THE ROLE OF TEACHER EDUCATION IN DEVELOPING EDUCATIONAL LEADERS AND MANAGERS IN AFRICA

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ABSTRACT

THE ROLE OF TEACHER EDUCATION IN DEVELOPING EDUCATIONAL LEADERS AND MANAGERS IN AFRICA

The term educational leadership and management development came into currency in the twentieth century as a result of growing complexity of education systems and concomitant expansion of the role of school leaders giving rise to demand for transformational leadership in education, which is accepted in the twenty first century as crucial for quality education.

A 1991 study of Africa showed only three countries with comprehensive programmes. The focus of preservice teacher education, the pool from which educational leaders are drawn is on preparing instructional professionals cum subject specialists hence the need for training in leadership and management. Examples that follow of initiatives over the past two decades show the general trend.

In South Africa, the Advanced Certificate in Education Schools Leadership, 2007, is eventually to be considered mandatory for future principals.

In Tanzania the Agency for the Development of Educational Management, 1997, aims to train current and future leaders and managers in the entire Tanzania education system.

In Kenya, the Kenya Education Management Institute, 2006, successor of Kenya Education Staff Institute, 1981, offering diploma in educational management through distance studies plans to reach all primary and secondary school heads.

In Nigeria, the National Institute for Educational Planning and Administration, 1992, the capacity building outfit for the education sector in Nigeria and the sub-region has yet to make an impact.

In Ghana, the Institute of Educational Planning and Administration of the University of Cape Coast, 1975, offering Masters and M.Phil in educational administration and planning, its INSET Unit running workshops for primary school heads, and the wholistic education reforms such as the Primary Education Project 1990-2000, and the ‘Whole School Development’ 1996, have yet to make an impact.

In Ethiopia, the Continuous Professional Development, 2005 and ongoing- through ‘updating’ knowledge and pedagogy and ‘upgrading’ in educational planning and management at diploma or first degree or masters level, is still in preliminary stages.

In Seychelles all senior education officials, have been trained at masters level in educational planning and management at the University of Warwick.

For quality education, there is need to revitalize ongoing and budding initiatives, to implement where absent and to provide legal and financial empowerment crucial for their survival and success.
THE ROLE OF TEACHER EDUCATION IN DEVELOPING EDUCATIONAL LEADERS AND MANAGERS IN AFRICA.

BACKGROUND

International Perspective

The term educational leadership and management came into currency in the twentieth century as a result of growing complexity of education systems and concomitant expansion of the role of school leaders, giving rise to demands and expectations that necessitated a move from the prevailing school culture of status quo maintenance to transformational leadership for improvement, reforms, exhibition of best practice, production of best results and accountability. The traditional practice whereby education heads, managers and senior staff transitioned to leadership position on the basis of teaching qualifications earned from Teachers’ Colleges and/or Universities and experience became increasingly untenable. The need for training in educational leadership and management has thus been widely recognized in the 21st century (Commonwealth Secretariat 1996) as crucial for effective leadership and management and successful functioning of educational systems, for building effective institutions and for the production of best results.

Bush (2008:145) states that among pioneers in the preparation of school principals were Canada, Singapore and the U.S.A. But there were also notable early starters in Europe, some Asia Pacific countries, Australia, New Zealand and Hong Kong. Today these countries have evolved fairly well developed systems for the professional preparation and development of educational leaders and managers.

Some examples:
National College for Schools Leadership (NCSL) in the United Kingdom

Of special note is the United Kingdom’s 1998 statutorily established National College for Schools Leadership NCSL whose setting up transformed the training landscape of educational leaders and managers in the United Kingdom from the previous ad hoc and piece meal inservice arrangement ranging from short courses, seminars and workshops to University masters and doctoral programmes to what Bush (2008:194,208) describes as the largest most comprehensive, sophisticated educational leadership development centre and model in the world. It is well funded and housed in a state of the art purpose built centre with an excellent ICT infrastructure and caters for different career stages viz: experienced heads, deputy heads, middle heads and aspiring heads and is supported by an active research function. The National Professional Qualification for Headship (NPQH) issued is the only one accepted for appointment to school headship and not University masters or other forms of qualifications.

U.S.A

In the U.S.A, some University departments which have been charged with preparing educational leaders have masters and doctoral programmes with specific specializations in areas such as: School
leadership, University leadership, Community College leadership, Community Based leadership, Vocational education leadership, University administration and adult education & higher education leadership which may include academic affairs, student affairs. Persons seeking headship appointments in the respective fields are expected to have relevant professional qualification.

PREVAILING STATE OF TEACHER EDUCATION AND THE PREPARATION OF EDUCATION LEADERS AND MANAGERS IN AFRICA

In a study of thirty one African countries, Dadey and Harber (1991) found that only three of them had comprehensive training programmes in educational leadership and management.

The focus of preservice teacher education, both University and tertiary level teachers’ colleges, the pool from which most educational leaders are drawn is on preparing instructional professionals cum subject specialists. Further weaknesses of the ‘pool’ arise from procedural factors, such as lax selection for teacher training and low level of education of tertiary teachers’ colleges trainees.

Selection to Preservice Teacher Education

Leaders and managers of education are drawn from among those who join the teaching profession following successful completion of the Preservice training and teaching experience. Establishing the potential and suitability of those who enter the preservice training should be a relevant starting point. Based on personal experience formerly as a member of university management involved in admissions into teacher education among other programmes, it is a relevant observation that some of the candidates admitted into teacher education, take teaching when they fail to secure their priority career choices, and may therefore not be committed to or interested in the profession – a situation which applies to other Universities in Kenya and Africa and remain a source of lack of commitment and interest, even when such persons assume leadership positions in education. The suitability of those admitted to tertiary level teacher’s colleges may be gauged from the following questionnaire response to the question, by a headteacher of a tertiary level teacher’s college in Kenya, viz:

“The method of admission is not the best. Most applicants turn to teaching as the only option 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 KNEC (Kenya National Examination 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)

Oral interviews and written tests were also suggested as a way of improving selection.

For improved selection, Eltis (Dunkin 1988:646) suggests a variety of instruments that can be designed to gather subjective and objective data, besides school grades and be used to select students for teacher education: viz:
• Self report questionnaire
• Biographical forms
• Tests of knowledge
• Structural interviews
• Measures of values, aptitudes, personality characteristics
• Letters of reference

Control over selection into pre-service teacher education can ensure availability of an appropriate potential pool from which education leaders and managers would be drawn.

**Level of education**

It should be noted that generally in Africa high school and teachers’ college teachers hold a University degree and are paid accordingly. Mostly low achieving secondary school graduates find their way to public pre-primary and primary school teaching career, hence the qualification of teachers and head teachers for lower school is low. The exception is some high cost private schools which are able to attract highly qualified teachers & pay them accordingly. Recently in Kenya, primary school teachers who further their education and earn a degree in teacher education are allowed to continue teaching in primary school and are paid degree level salary. This is good for uplifting the quality of teachers and leadership in low school, but the number is small and the impact still insignificant. For quality purpose it is desirable that all education professionals of the future should be University status.

**Content tailored for instructional professionalism and subject specialization.**

**A sound general education:** selected from a cross section of domains e.g. communication, politics, health etc. whose purpose is the acquisition of meaningful factual knowledge of methods and principles in the respective domains to be able to understand one’s society and environment and to function meaningfully in it for one’s own benefit and for the benefit of the society.

**Specific subject mastery:** for teaching in secondary, primary and pre-primary school etc. e.g. mathematics, history etc. For lower school, the trainee is exposed to all subjects in the sciences or social sciences and when posted he/she is expected to be prepared to teach any subject.

**Specific disciplines in education viz:**

• Philosophy of education
• Educational foundations
• History of education
• Sociology of education
• Comparative education
• Educational psychology
• Educational technology and teaching methods
• Educational planning and administration
• Educational measurement and evaluation
• Research methods

**Practice teaching**: placement in schools or school like settings to receive hands on experience in teaching.

There are some similarities between undergraduates and tertiary level teacher education content, but delivery at University is at the highest level of learning whereas tertiary level delivery is preparatory, but both are limited to the preparation of instructional/pedagogical professionals and do not include the typical skills and knowledge necessary for the development of educational managers and leaders.

**Leaders and Managers of education require preparation in educational leadership and management.**

An educational leader and manager, should be an expert in the theory, methods and practice of education and also an expert in the theory, methods and practice of managing human, material, physical and financial resources, and should be able to initiate, guide, direct, administer, supervise and control activities in a range of educational institutions, organizations, environments and work, should understand Government regulations and policies on education and act upon them as required.

The foregoing overview of Preservice teacher education programme shows that the trainee is prepared in the theory, methods and practice of education as an instructional/pedagogical expert cum subject specialist and not as an educational leader and manager, yet according to the prevailing practice in Africa through which many have assumed leadership and management positions in education, a preservice teacher education graduate from University or tertiary level Teachers College, may rise to become a leader and manager of an educational Institution/Organization on the basis of his/her teaching qualification and experience and brings with him/her instructional strength, subject matter and educational pedagogy expertise – teaching his/her subject, implementing pedagogy, classroom management and examinations, but now must manage an entire institution/organization and manage human, material, physical and financial resources, initiate, direct, guide, administer, supervise and control activities of the Organization and work with stakeholders such as relevant Government Ministries, Labour Organizations, relevant Associations, the Community, parents, students and teachers – a role which requires competencies and skills beyond the instructional expertise and subject specialization acquired during preservice training and teaching experience. Knowledge acquired in some of the education disciplines listed above such as administration, planning etc are helpful, but fall short of fulfilling the need for crucial competencies skills and knowledge necessary for professional and effective educational leadership and management. In a study on the preparation and development of public Secondary Schools Principals in Kenya. Nandwah (2011:297) decries the prevailing state of affairs in his finding viz:

“teachers are not specifically prepared for school leadership during their preservice training. Universities only prepare teachers for classroom teaching. What they learn from administration course unit taught at Universities does not cover principals’ role and responsibility. The school is the main preparation ground for teachers and principals respectively.”

Thus the trend for those appointed has been to gain experience on the job while transitioning to positions that carry more responsibilities that come with new demands and challenges, not only within the education micro and macro system environment but also on global issues such as equity, inclusion,
diversity etc. all of which require specific preparation in educational leadership and management besides qualifications and experience in teaching.

Notwithstanding the apparent underdevelopment portrayed in the forgoing discussion, there have been some initiatives in educational leadership and management development over the past two decades discussed next.

EDUCATIONAL LEADERSHIP AND MANAGEMENT DEVELOPMENT INITIATIVES IN AFRICA

There have been educational leadership and management development initiatives in some African countries over the past two decades. These range from in-service ad hoc workshops, short courses, seminars, projects, and various types of on the job support to Universities offering masters and doctoral degrees, diplomas and certificates in various aspects of education, some of which are relevant to educational leadership and management. Some of the programmes are initiated, funded and implemented by the countries themselves, others in partnership with Donors. Projects funded by Donors do not continue beyond the funding period where Governments do not continue their funding after the pilot period. We next look at educational leadership and management development initiatives of some African countries as examples of the general trend in Africa.

South Africa

In South Africa, Bush (2008:253) observes that “In many instances ... head teachers come to the headship without the preparation for the new role.” The lack of preparation is further compounded by the post- Apartheid shift to self managing schools which imposed additional responsibilities on school heads, including budgeting, setting of school fees etc. and other wide ranging changes in the education system which rendered many serving school principals ineffective in discharging responsibilities in their schools. A study in one of the provinces – Gauteng- showed that two thirds of the principals had not progressed beyond their first degree, while almost a third (1/3) were not University graduates. The study further showed that most principals in the province wanted training in finance and human resources management among other skills. (Bush 2008:264) The situation in other provinces was not very different. Similarly, education systems in other African countries are faced with like challenges.

In South Africa prior to the introduction of the Advanced Certificate in Education: Schools Leadership (ACE) in 2007, recognition of the importance of a trained leadership and management in education was initially responded to through principals attending short in-service events lasting a few days, organized by the Provincial Departments of Education. The introduction of ACE ushered in a planned, purposeful, and systematic approach to the challenge.

The Advanced Certificate in Education Schools Leadership (ACE) piloted from 2007 to 2009 and ongoing came as a result of Government Department of Education decision to introduce it as a national qualification eventually to be considered mandatory for new principals. It targets principals, deputies, heads of departments, district & provincial educational officials and governing boards. It is delivered by Universities through a common framework agreed with DEB and the National Management Leadership Committee (NMLC). The curriculum modules are:
• Developing a portfolio to demonstrate School Management and Leadership competence
• Leading & 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 and financial resources
• Managing teaching and learning
• Leading and managing subject area phase
• Mentoring school managers and managing mentoring programmes in schools
• Planning and conducting assessment
• Moderating assessment
• Illustrative portfolio assessment

The programme is delivered through contact sessions and onsite support in schools. The strong focus on practice based learning, supported by classroom content and several leadership development processes, notably mentoring, networking and site based assessment, provides the trainees with handson experience which they are able to transfer to work situation and is instrumental to instantaneous turning out of transformative leaders and managers able to bring about immediate change, reforms and improvement in education.

The Harvard Graduate School of Education and the Department of Education Management at the University of Johannesburg project, was designed to complement and enhance ACE through running training programmes and short courses at school, district and provincial levels and providing ongoing support and training for school leaders through online programmes and other professional development activities. The Education Leadership Institute (ELI) established at the University of Johannesburg as part of the project provides support for ongoing professional development, while the Research component also located at ELI generates feedback for improvement (UJI, ELI, 2011)

Most educational leaders and managers in South Africa have yet to receive the specialist qualification (ACE) and other complementary trainings, and the full impact of training in raising the professional standards of schools leaders, national, provincial, and district educators and governing boards and improved education outcomes for schools and students has yet to be realized, but there is promise that long term impact will bring best practice and best results as shown by some early indicators such as the ACE Evaluation Report of 2007-2009 which reported increased knowledge in school leadership and reforms in some school aspects in which trainees were involved and participated through site based learning activities. Another early indicator is the 2011-2012 Annual Report of Mathew Goniwe School of Leadership and Governance (MGSLG). One of the colleges offering ACE which reported a quantitative achievement, having trained 40,767 leaders.
Tanzania

Like South Africa, there has been in Tanzania, longstanding recognition of the need for trained leadership and management in education. This was initially responded to through inservice ad hoc short courses, seminars and workshops for teachers’ and headteachers’ improvement.

The landscape of educational leadership and management development in Tanzania was transformed with the opening of the Agency for the Development of Educational Management (ADEM) at Bagamoyo established by Executive Agency Act No. 30 of 1997, launched on 31st August 2001 in the Ministry of Education and Vocational Training. At Bagamoyo, ADEM is located at what was previously a teachers’ college. It has been renovated, extended and expanded. The target groups are present and prospective leaders and managers in education throughout Tanzania, Viz: primary and secondary school heads, Teachers’ Colleges’ Principals and Vice Principals, members of school committees, miscellaneous administrators in education. The purpose of ADEM is to train current and future leaders, managers and administrators in the entire Tanzania education system. ADEM offers a two-year Diploma in Educational Management and Administration (DEMA) and several short courses.

The Two-year Diploma contents are:

- Organizational theories, Management, Administration and study skills
- Management and supervision of curriculum implementation
- Human Resource Management
- Financial Management
- Economics of Education
- Computer skills
- Management of Material Resources
- School Management And leadership
- Staff Training and Development
- Educational Policy Legislation
- Guidance and counseling
- Development Studies
- Educational Action Research
- Independent Study and field attachment

Short courses are:

- 3 months Certificate course for Primary School head teachers
- 3 months Certificate course for heads of Secondary Schools
- 1 month Induction course for Heads of Secondary and Primary Schools
- 1 month Refresher courses for Teacher Colleges Principals and Vice Principals
- Project Planning and Project Management course
- Planning and School Mapping in Education course
- Financial Planning and Decision making
Two weeks School Committees training

Other Activities include:

- Research and Development in the field of Educational Management
- Advice and support for Regional and District Education Officers and heads of secondary and primary schools

Training approach combines theory and practical fieldwork and projects. The ICT facilities and both print and electronic resource centre provide a state of the art facilitative support to the training.

A report on the impact of ADEM on education, during the Moshi Regional Educational Conference in 2004, underscored its popularity, but it was too early to gauge the level of its success. Given ADEM’s legal and financial empowerment, and the firm and steady ongoing training activities, an up to date study should show transformational results.

Kenya

In Kenya the recognition of the importance of providing training in educational leadership and management to those in charge of education was for many years following independence in 1963, responded to through Inservice Education and Training (INSET) Short courses, seminars, workshops and on the job advice, all done under the Ministry of Education, some in partnership with Donors. Much of the in-service education and training focused on pedagogical and subject mastery improvements- for example, strengthening of Mathematics and Science in Secondary Schools (SMASSE). Whose pilot phase ran from 1991 to 2003 and the national phase 2003 to 2008, was a joint project of the Kenya Government- Ministry of Education and the Government of Japan whose purpose was to strengthen the teaching of Mathematics and Science subjects in secondary schools. SMASSE led to the establishment of the new centre for Mathematics Science and Technology Education in Africa (CEMASTE) in Karen, Nairobi, a premier centre for the improvement of mathematics and science teaching in schools in Africa, under the Ministry of Education in partnership with Japan International Cooperation Agency (JICA), and University of the Philippines-National Institute for Science and Mathematics Education Development (UP NISMED)

At the primary school level- the Teacher Education Professional Development (TEPD) 2007-2013 a USAID supported initiative of the Ministry of Education was implemented to ensure that quality of education improved even as quantity increased following the introduction of free primary education.

The comparatively less attention paid to educational leadership and management training is best expressed in the words of researchers, Kitavi and Van Der Westhuizen (1997:151)

“Despite the importance of the principalship, the means by which most principals in developing countries like Kenya are trained, selected, inducted and inserviced are ill suited to the development of effective and efficient school managers…. Deputy Principals as well as good assistant teachers are appointed to the principalship without any leadership training ... neither the old nor the new educational system gives attention to either formal training or induction of beginning school principals.”
The establishment of the Kenya Education Management Institute (KEMI) which started off as the Kenya Education Staff Institute (KESI) 1981 located at Kenyatta University paved the way for planned, purposeful, and systematic approach to the preparation of leaders and managers for the Kenya education system. KEMI, the successor of KESI eventually relocated to its present premises – the former Highridge Teachers College in Parklands – Nairobi in 2006 and was launched in 2007 by the Minister of Education.

KESI was established in April 1981 on the recommendations of the National Committee on Education Policies (NCEP) for the purpose of building capacity of education personnel to empower them to deliver education services effectively and efficiently. It received legal status in 1988 through notice 565/1988. It was established with funds from World Bank and the Government of Kenya. For capacity development of staff trainers, the Institute initially relied on University of Pittsburgh and University of Manchester. Beginning 1990, there was also input from mentors including UNESCO BRED & IIIEP, the Commonwealth Secretariat and USAID. Courses and workshops were organized for Secondary and Primary School Principals and head teachers respectively, in curriculum supervision and implementation, accounting, office administration and record keeping, and the KESI Certificate in Education Management was issued to successful participants. It was proposed in 1997, that the KESI Certificate be considered mandatory in appointment of school heads, but not all heads and aspiring heads had this qualification. A study conducted by Morumbasi in 1993 concluded that KESI was a worthy venture, and it provided valuable skills to principals which they were able to transfer to their stations.

Currently, KEMI, the successor of KESI fully funded by the Government of Kenya is offering a one year Diploma in Education Management through the distance mode of delivery. The Teachers’ Service Commission has “officially declared that incremental credits will be given to all teachers who successfully complete the Diploma” (KEMI 2012). This is an important incentive that should motivate heads and prospective heads to want to complete the programme. The programme targets all 19,833 head teachers of Primary Schools and 6009 principals of Secondary Schools throughout the country. In 2012, the enrolment stood at 15,684 head teachers of Primary Schools and 3 855 principals of Secondary Schools (ibid). The ongoing monitoring and evaluation exercise is sourced to improve the quality of the programme. In the distance mode of delivery, the school heads are undergoing training while discharging their headship responsibilities, and are able to put into practice leadership and management skills acquired, hence the training has immediate impact on schools. By the time all heads complete the programme, it is expected all primary and secondary schools in Kenya will be under the management of trained manpower. Most heads have yet to receive the training and the full impact of training in raising the professional standards of school leaders and bringing about improved educational outcomes for schools and students has yet to be realized. There is need for studies to be conducted to assess the long term impact on education, and the quality of leadership.

**Nigeria**

Among recent studies on educational leadership and management in Nigeria Arikewuyo (2009:4) states that “professional training of Secondary School principals in Nigeria is a neglected area in the education system,” and Udey et al (2009:14) recommend “continuous training and retraining of all educational
managers, administrators, policy makers and implementers in form of workshops, conferences and seminars which should be vigorously pursued and made compulsory.”

As in other African countries, school heads in Nigeria are drawn from the teaching force. Their appointment is based on teacher qualification and teaching experience of ten years and above (Arikewuyo 2009:10) However, this basic requirement is not always upheld. Udey et al (ibid) warns against political favouritism:

“Nigerian education administrators have progressively moved from generating and defending knowledge into a political arena where they have become centres of political actors.”

These authors further quote Chinua Achebe’s observation that “the trouble with Nigeria education system is simply and squarely a failure of leadership” – a situation which calls for development of educational leadership and management as a priority.

Notwithstanding this apparent bleak situation, Nigeria like other African countries recognizes the importance of trained educational leaders and managers for the country’s education system, as evidenced in the establishment of the National Institute for Educational Planning and Administration (NIEPA) in Ondo Town, Ondo state in 1992 by the Federal Ministry of Education in collaboration with UNESCO/IIEP Paris. NIEPA is the only capacity building outfit for the education sector planners and managers in Nigeria and the sub-region (niepa-ng.org).

NIEPA has an e-learning portal which should facilitate access to training an increased number of leaders and managers in education in Nigeria & the region, but Arikewuyo (op.cit) reports that, a review of NIEPA’s 2008 programmes revealed that they organized two to three days’ workshops and seminars for educational leaders from different fields including school heads, not sufficient to solve the problem and to transform the bleak educational leadership and management landscape. He recommends that NIEPA be legally empowered by amending the education policy, it be strengthened financially and be availed adequate pertinent resources, to enable it to provide professional training to educational leaders & managers.

**Ghana**

Ghana’s education system during the first decade of independence described by the World Bank as one of the best in Africa began to slip into decline in the 1970’s.

The Institute of Education Planning and Administration (IEPA) of the Faculty of Education, University of Cape Coast was established in 1975 through a joint agreement between the Government of Ghana, UNESCO and the United Nations Development Programme (UNDP) to train officials and other personnel of the Ministry of Education and the Ghana Education Service (GES) in order to improve the quality of education. The Institute offers Master and M. Phil programmes in educational administration and planning and is involved in several consultancy activities related to leadership in education, such as regular review of the head teachers’ Handbook and other relevant projects. The Inservice Education and Training (INSET) Unit of IEPA mandated inter alia with strengthening the leadership for learning capacity
of primary school head teachers, runs inservice training workshops for the purpose. (www.ucc.gh/academics).

Other interventions have included Donor funded projects that have taken a wholistic approach to implementing educational reforms in which development of management and leadership competencies and skills of head teachers and other leaders in education have been addressed globally along with myriads of other problems in the education system. The USAID supported Primary Education Project (PREP) 1990 – 2000 whose purpose was to improve the primary education system, funded some teacher development activities amongst the many other educational problems addressed. An appraisal of the project revealed that it had little effect on school quality. (http://www2.edc.org/CSA/ed/htm)

The Free Compulsory Universal Basic Education (FCUBE) funded by the United Kingdom Department for International Development (DFID), launched in 1996 and delivered through the Whole School Development (WSD) approach (i.e. improving the whole school by mainstreaming all interventions), had improving efficiency in management as one of its goals. Head teachers were guided to adopt an open and participatory management style where school management boards, parents and students were considered partners in the day to day functioning of the school. Some 2,200 head teachers were trained in the promotion of primary practices in literacy, numeracy, problem solving, preparation of teaching material and use of performance appraisal instruments. An evaluation of the programme revealed that its most visible result was the impact on the level of teachers’ supervision and support, there were more head teachers and supervisors sitting in teachers’ classes, discussing with them lesson plans, looking at samples of student work and discussing with the teachers their career development (Akyeampong 2004). This was an achievement in the sharpening of instructional leadership which teachers receive in pre-service training, but the project missed out on other crucial competencies and skills in educational leadership and management.

On the impact of these interventions on leadership and management of education in Ghana, Oduro (2003 in Bush 2008:245) states that leadership and management development in education has been inservice, provided mostly by International Agencies. It is limited to schools in urban and semi urban areas for ease of access and the training programmes cease once the project funding is over. The one-time character of the Donor project is evident in the two examples discussed above and hence the limited impact. Zame et al (2008) decry the absence of programmes in educational leadership and management training in the many educational reforms which have been implemented to achieve quality education in Ghana. The study reveals that heads of basic schools lack professional preparation. These scenarios suggest that educational leadership and management development in Ghana has yet to be adopted among mainstream strategies implemented in the effort to achieve quality education.

Like in several African countries, there is need for legal and financial empowerment and focus to bring educational leadership and management development on board, as this is crucial in achieving quality education.
Ethiopia

Ethiopia has expanded access to education dramatically, but the quantitative achievement has contributed to declining quality. Prior to 1990, among interventions Government put in place to improve quality was professional development of school teachers and principals through centrally organized inservice workshops. Workshops are still mounted occasionally. A study of this intervention strategy by Tekleselassie (2002:59 in Bush 2008:244) reported that principals attended a one-month inservice course on school management. Limitations of the training included curriculum unresponsiveness to the training needs of principals, short duration of training, ill-preparedness of trainees and incompetence of trainers, disconnect between the training and the vision of the Ministry of Education and the training did not reach all teachers and principals. Hence the impact of the training for quality, through teachers or principals was negligible.

The Continuous Professional Development for Primary and Secondary School Teachers, Leaders and Supervisors (CPD) mounted between 2005 and 2008 whose overall aim is to raise the achievement level of students in Ethiopia, is expected to deliver better. According to national and state policies, it is intended to be ongoing, comprehensive and compulsory. It emphasizes “updating and upgrading.” While updating focuses on subject knowledge, pedagogy and improved classroom practice based on manuals and accompanying tool kits produced at national and district levels and implemented at individual schools or group of schools to guide teachers and principals, upgrading focuses on pursuing diploma, first degree or masters in educational planning and management programmes, previously restricted to a few Universities, but with CPD, more Universities and Colleges are encouraged to offer the programmes. It is in this context for example that in 2009 Ambo University introduced a first degree programme in Educational Planning and Management and Diploma in School Leadership and Management. It is too early to gauge the impact of the ‘upgrading’ strategy on professional development of principals and improved quality of education. Research on the updating strategy showed little cognitive learning and use of high order thinking skills, but there were many examples of supportive relationship between teachers and students, suggesting CPD support of the affective rather than cognitive dimension (Asgedon et al 2006:5). The impact of CPD intervention on raising the achievement level of students and promoting professional development of principals and other leaders in education in management skills is still negligible. But like other initiatives, there is need for longitudinal studies to assess the long-term impact on professional standards and the quality of education.

The Seychelles

An Island example of Africa – the Seychelles, a small country with only 33 schools which made it easy to train all the 100 senior education officers including head teachers in educational management at Masters level, through a one-time arrangement with the University of Warwick over a period of 5 years.
CONCLUSION

The foregoing discussion on the state of training leaders and managers of education in a sample of countries in Africa, shows that there is recognition of the need for professional preparation of education leaders and managers, which is seen as crucial among interventions required to achieve quality education. The recognition is also seen as a move away from the traditional view that school principals and other leaders in education only needed to be qualified and experienced teachers, but has yet to be adopted in mainstream planning of education by most countries and given legal and financial empowerment crucial for the survival of the programmes and for the neutralization of the Donor dependency syndrome.

There are disparities in the progress made, ranging from the non-starters, to those who have made notable progress in developing formal systems for the professional development of practicing and aspiring school principals and other leaders in education. In this respect, countries should share experiences through networking to strengthen and refine their respective programmes and to encourage development where they are absent.

Development strategies, processes, modes and practice vary. Most programmes are in-service and/or University study. Some are centralized for example Tanzania, others are decentralized e.g. South Africa. In recognition of the need of professional training of educational leaders in Africa, the World Bank (2007: x) suggests national or regional institutions that specialize in advanced degrees, or certificate for education leaders. The essential characteristic which is to be taken into consideration when adopting a training strategy should be its ability to facilitate effective implementation and delivery and to remain relevant.

Despite the countries varying backgrounds in such aspects as education systems and structures, cultures, levels of legal and financial empowerment, socio-economic profiles etc. there are similarities in program content, confirming common training needs across the countries.

Some of the programmes discussed have research components – for example Tanzania, South Africa and Kenya. Research is an essential part of training programmes which in addition to providing feedback for improvement should be sourced for dissemination and sharing of information to keep abreast of the state of the art of professional training in educational leadership and management on the continent and internationally.
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