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AFRICAN UNION
DEPARTMENT OF HUMAN RESOURCES SCIENCE AND TECHNOLOGY

UNESCO INTERNATIONAL INSTITUTE FOR CAPACITY BUILDING IN AFRICA
(IICBA)

MANAGING TEACHER MOBILITY ACROSS AFRICA: A CONTINENTAL CODE OF PRACTICE FOR THE CONTINENTAL EDUCATION STRATEGY FOR AFRICA (2016-2025)
TERMS OF REFERENCE FOR FINALIZING THE DRAFT CONTINENTAL TEACHER MOBILITY PROTOCOL

1. Background

“Teachers and teaching” is one of the ten priority areas of the Continental Education Strategy for Africa (CESA 16-25). The strategic objectives of the CESA 16-25 aims to achieve by 2025 is to fully reorient African education and training systems towards the achievements of the African Union’s Agenda 2063 on education. This includes recruitment, training, and deployment of qualified teachers; as well as promoting continuous professional development to enhance their status and value in society.

In order to achieve universal primary and secondary education by 2030, one of the Sustainable Development Goals (SDGs), 19.6 million primary and secondary school teachers need to be hired in Africa. A steadily growing school-age population

exacerbates the problem. Despite the high unemployment rates in many countries, teaching positions remain vacant. As a result of the pressure to fill the vacant positions, many countries are recruiting teachers who lack the most basic training, or they are working in over-crowded classrooms (UIS, 2016).

As one of the phenomena to solve the problem of teacher shortage, recruiting international migrant teachers has been the norm for several decades. However, the trend has not attracted enough attention from education policy makers in Africa. At the global level, some studies show that countries which send and receive migrant teachers often face a problem of teacher shortage. Receiving countries resort to international recruitment because they cannot meet the domestic demand for teachers. Sending countries argue that international recruitment is “poaching” teachers who are trained locally and this further exacerbates their teacher shortage. Nevertheless, given the time needed for teacher training and the limited supply, which cannot cope with the pace of the growing demand, international recruitment has been a common practice.

The number of migrants has also risen rapidly in the past years for various reasons, including job opportunities, labor shortages, internal conflicts, wars, natural disasters, climate change, and improved access to information through the Internet. The number of international migrants rose from 175 million in 2000 to more than 247 million in 2013, or 3.4 percent of the world population. The number of refugees in 2014 was 14.4 million and about 86 percent of refugees are hosted by developing countries.

As the distribution of qualified teachers is uneven across the continent, it is useful to develop structures to manage the mobility of this important human resource. Although many African countries experience serious shortages of teachers, overall and in specific subject areas, a number of African countries produce an apparent excess of teachers, whereby many teachers are unemployed. In many cases, significant proportions of teachers in primary and secondary schools are untrained or unqualified.

There are some initiatives to guide ethical recruitment of professionals across national borders, such as the Commonwealth Teacher Mobility Protocol. While this tool provides a guiding framework for recruitment of international migrant teachers within the Commonwealth members, it includes only 18 AU member states and does not cover all the key issues pertinent to Africa, including gender and Information and Communication Technology (ICT). Thus, the African Union Commission (AUC) proposed to develop a continental protocol that caters for Africa and takes into account the issues mentioned above.

The Continental Protocol assists the AU Member States in developing or fine-tuning national teacher recruitment and development policies and practices.

Between 2009 and 2012, the AUC carried out situational analyses of the status of teacher inadequacies in African countries based on the vision of the African Union, the Second Decade of Education for Africa Plan of Action, as well as considering the existing initiatives such as the Protocol for the Recruitment of Commonwealth Teachers. A model for teacher mobility across Africa using all data collected has been developed,

outlining the roles of Regional Economic Communities (RECs), Ministries of Education, and recruiting agencies. Based on the situation analyses of Anglophone and Francophone countries, a draft Continental Teacher Mobility Protocol was prepared and presented at the Conference of Ministers of Education for the African Union (COMEDAF V) in 2012.

2. Objectives of the assignment

The objective of the Continental Teacher Mobility Protocol (CTMP) is to promote fair and improved recruitment and treatment of international migrant teachers in Africa. The continental protocol is believed to contribute to improvement of the teaching profession, developing a reliable teacher management information system, a continental teacher professional standard, and addressing other teachers' issues in CESA 16-25. In the context of labour management in Africa, the protocol will also contribute to positive mobility as an element of free movement. To this end, the consultant will review and analyze the situation analysis reports, other pertinent documents and finalize the draft CTMP, reflecting the changing situations.

Specifically the consultant will carry out the following:

1. Review, analyse and update pertinent information on the existing situational analyses of the status of teacher adequacies in African countries **based on the vision of the African Union, the Second Decade of Education for Africa Plan of Action, Anglophone and Francophone country reports carried out by the AUC and UNESCO-IICBA**. The updated analysis should reflect the existing tools used for the draft CTMP, as well as more recent relevant documents, including but not limited to the following:
 - a. The AU policy documents specifically Agenda 2063, Continental Education Strategy for Africa, and the Continental Free Trade Area
 - b. The draft continental Mobility Protocol;
 - c. Protocol for the Recruitment of Commonwealth Teachers;
 - d. Documents on cross-border teacher recruitment initiatives in Africa;
 - e. Initiatives for recognition of equivalences of teacher qualifications,
 - f. Initiatives for professional registration of teachers across borders;
 - g. Major international reports on education, such as the Global Education Monitoring Reports;
 - h. The ILO/UNESCO recommendation concerning the Status of Teachers (1966) and The UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel (1997);

- i. Reports and papers of the Sixth Commonwealth Research Symposium on Teacher Mobility, Recruitment and Migration (2011).
 - j. The report on situational analyses of the status of teacher inadequacies in African countries conducted by AUC
 - k. Any other relevant initiatives such as forced migration of refugee teachers by IOM, UNHCR, UNICEF, and key other organizations working on this topic.
2. From the situational analysis,
 - a. Map out situation/state of teachers in the 55 African countries/African Union Member states, identifying the areas of inadequacies per country as well as subject area
 - b. Develop a guide on the potential for teacher mobility across Africa
 3. Propose a model for teacher mobility across Africa using all data collected
 4. Revise the draft Continental Teacher Mobility Protocol, using the Commonwealth Protocol and updated situation analyses as a guide.
 5. Submit the outcomes of 1 to 4 above for critical evaluation by a workshop of experts and stakeholders
 6. Present the 2nd draft protocol at a validation workshop
 7. Submit the final documents to the Education Division of the Commission of the African Union.

In order to complete this assignment, the consultant shall organize stakeholder meetings to get insights for the revision and the dissemination of the protocol among different stakeholders.

3. Expected Outputs and Schedule of Activities

This is a non-residential assignment. The work is expected to take two months, as follows:

Activity	Outcome	Remarks
Signing of contract and discussion of work	<ul style="list-style-type: none"> ○ Contract ○ Common understanding of assignment 	Telephone discussions, fax and e-mail

Preparation	Draft Inception report with detailed work plan and survey instruments	Non-residential
Preparation	Final inception report incorporating comments and feedbacks from IICBA and AUC	Non-residential
Task 1-4	<ul style="list-style-type: none"> • Synthesis report on situational analysis of teacher inadequacies in Africa with proposed continental model on teacher mobility using the data collected (task1, 2 and 3) • Revised First draft Teacher Mobility Protocol (task 4) 	Non-residential
Task 5	Second draft protocol incorporating comments and feedbacks from AUC, IOM, UNHCR and IICBA t	By email
Task 6	<ul style="list-style-type: none"> ○ Presentation of the draft protocol to a validation workshop ○ Report of experts workshop 	Workshop
Task 7	Final draft protocol incorporating feedback from the validation workshop	By email

4. QUALIFICATIONS

- A citizen of an AU member state
- Holder of an advanced University degree in Education or related field
- Experience of at least five years working on Teacher Development Issues in Africa
- In-depth knowledge of issues related to international migration, both forced and voluntary, recognition of qualifications, teacher recruitment and other related fields in Africa
- Documentary evidence of publications on this subject
- Competence in English. Working knowledge of other AU official languages, especially French, is desirable.

5. CONTACT

Expressions of Interest, including an achievement-oriented CV, highlighting in particular the required competencies and experiences should be sent to info.iicba@unesco.org, with the subject “**Teacher Mobility Protocol**”, by 06 April, 2018.

6. Remuneration

This is a non-residential assignment. Any travel necessary for the successful completion of the assignment, duly authorised in advance by UNESCO-IICBA will be paid for at the rate of the most direct economy return flight, as well as a subsistence allowance at the prevailing UN rate.