

# The Role of Teacher Education in Developing Educational Leaders and Managers in Africa

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## Background

### □ International Perspective:

- The term Educational Leadership and Management Development, came into currency in the 20<sup>th</sup> century as a result of growing complexity of education systems and concomitant expansion of the role of school leaders giving rise to demands for improved leadership.
- Accepted in the 21<sup>st</sup> Century as crucial for effective leadership in education.
- Move away from culture of status quo maintenance to transformational leadership.
- Pioneers in the North, viz: Canada, USA, UK and some other European countries, Australia, New Zealand, Some Asia Pacific countries – Singapore, HongKong.

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**Example one:**

☐ **National College for Schools Leadership(NCSL) United Kingdom.**

- Established 1998, has legal and financial empowerment.
- Transformed landscape from piecemeal to purposeful training of education leaders & managers.
- State of the art- world model(Bush 2008)
- Caters for: experienced heads
  - deputy heads
  - middle heads
  - aspiring heads
- Awards National Professional Qualification for headship(NPQH) – Only one accepted for school headship in UK.

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**Example two:**

**U.S.A**

- Universities charged with preparing educational leaders, offer masters and doctoral programmes in specific specializations, viz:
  - School leadership
  - Community college leadership
  - Community based leadership
  - Vocational education leadership
  - University administration and adult & higher education leadership, may include academic & student affairs etc
- Persons seeking leadership positions in the respective areas are expected to have relevant specialization.

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## **Prevailing State of Teacher Education and the Preparation of Educational Leaders and Managers in Africa**

- A 1991 study of Africa showed that only three countries had comprehensive programmes (Dadey & Harber 1991)
- The focus of Pre-service Teacher Education, the 'pool' from which educational leaders are drawn is on preparing instructional professionals cum subject specialists.
- Further limitations of the 'pool' arise from procedural factors e.g.
  - lax selection
  - a fall back- on when priority career choices fail
  - low level of education of trainees in primary teacher education
- Desirable all education professionals of the future be university status

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- Selection challenge at tertiary Teachers' Colleges may be gauged from the following statement of a TTC Principal.

" The method of admission is not the best. Most applicants turn to teaching as the only choice available, or those who have failed to get employment after training for other occupations. Majority are also from poor socio-economic backgrounds who see teaching as the cheapest course. Some of the students cannot communicate effectively in Kiswahili and English. Some also come with fake certificates and end up being disqualified after (Kenya National Examinations Council) verification. It is better if the prospective trainees are tested in the classroom before they are admitted. This will help to establish their suitability beyond any reasonable doubt."  
( Principal, Migori TTC, March 2013)

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## Educational Leader and Manager:

- As well as being an expert in the theory, methods and practice of education, should also be an expert in the theory, methods and practice of educational management & leadership., able to:
  - Manage human, material, physical & financial resources.
  - Initiate, direct, guide, administer, supervise and control activities of the organization.
  - Work with stakeholders such as Government Ministries, Labour Organizations, relevant Associations, the Community, parents, students & teachers.
  - Deal with challenges within the micro and macro education system and global issues such as equity, inclusion & diversity.

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## Initiatives in Africa over the Past 2 Decades

Country examples that follow, show the general trend.

### South Africa

- ❑ **The Advanced Certificate in Education: Schools Leadership (ACE)** – a planned, purposeful and systematic initiative, piloted from 2007 – 2009 and ongoing.
- ❑ Introduced by Government Department of Education as a national qualification, eventually to be considered mandatory for new principals, deputies, heads of Departments, district and provincial officers and governing boards.
- ❑ Delivered by Universities through a common framework agreed with DEB and the National Management Leadership Committee
- ❑ The Harvard Graduate School of Education and the Department of Education Management at the University of Johannesburg online and other training activities at schools, districts and provincial levels, complement ACE BY providing support for ongoing professional development of school leaders.

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## South Africa Cont.

- ❑ **ACE Curriculum-** (example of type of content of educational leadership & management programme)
  - Developing a portfolio to demonstrate school management and leadership competence.
  - Leading and managing effective use of ICT in South Africa.
  - Understanding school leadership and management in South Africa
  - Language in leadership management
  - Managing policy, planning, school development and governance
  - Leading and managing people
  - Managing organizational systems, physical & financial resources
  - Managing teaching and learning
  - Leading and managing subject area phase
  - Mentoring school managers & managing mentoring programmes in schools.
  - Planning and conducting assessment
  - Moderating assessment
  - Illustrative portfolio assessment

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## South Africa Cont.

- ❑ **Delivery Methods**
  - practice based learning supported by classroom content.
  - leadership development process including mentoring, networking, site based assessment projects.
- ❑ **Impact**
  - The partly experiential, hands on training provides for instantaneous transformational impact.
  - Most educational leaders, have yet to receive the ACE qualification.
  - Full impact in raising standards of educational leadership management, yet to be realized.

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## Tanzania

### ❑ Agency for the Development of Educational Management (ADEM)

- A planned, purposeful and systematic initiative.
- Legal and financial empowerment by Executive Agency Act No. 30 of 1997
- Launched 31<sup>st</sup> August 2001
- Located at Bagamoyo

- ❑ **Purpose:** training current and future leaders and managers in the entire Tanzania education system. Viz: Primary & Secondary Heads, Principals & Vice Principals of TTCs, Members of School Committees & miscellaneous administrators in the education system.

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## Tanzania Cont.

### ❑ 2 year Diploma in Educational Management and Administration (DEMA)

- Organizational theories, management, Administration and study skills.
- Management and supervision of Curriculum implementation
- Human resources Management
- Financial Management
- Economics of education
- Computer skills
- Management of material resources
- School management
- Staff training and development
- Educational Policy legislation
- Guidance & counseling
- Development studies
- Educational action research
- Independent study & fields attachment

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## Tanzania Cont.

### ❑ Short Courses

- 3 months certificate course for Primary School head teachers.
- 3 months Certificate course for heads of Secondary schools.
- 1 month Induction course for teachers' Colleges principals & Vice Principals.
- Project planning & Project Management Course
- Planning and school Mapping in Education course
- Financial Planning and Decision making
- Two weeks school Committee training

### ❑ Other Activities

- Research and Development in the field of educational Management
- Advice and support for regional and District Education officers and heads of secondary and primary school.

### ❑ Impact

- 2004 study underscored popularity of the programme it was too early to gauge success
- An up to date study should show transformational results.

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## Kenya

❑ **The Kenya Education Staff Institute (KESI)** which was located at Kenyatta University, started in 1981 with funds from the World Bank, for the purpose of building capacity of education personnel:

- received legal status through legal notice 565/1988
- ran courses in curriculum supervision & implementation, accounting, office management & record keeping for primary & secondary school heads and issued a certificate in Educational management.
- Not all heads and aspiring heads had access to this training.

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## Kenya cont.

- ❑ **The Kenya Education Management Institute ( KEMI)** successor of KESI fully funded by Government relocated to its present premises at former Highridge Teachers' College in 2006 & was launched in 2011:
  - Offers 1-Year Diploma in Education Management through distance mode
  - Targets all head teachers: 19,833 primary & 6009 secondary
  - Enrolment in 2012 was 15,684
  - Heads discharging their responsibilities while learning, able to immediately put into practice skills learnt – instant transformational impact.
- ❑ TSC Official declaration of incremental credits to all teachers who complete, a good incentive

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## Nigeria

- ❑ **Literature review: shortcomings;**
  - “ professional training of secondary school heads ... a neglected area” (Arikewuyo 2009:4)
  - “ Nigerian education administrators have ... become centers of political actors.” (Udey et al 2009:14)
  - “the trouble with Nigeria education system is simply and squarely a failure of leadership” (Chinua Achebe 1983)

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## Nigeria cont.

- ❑ Notwithstanding the bleak picture, the **National Institute for Educational Planning and Administration (NIEPA)** was established in 1992 by the Federal Ministry of Education in collaboration with UNESCO/IIEP
  - It is the only capacity building outfit for the education sector planners and managers in Nigeria and the sub region. (niepa-ng.org)
  - Review of programmes in 2008, revealed only two to three workshops for education leaders- not sufficient to make an impact
  - Has an e-learning portal which should facilitate increased access to training
  - ❑ **Improvement:**
    - Udey et al (2009) recommend compulsory and continuous training and retraining of all education managers, administrators, policy makers and implementors.
    - Arikewuyo (2009) recommends legal & financial empowerment.

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## Ghana

- ❑ **The Institute of Educational Planning and Administration (IEPA)** established in 1975 at the University of Cape Coast, with support of UNESCO & UNDP to train education personnel, offers Masters and M.Phil in Educational Administration and Planning, while its INSET Unit runs in-service workshops for Primary School heads.
- ❑ **The wholistic approach reforms** targeting improving the whole school system by mainstreaming all interventions, e.g.
  - The USAID supported Primary education Project (PREP) 1990-2000
  - The Free Compulsory Universal Basic Education (FCUBE) 1996 funded by DfID, delivered through 'Whole School Development' (WSD) etc. Negates proper focus on education leadership & management development.
- ❑ **Insignificant impact on Educational Leadership & Management development.**
  - Oduro (2003) attributes this to the one-time-shot funding & Donor Dependency syndrome
  - Zame et al (2008) decry the absence of education leadership & management training in the many reforms.

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## Ethiopia

- Prior to 1990 principals attended one-month in-service courses on school management. Little impact.
- **Continuous Professional Development (CPD) 2005-2008 & ongoing, for primary and secondary school teachers is compulsory & Two pronged:**
  - **Upgrading** : subject knowledge & pedagogy, based on manuals & kits produced at national & district levels & implemented at schools.
  - **Upgrading**: pursuing diploma, first degree or masters in educational planning and management, previously restricted to few universities, but with CPD more Universities encouraged to offer the programmes.
- Still in preliminary stages.

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## Seychelles

- An example of a small island country with only 33 schools.
- All the Senior Education Officers including Head teachers have been trained in Educational Management at Masters level through one-time arrangement with the University of Warwick over 5 years period.

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## Conclusion

- ❑ Effective educational leadership and management is crucial for quality education
- ❑ There's need for revitalization of ongoing and budding initiatives and implementation where absent
- ❑ Legal and financial empowerment is crucial for survival of programmes and for neutralization of the Donor dependency syndrome
- ❑ Main consideration for strategies should be its ability to facilitate implementation, delivery and to remain relevant.
  - World Bank (2007) suggests national or regional institutions, specializing in advanced degrees or certificates for education leaders.
- ❑ Similarities in content across the countries point to common training needs.
- ❑ Research component essential for feedback, dissemination, networking and to keep abreast of the state of the art of educational leadership and management development locally and internationally.

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## Thank You!

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