide the **yardstick for distinguishing the four stages of the career path**. Member states are to **develop more specific indicators** and monitoring tools based on the Standards and Competences for each career path. The ACTQF deliberately devolved this responsibility to member states to avoid being over- prescriptive. However, the African Union Continental Education Strategy for Africa (CESA) has developed templates for Action Plans, Monitoring and Evaluation as well as Reporting Progress to the CESA central database. Therefore, member states shall utilize the tools to plan, implement and monitor the ATQF.

It is obvious that CPD is the main driver of the career stages in addition to adherence to professional ethics and other professional and administrative issues of conduct. Therefore, CPD needs to be more orderly structured, accredited, delivered, assessed, documented and utilized in order manage the career path seamlessly and effectively. Figure 4.1 illustrates the career path/CPD quality framework

Figure 4.1: The teacher career path/CPD quality framework



The figure above ties the advancement of teachers through the stages of the career path to acceptable performance in CPD, in addition having to spend a minimum of five years on a stage before being considered for advancement to the next stage. It will therefore take a Beginning Teacher fifteen years to attain the Distinguished Teacher status, if all things work normally. The CPD approach adopted here by the ATQF is a hybrid of the CPD best practices thriving across Africa, principally Kenya, South Africa, Nigeria, Ghana and others.

### 4.3 The CPD Modules, Credits and Assessment

The CPD for teachers shall come mainly in as shown in the Table 4.1.

**Table 4.1: CPD Modules for teachers at different stages of the career path, five-year cycle**

Code	Module	ISCED LEVEL	Description	Career Stage	Credits
CTQF CPD 601	Professional Knowledge and Understanding	6, 7	Knowledge and understanding of human development and the learner	Teachers to focus on the competences stated for their respective career stages	10
			Knowledge and understanding of the curriculum		
			Knowledge and understanding of the subject matter		
			Knowledge and understanding of interdisciplinary learning		
			Knowledge and understanding of education theory, pedagogy, and teaching practice		
			Knowledge and understanding of assessment, feedback, monitoring, and evaluation of the learner		
			Knowledge and understanding of education-related policies and legislation		
			Knowledge and understanding of digital technologies for teaching and learning		
CTQF CPD 602	Professional Skills and Practices	6, 7	Effective teaching and learning		15
			Effective classroom organization and management		
			Effective learner assessment		
			Administration of learning		
			Effective use of technologies for teaching and learning		
			Guidance and counselling, support, school health, and safety		
CTQF CPD 603	Professional Values/ Attributes/ Commitment	6, 7	Awareness of and respect for learners' diversity		10
			Respect for learners' rights and dignity		
			Respect for school system and colleagues		
			Role model to learners		
			Commitment to continued professional development		
CTQF CPD 604	Professional Partnerships	6, 7	Partnerships with learners, parents, carers, guardians, communities, and stakeholders		4
CTQF CPD 605	Professional Leadership	6, 7	Leadership and management		6
CTQF CPD 606	Other CPD Programmes	6,7	To be determined by member states		10
<b>Total credits</b>					<b>55</b>

**Note:**

- (1) CPD at ISCED Level 6 is for teachers at the Beginner and Proficient stages
- (2) CPD at ISCED Level 7 is for teachers at Expert and Distinguished stages.

Based on the above table, every teacher shall undertake CPD covering the seven modules within a five-year cycle. Teachers will take the same modules but focus on the competences stated for their career stage. The minimum CPD credits for each career stage in five years are 55.

The modules will be assessed through using the following strategies:

- Written assignments – administered by the service providers/partners during the holiday face to face training sessions.
- Take away assignments and oral presentations – home work/projects/sharing of experiences and research findings given by service providers/partners to be undertaken by teachers during the subsequent school term.
- Other strategies to be approved by the teaching regulatory authority.

In addition to the CPD modules, teachers will be involved in normal workshops, conferences and seminars within their countries and abroad as affordable within the jurisdiction. The participation in CPD shall not restrict the diversity of other forms of continuous professional development that employers, government or the teachers themselves can afford and will like to take part in.

## V. SCHOOL LEADERSHIP

### 5.1 School Leadership as an Imperative

School is one of the most critical factors that determine the success of any organization and this is quite important in the context of the school. The capacity of the head teacher or principal sets the tone for the performance of the school in all ramifications – instructions, human resources management, innovation, school-community relations and overall performance of the school. For this reason, the African Union (2019b) African Framework of Standards and Competences (AFSCTP) accorded leadership a unique place: It created distinctive professional standards and competences for school leadership. These describe what the school leader must know and can do as well as the human relations expertise, ethics and value system. It goes further to create a career path for school leadership. This way, school leaders ought not to stay on the ‘same spot’ in terms of professional development but keep improving those knowledge, skills, attitudes and values that qualified them to become leaders. It equally means that all leaders cannot be lumped together for the purpose of professional development. Therefore, every leader will be at a particular stage and will seek to address the development needs of the stage. Ultimately, school leaders have got to challenge themselves and aspire to prove their worth and be compensated by rising on the professional ladder, in addition to attracting better professional and social recognition as well as other tangible and intangible motivational benefits. This paradigm shift in the management of school leadership promises to unleash the amazing, innate potentials of the school leaders and helps to create the new school system that can drive the African Union CESA 2025 and Agenda 2063.

### 5.2 The Quality Framework for School Leadership

The quality framework for school leadership is the conceptualization of leadership within the context of all the key factors that empowers school leaders to become excellent performers and impact positively on the school system. At the centre of the quality framework is the professional standards and competences and the career path for school leadership. The leadership career path created the following stages:

- i. Beginner
- ii. Proficient
- iii. Expert
- iv. Distinguished

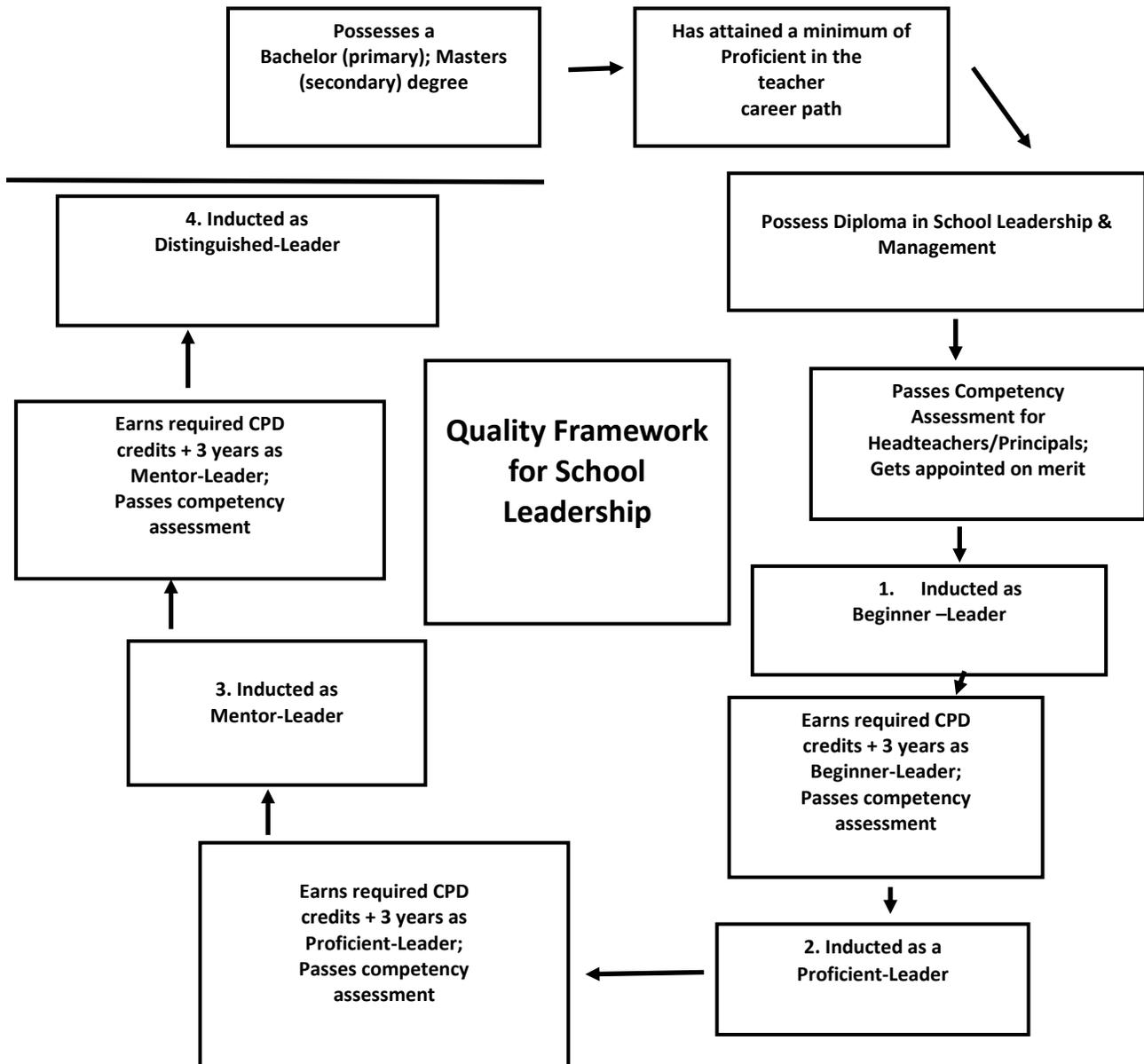
The quality framework for school leadership requires that:

- i. A school leader must have attained a minimum of the Proficient stage on the teacher career path before being considered for the position of school leadership. This implies that school leaders must first be grounded as classroom teachers before taking the school leadership career path.
- ii. Appointment into leadership position must be competitive and based on merit.
- iii. A head teacher for primary school shall have a minimum of Bachelor’s degree in Education (or degree with PDGE) and possess the Diploma in School Leadership and Management.
- iv. A principal for lower or upper secondary shall have a minimum of Master’s degree and possess Diploma in School Leadership and Management Certification.
- v. There is induction exercise for each of the four career stages.
- vi. The movement from Beginner to Distinguished on the leadership career path must be systematic, that is, the leader must have spent a minimum of three years on the stage,

earned the stated CPD credits, passed competency assessment and fulfilled other terms and conditions put in place for the regulation of school leadership in member countries.

From the above points, it will take a **leader** on the Beginner stage nine years to attain the position of a Distinguished leader, all things being equal. It also means that a **teacher** at the Beginner stage on the teacher career path can attain the Distinguished leadership status in 19 years if he or she enters the leadership track as an Expert teacher or 24 years if he or she enters as a Distinguished teacher. The quality framework for leadership is illustrated in figure 5.1.

**Figure 5.1: The quality framework for school leadership in Africa illustrated**



### 5.3 Diploma in School Leadership and Management

The Diploma in School Leadership and Management is a **post graduate** qualification required for entry into the leadership track. The content or modules of the course are derived from the professional standards and competences for school leadership described in the Continental Framework of Standards and Competences for the Teaching Profession. The course is modelled after the Diploma in Leadership and Management programme which several African countries (e.g. South Africa, Kenya, Nigeria) have initiated. The Diploma has a total of 60 credits, with a duration of 24 months. The recognition of prior knowledge can earn a candidate a maximum of 50% of the credits after appropriate assessment of evidences and competences.

The following strategies are adopted for assessment of the competences in the course:

- i. Formative assignments and summative assessment for each module which are scenario-case study- and/or practice-based.
- ii. The development of a reflective portfolio drawn from across the programme in an integrated way as evidence of applied competence.
- iii. The assessment strategy must include a workplace project to be completed during the course of the programme and aimed at identifying and addressing a contextual challenge within the school. (Department of Basic Education, South Africa, 2015d:5).

**Table 5.1 displays the modules and credits of the Diploma in School Leadership and Management**

**Table 5.1: Modules of the Diploma in School Leadership and Management (DSLML)**

Code	ISCED Level	Module	Description	Credits
CTQF DSLML 701	7	Developing self and subordinates	Focus on applied competence for school leadership at primary and secondary education; candidates to focus on primary or secondary education depending on where they are currently.	8
CTQF DLM 702	7	Leading professional knowledge, practice and conduct		12
CTQF DSLML 703	7	Managing resources of the school		5
CTQF DSLML 704	7	Promoting school improvement, innovation and change		8
CTQF DSLML 705	7	Generating resources internally and ensuring accountability		4
CTQF DSLML 706	7	Supporting learners' enrolment and participation		6
CTQF DSLML 707	7	Engaging and working with the Community		4
CTQF DSLML 708	7	Professional portfolio and workplace project		The professional portfolio integrates work across the programme and includes a practical workplace project
<b>Total credits</b>				<b>60</b>

#### **5.4 CPD for School Leadership**

The CPD modules, context and credits for school leaders will be determined by the teaching regulatory authorities of member countries taking into consideration the leaders' respective career stages and developmental needs.

## VI. IMPLEMENTATION

### 6.1 Actions by the African Union Commission

The implementation of the framework will require continuing strategies designed by the African Union Commission (AUC) to achieve the aims and purposes of the ATQF. The most important implication of this is that the AUC will mainstream the implementation guidelines of the ATQF into action plans and road maps of the CESA 16-25 Teacher Development Cluster and Pan African Conference on Teacher Development (PACTED). The Cluster and PACTED will keep issues about the ATQF at the front burner and provide spring boards for advocacy and sensitization of the stakeholders at the continental level. The AUC will further take steps to initiate action on recommendations which it is best placed to implement. Such recommendations include the establishment of a Continental Teachers Registration Board and monitoring of the quality of teacher education using the continental quality assurance instruments developed for higher education in Africa. The outcomes of such monitoring will assist to make timely reviews of the operations of the ATQF and understand the strengths and opportunities as well as threat and weakness associated with the implementation of the framework.

The AUC will also create avenue for sharing of best practices by member states. This will motivate the member states whose best practices formed the building blocks of the ATQF to assist others to better understand and perfect their policies and practices as required by the framework.

### 6.2 Actions by Member States

Member states will need to take series of actions that include the following:

- i. **Political will:** Member states will have to appreciate the seriousness and benefits of a good qualification system such as the one advocated by the ATQF. Therefore, the attention and action of government at the highest level is required to give the necessary political boost and impetus for the implementation of the framework.
- ii. **Alignment of national qualification framework to the ATQF:** Member states with qualification frameworks will have to align their teacher qualifications to the ATQF while those yet to have clear cut qualification frameworks will now have to create a teacher qualification framework aligned to the ATQF.
- iii. **Review of teacher education curriculum:** The ATQF will require a review of the teacher education curriculum in order capture all the tenets of teacher qualification advocated in the framework.
- iv. **Transition plans:** The ATQF expects that the Bachelor's degree shall be the minimum requirement for entry into the teaching profession by 2025. This will entail strategic plans and actions to ensure that teachers that will qualify in the member states from 2025 have access to university education.
- v. **Advocacy:** There is need for advocacy and sensitization across all spectrum of national stakeholders who have roles to play in the teacher qualification system of the member states.
- vi. **Capacity building of key implementers of the national qualification framework:** The principle officials responsible for review and/or development of the teacher qualification framework in the member states will require capacity building to enhance their knowledge and competences in the art of designing a suitable teacher qualification framework for the member state.
- vii. **Provision of resources:** Member states will need to make adequate budgetary allocation for the operationalization of the teacher qualification framework and also include the implementation of the framework in its short, medium, and long-term development plans.

- viii. **Co-operations of the ATQF with other continental frameworks:** Member states must understand that the ATQF cannot operate in isolation from the other continental frameworks for the teaching profession. These include the framework of professional standards and competences, guidelines for the teaching profession and teacher mobility protocol, among others. These instruments have cross-cutting issues and interact intimately to produce the best results. Therefore, as much as possible, programmes and activities designed for the ATQF should integrate the relevant issues of these other frameworks.
- ix. **Legal environment for the ATQF:** It is in the best interest of the ATQF to have a law in the member countries that have legalized teaching as a profession. This will give the ATQF the legal backing and environment that can enable it to thrive and become enforceable. In this respect, provisions of the African Union Continental Guidelines for the Teaching Profession will need to be implemented to create an enabling environment for the transformation of teacher qualification as envisaged by the ATQF.
- x. **Monitoring and evaluation instruments:** Member states are to develop and apply monitoring and evaluation instruments necessary to constantly keep the implementation of the teacher qualification framework on a good course. Such instruments shall be linked to the relevant monitoring and evaluation tools that may be introduced from time to time by the African Union Commission in order to have other monitoring and evaluation of CESA.
- xi. **Joint operations with teachers' unions:** Member states shall in the most relevant respects work collaboratively with teachers' unions and let the voice of teachers be heard in matters affecting teacher education, qualification and professionalization. Therefore, the implementation of the ATQF calls for the maximum cooperation and support of the teachers' unions.
- xii. **Data Management:** Member states shall integrate information on the teacher qualification system into their Education Information Management System. In doing so, they have to understand and apply the ISCED structure and lexicons used in designing the framework.

### 6.3 Actions by Teaching Regulatory Authorities

The following are among the key roles that the regulatory authorities will have to play towards the implementation of the ATQF:

- i. **Governance:** The teaching regulatory authorities established by law to regulate the teaching profession in member states shall take charge of the governance of the ATQF in collaboration with the relevant stakeholders.
- ii. **Accreditation of teacher education:** The teaching regulatory authority of each member state shall be the body to conduct the professional accreditation of initial teacher education programmes (Diploma, Bachelors and PGDE) while the national universities commission or council on higher education shall continue with their normal role of carrying out the generic accreditation of higher education institutions and programmes. Similarly, the School Leadership and Management Course will be accredited by the teaching regulatory authority of each member state. The regulatory authorities will also profile and approve service providers for the CPD and provide other relevant guidelines for the efficient implementation of the CPD modules.
- iii. **Induction and Mentoring:** The teaching regulatory authorities will play a leading role in the induction and mentoring programmes for newly qualified teachers and for advancing teachers and school leaders across the career stages. The mentoring exercise which shall last one year shall be formalized and the teaching regulatory authorities shall provide quality assurance guidelines to ensure that the mentoring programme achieves its aims and that the teachers develop meaningful portfolio of their experiences. These shall then count towards their CPD requirements and also help to attend to their developmental needs.

- iv. **Competency tests and assessment:** The teaching regulatory authorities shall conduct the relevant competency tests and give guidelines for other forms of competency assessments to be conducted by other stakeholders and service providers. The authorities shall ensure the use of state-of-the art approaches in the competency tests, for instance, the utilization of computer-based tests and online systems as much as possible, so as to guarantee the credibility of assessment outcomes.
- v. **Registration and Licensing:** The teaching regulatory authorities shall be responsible for the registration of teachers and issuing of teaching and leadership licenses that clearly show the career stage of teachers and leaders.

#### **6.4 Actions by the Africa Federation of Teaching Regulatory Authorities (AFTRA)**

AFTRA as the umbrella organization of the teaching regulatory authorities in Africa shall work closely with the teaching regulatory authorities of member states, the African Union Commission and international development partners and civil society organization to manage the implementation of not just the ATQF framework alone but all the relevant continental frameworks for the teaching profession.

#### **6.5 Actions by the International development partners and civil society organizations**

The international development partners and civil society organizations shall work collaboratively with the African Union Commission, Member States and their teaching regulatory authorities towards the effective implementation of the ATQF.

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