

Exploring the Alignment of Professional Development and Classroom Practices in African Contexts: A Discursive Investigation

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Abstract

Professional development plays a pivotal role in ensuring high-quality education. Well-designed activities empower teachers and improve instructional delivery. Therefore, this study examines the alignment of teacher professional development with classroom practices to meet learner needs. The study conducted a systematic literature review using the PRISM approach, focusing on research from 2003 to 2023 in EBSCO, Google Scholar, and other repositories. Only open-sourced and peer-reviewed English literature was considered. The findings emphasize that teacher professional development aims to equip educators with contemporary knowledge, skills, values, and attitudes that enhance teaching and learning excellence. When structured effectively, these activities boost pedagogical prowess and improve academic outcomes. The study highlights the significance of tailored, learner-centered pedagogical approaches and ongoing professional development opportunities to enhance academic performance. To facilitate effective teacher professional development, the study introduces the Learner-Centered Teacher Professional Development Model (LCTPD). It recommends integrating quality-driven, suitable professional development activities to enhance teaching practices and advance learners' performance.

Keywords: *classroom practices, professional development, learners' needs*

INTRODUCTION

The significance of education for societal progress cannot be overstated (Abacioglu et al., 2020). This is especially apparent in African countries, including South Africa, where education assumes a vital function (Ajani, 2021). Governments



at all levels recognize the crucial role of education and accentuate its impact on progress (Adesina, 2005). Education provides individuals with skills and knowledge for diverse roles while fostering accountability, social awareness, and community integration.

Maintaining high education standards depends on teacher professional development (Akilli, 2023). Leaders in education, academics, policymakers, and service providers must offer effective development opportunities to achieve this objective (Amadi, 2008). Skilled instructors use diverse methods to align teacher development with learners' academic performance (Al-Harbi & Ahmad, 2022). This comprehensive approach is crucial for enhancing academic achievements in Africa.

Through continuous professional development, teachers are empowered to enhance their pedagogy and disciplinary scholarship (Bernadine, 2019). The South African Department of Education prioritizes professional development to address academic underachievement (Du Plessis & Mestry, 2019). Teacher professional development around the world contributes significantly to improving educational quality and student outcomes, although there are methodological differences among developed countries due to curriculum-specific training.

Teacher professional development efforts in African countries are further complicated by linguistic and cultural diversity (Heugh, 2009). In-service and pre-service training are crucial elements, with technology assuming an increasingly prominent position in virtual communities of practice and online courses (Nguyen & Besharati, 2019; Ibda, 2023). Collaborative learning methods, such as communities of practice, promote continuous learning (Brown & Mutwarasibo, 2014).

Well-designed professional development programs improve pedagogical skills, instructional practices, and student learning outcomes (Badiani-Magnusson, 2017). Teacher motivation and satisfaction have a positive impact on teacher retention rates (Mokgalong & Dhunpath, 2018). However, limited funding, poor infrastructure, and contextual factors affect the effectiveness of professional development programs (Akala, 2008).

The success of teacher professional development in Africa depends on having supportive policies and adequate funding (Mabeba & Letlaka, 2019). Governments and international organizations must prioritize teacher development and allocate resources accordingly. Sustainable investment, evidence-based practices, and supportive policies are required to sustainably support teachers throughout their careers, especially considering the continent's unique challenges.

Aligning professional development with classroom practices is crucial for achieving sustainable educational growth (Chukwunemerem, 2023). It is important to acknowledge the need for objective evaluations and value-neutral language.

Classroom practices include instructional strategies, assessment methods, classroom management techniques, and the utilization of educational technologies (Fleur & Dlamini, 2022).

Contextualized professional development models that align with African realities are essential (Chigona et al., 2017). Teacher-centered approaches, including workshops, seminars, and peer collaboration, have become increasingly popular to improve teacher engagement and learner performance (Mpofu & Mutambara, 2019). Integration of technology provides flexible options for teachers to improve their digital literacy and critical thinking skills (Mavengere & Chiwanza, 2019).

African governments should play a critical role in facilitating alignment (Mayombe, 2023). Strategic policy frameworks and sustained government commitment are essential (Nkambule et al., 2018). Creative financing models and partnerships must be developed to mitigate challenges such as limited resources and logistical barriers (Govender et al., 2023).

To guide alignment, the experiential learning theory proposed by David Kolb provides a compelling framework (Msimanga et al., 2021). The optimization of learning effectiveness occurs when individuals actively participate in events, reflect on them, and apply insights to novel scenarios. Experiential learning acknowledges cultural diversity and stimulates active participation, contemplation, problem-solving, and continuous growth (Nguyen et al., 2023).

METHOD

This systematic literature review has a primary objective: to investigate and consolidate existing research concerning the alignment of professional development activities with classroom practices within the context of African education. The study seeks to uncover prevailing trends, patterns, gaps, and discussions related to this alignment. To achieve this goal, a systematic approach was employed to collect and analyze relevant literature. The research process adhered to established guidelines for systematic reviews, ensuring rigor and comprehensiveness. The review encompassed a wide range of sources, including peer-reviewed journal articles, conference papers, reports, policy documents, and other relevant publications from diverse African countries (Page et al., 2022).

As suggested by Beller et al. (2013) and Zarate et al. (2022), the use of systematic literature review methodology in research allows investigators to thoroughly explore related studies and their findings, ultimately highlighting the consistency of a particular social phenomenon. In this study, the systematic literature review serves as a valuable tool for the researcher to identify trends,

issues, and recommendations established by various scholars employing various research designs (Attrai & Pathak, 2023). Furthermore, Page et al. (2022) assert that the application of PRISMA guidelines in systematic literature reviews enables researchers to conduct comprehensive searches for information related to social phenomena and employ systematic procedures to identify new gaps.

The review considered literature published between 2003 and 2023, with a specific focus on professional development initiatives and their impact on classroom practices. Critical academic databases, including PubMed, Google Scholar, ERIC, and African Journals Online (AJOL), were systematically searched to gather relevant data. A comprehensive list of keywords, including professional development, classroom practices, alignment, African education, teaching strategies, and educational outcomes, was compiled. Boolean operators (AND, OR) were utilized to combine these keywords, refining search results and ensuring relevance. Inclusion criteria required literature to be published within the specified timeframe, written in English, and relevant to the alignment of professional development with classroom practices in African contexts. Any literature not meeting these criteria, duplicates, and publications unrelated to the research focus were excluded.

The screening process involved evaluating the titles and abstracts of identified publications to assess their alignment with the research objectives. The full texts of relevant publications were then reviewed to determine their suitability for inclusion. Data were subsequently extracted from selected studies, including information such as authors, publication year, research objectives, methodology, findings, and key themes related to the alignment of professional development with classroom practices. The quality of selected studies was assessed using appropriate tools, such as the Critical Appraisal Skills Programme (CASP) checklist for qualitative studies and the Joanna Briggs Institute (JBI) critical appraisal tools for studies with other designs.

Thematic analysis was employed to identify common themes, patterns, and discussions within the selected literature. These findings were synthesized, presented, and organized to directly address the research objectives. Given that this review is based on published literature, ethical considerations are primarily centered around proper citation and referencing practices, ensuring the respect of authors' intellectual property rights. The review did face limitations due to the availability of published literature and the potential for publication bias. Nevertheless, it aims to provide a comprehensive overview of the alignment between professional development and classroom practices in African contexts. By synthesizing existing research, this study contributes to a deeper understanding of current trends, gaps, and discussions, which can subsequently inform future regional educational policies and practices.

RESULTS

Teacher professional development is a crucial element in improving the quality of education both globally and within the African context. This article explores the concept, significance, challenges, and future directions of teacher professional development in African education. It also discusses the alignment between classroom practices and professional development, offering recommendations to enhance the impact of these initiatives.

1. *The Concept of Teacher Professional Development*

Teacher professional development has garnered significant attention in the literature, both globally and within Africa. Numerous studies have investigated why teachers successfully develop classroom practices through professional development programs (Andersson & Palm, 2018; Nhlumayo, 2022; Mayombe, 2023). Additionally, the impact of professional development on teachers' understanding of specific topics, such as the nature of science (Chanetsa, 2023) and behavior management (Paramita et al., 2023), has been explored.

In African contexts, teacher professional development is considered crucial for improving classroom practices and enhancing the quality of education (Ajani, 2022; Govender & Ajani, 2021). Studies have emphasized the need for relevant teaching resources, regular professional development activities, and the involvement of teachers in program design (Ajani, 2022; Pohan et al., 2022). The literature highlights the importance of addressing teachers' classroom needs and supporting their professional growth (Ogegbo et al., 2019; Ajani, 2022; Govender & Ajani, 2021).

2. *The Effectiveness of Professional Development Programs*

The effectiveness of professional development programs in African contexts has been a topic of interest (Mayombe, 2023). Some studies have identified challenges in implementing these programs, such as limited implementation of new practices by teachers (Andersson & Palm, 2018; Pohan et al., 2022). There is a need for comprehensive and dynamic professional development models that consider teachers' learning needs and school environments (Ogegbo et al., 2019; Govender & Ajani, 2021).

Furthermore, the impact of professional development on learner achievement has been explored. While some studies have found a direct impact (Andersson & Palm, 2018), others have highlighted the need for more rigorous evidence (Andersson & Palm, 2018). Integrating professional learning communities and collaborative practices into professional development programs has also been emphasized (Okwuanaso & Igwebuike, 2006; Pohan et al., 2022).

3. The Significance of Teacher Professional Development

Teacher professional development's significance is evident globally and in African contexts. Research shows that effective professional development programs improve teacher knowledge, skills, attitudes, and pedagogical approaches, ultimately enhancing learner learning outcomes (Fleur & Dlamini, 2022; Ralese, 2022).

In African contexts, teacher professional development is crucial for addressing unique challenges, such as large class sizes, limited resources, and changing educational landscapes (Govender & Ajani, 2019; Nhlumayo, 2022; Mayombe, 2023). Strategies should align with teachers' classroom needs and contexts (Roberts, 2017; Ajani, 2021). Implementing school-based teacher professional development can strengthen school management and holistic teacher development (Msimanga et al., 2021).

As digital technologies become integral to education, professional development activities focusing on digital pedagogies and the development of professional learning communities are recommended to enhance classroom practices (Fleur & Dlamini, 2022; Oyelere et al., 2022; Dhari et al., 2021). Governments must invest in professional development and digital infrastructure to ensure teachers can effectively integrate technology into their teaching (Fleur & Dlamini, 2022).

4. Teacher professional development through the Learner-Centred Teacher Professional Development (LCTPD) Model

Professional development activities become meaningful and relevant when teachers can seamlessly integrate acquired experiences into their teaching practices (Wang & Wen, 2023). In developed countries, these activities are meticulously crafted to yield measurable positive impacts on learner learning, with a distinct focus on learners (Vermunt et al., 2023). The selection of teachers for in-service professional development is rooted in their specific classroom needs. Based on their instructional requirements, teachers choose activities that align with their goals for enhancing subject delivery and learning. Therefore, their input is essential in conceiving and designing in-service professional development initiatives that effectively address immediate classroom challenges and growth areas.

Inclusivity is vital in professional development, encompassing seasoned and novice teachers (Mayombe, 2023). Regular participation allows experienced teachers to reaffirm their accumulated knowledge, skills, and experiences in the rapidly evolving educational landscape (Govender et al., 2023). Conversely, new teachers gain exposure to current practical trends in their subjects beyond the theoretical concepts acquired in their educational institutions. Wang and Wen (2023) affirm that such activities instil awareness, furnish teachers with relevant

tools, and illuminate the fundamental dynamics of teaching and learning in schools, enabling them to optimise resources and contexts for practical learner learning experiences.

Professional development activities function as equitable platforms, catering to a spectrum of teaching experiences, academic backgrounds, and learning environments (Mayombe, 2023). This diverse amalgamation tailors learning experiences that can be directly applied to teachers' unique classroom settings, fostering enhanced academic performance among learners post-participation (Tsamago & Bayaga, 2023). While teachers retain the autonomy to select their preferred in-service professional development, the guidance of experienced school administrators becomes invaluable. These administrators, well-versed in specific fields of learning, can offer insights into suitable professional development activities or even assist in crafting customised initiatives.

Engaging teachers in formulating and designing necessary in-service professional development activities nurtures a collaborative environment. This approach facilitates the exchange of teaching resources, ideas, and experiences, enabling collective problem-solving and brainstorming solutions for shared and distinct challenges.

As a researcher, drawing from over two decades of teaching experience in Nigeria's and South Africa's primary and secondary schools, it is evident that teachers lack the autonomy to shape their curriculum (Ajani, 2020, 2021). Typically, curriculum development is entrusted to non-classroom teachers, leading to functional disconnects between curriculum design and the practical requirements of effective learning activities. The alignment of professional development activities with teachers' needs and classroom realities is essential for impactful education. The active involvement of teachers in designing and selecting development initiatives empowers them to improve their teaching practices and create purposeful learning experiences for their learners (Wang et al., 2022).

With a keen focus on addressing teachers' imperative needs for relevant and applicable in-service professional development, this study endeavours to establish a sustainable and purpose-driven model. Proposing a blueprint adaptable to various professional development initiatives for teachers, particularly in the Nigerian context, the model encompasses the following key steps:

Initiation commences with thoroughly evaluating teachers and discerning the specific areas necessitating professional development. This discernment lays the foundation for targeted interventions (Vermunt et al., 2019). The identification of proficient and experienced facilitator-teachers is pivotal. Teachers should be intimately involved in conceptualising and designing professional development activities. Their insights ensure that facilitators capable of effecting desired changes or enhancements are suggested. Ensuring the availability of convenient

transportation for all teachers identified as in need of professional development is essential. This process mandates an impartial approach devoid of favouritism during the selection process. A collaborative atmosphere promotes collective problem-solving by assembling teachers from shared subject domains. The exchange of ideas and shared brainstorming sessions yield practical solutions tailored to classroom dynamics.

Ideal professional development empowers teachers to acquire skills and knowledge aligned with their unique needs. These acquired proficiencies should be seamlessly applicable to their subject-specific classroom instruction. Govender et al. (2023) posit that the professional development undertaken should inherently bolster classroom teaching strategies. The acquired skills and knowledge should readily translate to improved pedagogical practices. This concerted effort results in enhanced academic performance among learners. The effectiveness of the intervention is quantified through measurable academic assessments (Ajani, 2021). The culmination of learners' academic results serves as a crucial feedback mechanism. If outcomes are not as anticipated, this feedback drives teachers to revisit and refine their professional development journey (Mayombe, 2019).

As illustrated in Figure 1 (see below), this model's meticulous implementation exhibits the potential to uplift learners' academic performance consistently. This, in turn, solidifies the foundations of sustainable quality education and elevates the overall teaching and learning experience.

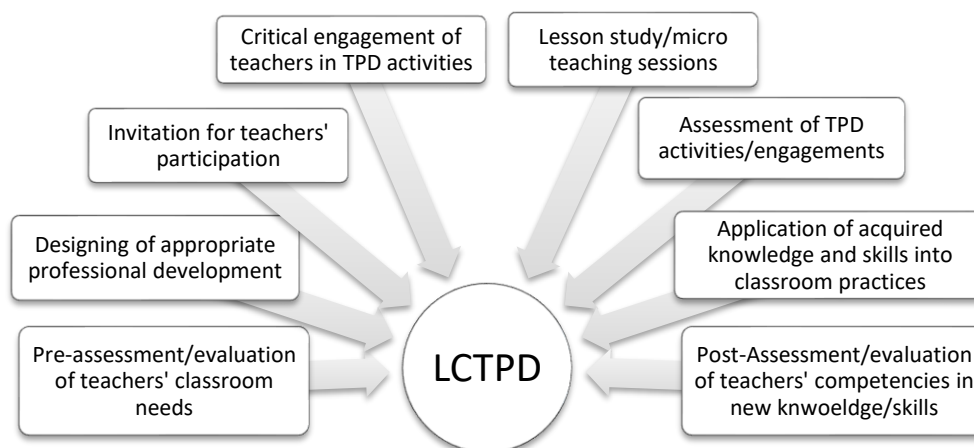


Fig. 1

Constructs of Learner-Centred Teacher Professional Development (author's idea)

5. The focus and future of teacher professional development in African contexts

In African contexts, teacher professional development is undergoing a transformative evolution characterised by a strategic shift towards addressing the particular difficulties and opportunities in the continent (Roberts, 2017). As

education plays a pivotal role in shaping the continent's future, the focus and trajectory of teacher professional development are paramount. This discourse delves into the current focus and envisions the future of teacher professional development within African contexts.

Current Focus

There is contextual relevance to the professional development of teachers in different African countries (Ajani, 2022). Recognising Africa's diverse cultural, linguistic, and socio-economic landscapes, professional development initiatives are increasingly tailored to address these specific contextual nuances. Strategies in tune with teachers' and learners' local realities and needs have replaced the one-size-fits-all approach.

Studies have shown that most workshops or teacher training are far from teacher-centred approaches, as one-size-fits-all approaches are usually adopted to save costs (Govender & Ajani, 2019). Thus, a notable shift towards teacher-centred professional development is underway. Teachers are positioned as active participants, contributing their insights, challenges, and aspirations to shape the content and delivery of development programmes (Robinson & Carrington, 2002). This approach fosters ownership, engagement, and sustainable impact.

Technology integration is crucial to the education system of today. African education embraces technology to overcome resource limitations and geographical barriers (Sancar et al., 2021). Teacher professional development now includes digital literacy and technology integration, enabling teachers to harness digital tools for enhanced instructional delivery and learner engagement. Various studies have called for inclusion and equity in the system (Govender & Ajani, 2023). Efforts are being directed towards ensuring equitable access to professional development opportunities for all teachers, irrespective of their location or experience. Special attention is given to underrepresented regions and marginalised communities, promoting inclusivity and diversity.

Future Directions

Culturally Responsive Pedagogy: The future of teacher professional development in Africa is expected to emphasise culturally responsive pedagogy more. Teachers will be equipped with strategies to incorporate local cultures, languages, and traditions into their teaching, enhancing relevance and learner engagement.

Lifelong Learning: Professional development will transition from sporadic workshops to a lifelong learning approach. Online platforms, micro-credentials, and collaborative learning communities will enable continuous growth and adaptation in the teaching profession (Ralebese, 2022).

Research-Informed Practices: A stronger connection between research and practice is anticipated. Teachers will engage in evidence-based practices informed

by local and international educational research, fostering innovation and effectiveness (Roberts, 2017).

Partnerships and Collaboration: Collaborations between governments, educational institutions, NGOs, and private sector entities will be integral. These partnerships will provide resources, expertise, and innovative approaches to enhance the impact of professional development initiatives (Raducu & Stanculescu, 2021).

Emphasis on Soft Skills: Beyond subject knowledge, future professional development will focus on developing teachers' soft skills such as critical thinking, creativity, empathy, and problem-solving. These skills are essential for preparing learners for a rapidly changing global landscape (Roberts, 2017).

Global Competence: As Africa engages with the global community, teacher professional development will emphasise global competence, fostering teachers' ability to prepare learners for global citizenship, cross-cultural understanding, and interconnected challenges (Pohan et al., 2022).

Thus, the focus of teacher professional development in African contexts is evolving towards contextual relevance, teacher empowerment, and technology integration. The future holds a vision of culturally responsive pedagogy, lifelong learning, research-based practices, and collaborative partnerships, all aligned to foster quality education and equip teachers to guide Africa's next generation towards a prosperous future (Ralebese, 2022).

6. *Nexus between classroom practices and teacher professional development*

In African contexts, the nexus between classroom practices and teacher professional development plays a crucial role in meeting learners' classroom needs. This literature review explores the existing research on the relationship between classroom practices and teacher professional development in African contexts, focusing on how these factors contribute to meeting learners' needs. Akuma and Callaghan (2018) conducted a study on teaching practices linked to the implementation of inquiry-based practical work (IBPW) in science classrooms. They found that teaching practices are essential in supporting learners in framing research questions, designing investigations, and drawing conclusions. However, their study also revealed that many teaching practices were inconsistent with inquiry-based teaching and learning, indicating a need for professional development programmes that address these challenges.

Professional development programmes explicitly linked to classroom practices be more effective in improving teaching and learning outcomes (Wang & Lam, 2023). Ajani (2021) emphasised the importance of professional development activities that allow teachers to contextualise classroom practices to achieve desired learning outcomes. Similarly, Ajani (2022) highlighted the need for regular

and quality professional development activities to enhance teachers' classroom practices. *Teacher Perspectives on Professional Development*: According to Govender et al. (2023), the needs and contexts of the classroom influence teachers' perspectives on professional development activities. Ajani (2021) found that teachers' views on professional development activities varied based on their classroom needs, suggesting the importance of assessing teachers' classroom practices to enhance their professional development. Al-Harbi and Ahmad (2022) emphasised that teacher professional development pathways differ across contexts, but the ultimate goal is to improve learners' academic achievements.

Several challenges exist in implementing effective professional development programmes for teachers in African contexts (Msimanga et al., 2021). These challenges include irregular and inconsistent professional development activities (Govender & Ajani, 2019), disjointed structures of in-service professional development (Al-Harbi & Ahmad, 2022), and the need for dynamic models of professional development that accommodate teachers' learning and school environments (Govender & Ajani, 2019). The nexus between classroom practices and teacher professional development is crucial for meeting learners' classroom needs in African contexts. Research has shown that professional development programmes explicitly linked to classroom practices are more effective in improving teaching and learning outcomes. However, challenges exist in implementing effective professional development programmes, highlighting the need for regular and quality professional development activities that address teachers' classroom needs. Future research should focus on developing dynamic models of professional development that accommodate teachers' learning and school environments, ultimately improving learners' academic achievements.

7. Challenges of Teacher Professional Development in African Contexts

Teacher professional development in African contexts is fraught with challenges that hinder its effectiveness and impact on educational outcomes. These challenges reflect the complex and diverse nature of the African education landscape. Understanding and addressing these challenges are critical for devising strategies that lead to meaningful and sustainable improvements in teacher professional development. Here are some prominent challenges:

Resource constraints, including financial limitations, inadequate infrastructure, and lack of access to technology, impede the design and implementation of comprehensive professional development programmes (Mayombe, 2023). Many African countries need help to provide teachers with the necessary materials, training venues, and technology tools for effective development. Also, a chronic lack of funding allocated to education, especially for professional development initiatives, results in insufficient support for training, workshops, and capacity-building activities. This financial scarcity often leads to

fragmented and infrequent professional development opportunities for teachers (Nawagi & Raman, 2023).

Africa's vast geographical landscape challenges delivering uniform professional development opportunities across remote and rural areas. Teachers in these regions often need more access to training and must contend with the difficulties of transportation and connectivity. Many professional development programmes in African contexts rely on traditional, didactic teaching methods, failing to embrace innovative and interactive pedagogies that promote learner-centred instruction (Mayombe, 2023). This gap hampers teachers' ability to implement contemporary teaching strategies effectively.

Professional development initiatives not tailored to local contexts, languages, and cultural nuances may fail to resonate with African teachers (Kim et al., 2019). The absence of relevance and contextualisation undermines the transferability of learned skills and knowledge into classroom practices. A shortage of opportunities for teachers to collaborate and share experiences, ideas, and best practices limits their exposure to diverse perspectives and innovative approaches. Isolation prevents teachers from benefiting from each other's expertise (Roberts, 2017).

The quality and expertise of facilitators leading professional development sessions vary widely. Inadequate training and professional development for facilitators can result in suboptimal learning experiences for teachers. A need for systematic monitoring and evaluation mechanisms makes it difficult to gauge the effectiveness and impact of professional development initiatives. There needs to be data-driven insights to ensure evidence-based decision-making. Ingrained traditional teaching methods and resistance to change among teachers can hinder the adoption of new practices learned during professional development. This resistance poses a challenge to successfully implementing innovative teaching strategies (Hirsh, 2005; Hamzah et al., 2016).

Teachers in African contexts often have heavy workloads due to large class sizes, administrative tasks, and limited support staff. This leaves little time and energy for teachers to engage in professional development activities. Inconsistent or poorly formulated education policies can undermine the continuity and coherence of professional development initiatives (Mayombe, 2023). Inadequate alignment between policy and practice creates uncertainty among teachers. Hence, addressing these challenges requires a comprehensive and collaborative approach involving governments, educational institutions, NGOs, and international partners. By recognising these obstacles and developing targeted strategies, African countries can unlock the potential of teacher professional development to drive positive changes in the education sector.

CONCLUSION

In the pursuit of educational excellence in African contexts, the alignment between professional development and classroom practices emerges as a crucial factor. This investigation has explored the diverse dynamics of this alignment, uncovering insights, challenges, and potential pathways forward. The study emphasizes the significance of tailoring professional development initiatives to the rich tapestry of African cultures, languages, and socio-economic realities, recognizing the region's diversity.

The shift towards teacher-centered approaches highlights the transformative potential of involving teachers in the design and delivery of their development, fostering ownership and relevance. However, challenges such as limited resources, inadequate funding, and geographical disparities underscore the need for innovative solutions. Strategies like technology integration, collaboration, and a commitment to lifelong learning emerge as potential ways to address these challenges and ensure equitable access to impactful development opportunities.

This investigation sheds light on the interplay between professional development and classroom practices in African contexts, reinforcing the imperative of aligning these dimensions to enhance education quality, foster innovative pedagogies, and empower learners. The lessons learned can guide policymakers, teachers, and stakeholders towards a future characterized by responsive, effective, and impactful professional development practices, contributing to a brighter, more prosperous future for African learners and societies.

Based on the insights gathered, recommendations emerge for guiding policy, practice, and research endeavors. Policymakers and education leaders should prioritize contextualizing professional development initiatives to reflect local cultures, languages, and socio-economic realities. Encouraging teacher-centered approaches, investing in technology infrastructure, ensuring equitable access and funding, and promoting collaboration and networking are essential steps.

Alignment with research findings is crucial for promoting evidence-based practices and soft skill development among teachers. Lifelong learning should be encouraged through ongoing professional development opportunities. Inclusive policies that address the needs of marginalized communities and diverse linguistic groups, along with quality facilitators and robust monitoring and evaluation mechanisms, are integral components.

Collaborations between governments, educational institutions, NGOs, and the private sector are encouraged to pool resources and innovative ideas for effective professional development. Consistent and aligned education policies that support impactful development initiatives, coupled with empowered educational leaders

advocating for the importance of professional development, can drive positive change and elevate the quality of education across the continent.

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