

EDUCATIONAL LEADERSHIP DEVELOPMENT IN SUB-SAHARANI AFRICA

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The purpose of this article is to examine training provision in school leadership in Sub Saharan Africa; to review implementation of training viz: approaches used, content taught and delivery modes used; to ascertain challenges faced and the effect of training on school leadership; to identify emerging issues, thus pointing the way to future directions.

‘Research has shown that there is no one model to suit all situations. Long term evaluation studies are needed to assess the effectiveness of the models and to determine the impact on the principalship, the schools and the education systems and to propose alternative models and practices, commensurate with the changing function and role of school leadership in the 21st Century.’

Training of school Principals is a relatively new phase in education systems in Sub Saharan Africa. It has grown out of the need to prepare school Principals for their job. The Commonwealth Secretariat (1996) observed that education systems in Africa are expanding rapidly, yet teachers with teaching experience only, are appointed to manage complex schools without preparation. Research underscores this need. Marzano et al (2005) underline school leadership as key to the effectiveness of school organisation. Leithwood et al (2006) report that school leadership influences pupil learning. Bush et al (2011) found that schools whose leaders participated in leadership training significantly improved learner outcomes compared to those who did not. Studies conducted in Sub Saharan African countries also point to this need. Kitavi and Van der Westhuizen (1997:151) state that “the means by which most principals in developing countries like Kenya are trained, selected, inducted and in serviced are ill suited to the development of effective and efficient school managers...” Bush (2008:253) observes that in many instances (in South Africa) head teachers come to the headship without the preparation for the new role.” 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. Arikewuyo (2009:4) states that “professional training of secondary school principals in Nigeria is a neglected area in the education system” Oluremi (2013:1) further says of Nigeria, “appointment of principals... is not based on administrative professionalism but on politics and mass promotion” These research findings from different countries in Sub Saharan Africa, consistently point to the non development of the subsector. Hence 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.

The following discussion on initiatives in educational leadership training in six Sub Saharan African countries viz: Nigeria, Ghana, Ethiopia, Tanzania, Kenya and South Africa over the past three decades, provide insight into principalship training initiatives, prevailing conditions, trends, challenges faced and impact of training.

Initiatives

Notwithstanding the apparent virtual absence of training systems and programmes in educational leadership in Sub Saharan Africa, initiatives underway in various countries across the sub continent are discussed next.

Development of educational leaders in Nigeria may best be seen through the initiatives at the National Institute for Educational Planning and Administration (NIEPA), whose objective is ‘capacity building for the education sector planners and managers in Nigeria and the West Africa region. National Institute for Educational Planning and Administration-Home, and the National Open University of Nigeria (NOUN), which is among accredited Universities offering Masters in Educational Administration and Planning described as relevant training for school heads and administrative executives in educational settings.

Integration of the subsector into Government education policy and planning and budgeting processes are essential for the development and sustenance of the initiatives.

Nigeria’s National Policy on Education (2004:39-40) stipulates that “all teachers in educational Institutions shall be professionally trained... (the

aim) is to provide highly motivated conscientious and efficient classroom teachers for all levels of education system.” The focus of the policy is on the preparation of classroom teachers during preservice training. No mention is made of the preparation of school heads. Furthermore, the budget allocated to the education sector, which does not include the headship subsector, has been described as inadequate. The proportion of the national budget allocated to the sector over the years 2003, 2004, 2005, 2006 and 2013 has been 7 per cent, 12 per cent, 11 percent, 11 per cent and 8 per cent respectively. (Federal republic of Nigeria, 2004-2005). Kpolovie and Obilor (2013) state that Nigeria’s budgetary allocation to the education sector in the period 1963 to 2013 were significantly less than the 26 per cent recommended by UNESCO and there are ‘shocking revelations of annual budgetary allocations as low as 0.5 per cent’ (ibid:239). Given these stark policy and financial scenarios, Nigeria’s initiatives face uncertain future development.

The National Institute for Educational Planning and Administration was established in Ondo town, Ondo state of Nigeria in 1992 by the Federal Ministry of Education in collaboration with UNESCO/IIEP Paris. Arikewuyo (op.cit) reports that a review of ‘NIEPA’s’ 2008 programmes revealed that they had organised two to three days workshops and seminars for educational leaders from different fields including school heads, but not sufficient to solve the problem and to transform the underdeveloped educational leadership landscape. NIEPA has publicised its “open training online... (has) implemented online learning platform Moodle, which is an industry standard application (to) deliver course materials (and has announced) that the learning environment has been improved with an online portal (to) make it easy for students to keep on learning wherever they are (calls for) watch out for more information.” The pace of training activities at NIEPA seems tardy. Research notes that the situation remains bleak.

“Principals in Nigeria have no serious or professional training in educational management and are therefore bereft of the changing trends in administration of the 21st century” (Oluremi, 2013:49)

This situation may be attributed to policy and financial non commitments observed above, hence inputs necessary for optimum activity are inadequate. Arikewuyo (op.cit) recommends that NIEPA be legally empowered by amending the education policy; it be strengthened financially; and be availed adequate pertinent resources, to allow the institution to provide professional training to educational managers. With policy and financial support, NIEPA as a regional Institution has the potential to extend training to a critical

number of educational managers including head teachers and to transform the bleak landscape. Given the dynamic pace of technological development, NIEPA's nascent venture into digital delivery mode is timely, but must strategise how to cope with challenges that come with technology in terms of cost and relevance, and should make provision for training of both learners and personnel in ICT technology, without which the available e-learning platform products may not be fully utilised.

NOUN's broad content areas include: research methods, management, administration, supervision, information technology, finance and policy. NOUN is the only higher education institute in Nigeria and the West African region that has open and distance learning. The flexibility of the delivery mode in time, pace and space, gives the programme at NOUN leverage over similar programmes offered at conventional universities. The online e-application is open 24 hours, and the 54 regional centers are spread across the country (ibid) with support learning facilities that bring the education within reach of the learners. School heads among other clientele, are able to train while they continue with work. However access depends on ability to pay, and the programme is open to practitioners in other sectors of education as well and it is just one of the over 84 NOUN programmes offered (ibid). School heads are among the cross section of clientele participating in the various programmes offered. There is no specific policy and financial provision for head teachers. Given the mode of delivery and with pertinent policy and financial support, NOUN can bring change by focusing on head teachers and their programme throughout the country, taking advantage of the economies of scale and incorporating affordable digital learning materials besides print.

The Ghana initiatives may be examined at three points: the Government University-based graduate programme at the University of Cape Coast, and the Government partially Donor-funded 'Whole School Development' (WSD) programme - the Primary Education Project (PREP) and the free Compulsory Universal Basic Education (FCUBE) programme; all of which aim at improving the education system and its leadership.

Teacher education is one of the eleven education sub sectors budgeted for in the education sector, finance estimates for the period between 2003 and 2015 (MoE, 2003:40). The cost of training head teachers is not included in the estimates. Official perception of the function of the head teacher is

"...At the school level, the head teacher has management responsibility for schools. However the overall management is in the hands of the District, Regional and Headquarters' Directors."
(Republic of Ghana, 2004:3)

In this setting, courses are organised for education personnel at Headquarters, Regional and District levels. Head teachers receive training in financial management and education supervision (Republic of Ghana 2004:3). The need for training in other leadership functions is not taken into account.

Another is the Masters and M.Phil. Programmes offered by the Institute of Educational Planning and Administration (IEPA), Faculty of Education, University of Cape Coast. IEPA 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 personnel of the Ministry of Education and the Ghana Education Service (GES) in order to improve the quality of education. Besides these pioneer programmes of M.Ed and M.Phil in Educational Administration and Planning, new ones accessed by head teachers and others include MA in Educational Administration and M.Phil in Planning. IEPA is involved in several consultancy activities related to leadership in education such as regular review of head teachers' Handbook and other relevant projects. IEPA also runs service training workshops for strengthening primary school head teachers' instructional leadership. Training is thus delivered through traditional university teaching structures. Donor-funded projects have taken a holistic approach to implementing educational reforms in which development of 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 other educational problems addressed. An appraisal of the project revealed that it had little effect on school quality. 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 2200 head teachers were trained in the promotion of primary practices in literacy, numeracy, problem solving, and preparation of teaching materials 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 teachers their career development (Akyeampong,2004). This was an achievement in sharpening the instructional leadership competency, but the need for training in other headship functions remains unfulfilled. Delivery of training via traditional education structures and the global approach to solving problems in the education system have not facilitated educational leadership development.

Ethiopia has used various strategies for educational leadership development, viz: in service training, Continuous Professional Development (CPD) and Whole school. There was concern that the quantitative achievement gained with the expanded access to education has contributed to declining quality, hence the need for interventions in professional development of school teachers and principals and raising the achievement level of students (Federal MoE, 2010).

Among interventions put in place prior to 2004 was the centrally-organised in service workshops. A study of this intervention by Teleselassie (2002:59 in Bush 2008:244) reported that principals attended a one – month in service 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 cover all teachers and principals. The impact of training for quality through teachers and principals was negligible.

The Continuous Professional Development for secondary school teachers, leaders and supervisors mounted between 2005 and 2008 is expected to deliver better as an ongoing programme. It proceeds on two fronts – **updating** which 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, principals and supervisors; while **upgrading** focuses on pursuing Diploma, first degree or Masters in educational planning and management programmes, which Universities and Colleges are encouraged to offer (MoE 2009-info.moe.gov.et/cpdocs/fwk.pdf). It is in this context for example that in 2009, Ambo University introduced a first degree programme in Educational Planning and Management and a Diploma in School Leadership and Management.

The introduction of the Education and Training policy of 2010 shows that the search for a strategy continues. One of the five core priorities identified in the education system as requiring action was:

"...school functioning needs further improvement, in particular concerning school leadership. Irrelevant and uncoordinated training courses have not... translated systematically into improved work practices ... " (Federal MoE, 2010:12)

The new strategy was advanced in the 2012 'Whole School Transformational Change Implementation proposal' viz:

"The Thinking Schools Ethiopia (TSE) approach is a whole school system approach that builds capacity inside out, developing a foundation that is reflective, sustainable, collaborative and replicable. TSE is part of a greater global collaboration that supports multidirectional development... life skills (are developed) for use with problem solving in school, life and work" (AAEB, TSE 2012:3)

The strategy targets all players in the education system: teachers, leaders, students, parents, the community etc. The underlying principles with respect to school Principals - counted among leaders are that they work best on problems and interventions they have identified themselves; they become more effective when encouraged to examine and assess their own work and then consider ways of working differently; they help each other by working collaboratively and with colleagues on professional development (ibid).

The research-based training approaches used and expected to produce creativity and innovativeness in the whole school community i.e. students, teachers and the leadership, include: reflective questioning and listening; use of cognitive processes in thinking; use of visual tools to map out ideas; collaborative networking between schools, community and globally; developing characteristics and dispositions where habits of mind are engaged and organising physical space and resources (ibid).

Facilitation techniques depending on the situation and availability include traditional delivery modes and modern technology such as video, DVD, internet, skipping, documenting etc.

Implementation started with Addis Ababa Education Bureau (AAEB) school system, as a model for regional and whole country implementation. Since 2010, 2000 Ethiopian educators have participated in Growing Thinking Schools' trainings. In 2012, AAEB team underwent week long training. In June 2013, training of 40 Government School Principals was funded through Initiative Africa by USAID and World Vision. From 16th to 17th June, 2014, 80 educators (including eight principals) from ten AAEB model schools participated in the Growing Thinking Schools training. Training activities continue.

In the CPD and TSE training approaches, the Principal/principalship stands out as team players, and not a standalone role, hence the difference from approaches such as that of South Africa working towards professionalising the principalship.

The Agency for the Development of Educational Management (ADEM) is the institution in Tanzania for training school managers and educational personnel. The purpose of ADEM is to train current and future leaders, managers and administrators in the entire Tanzania education system. 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 and miscellaneous administrators in education. ADEM is located at Bagamoyo in what was previously a Teachers' College which has been renovated and expanded to cope with the new function.

The enactment of the executive Agency act No. 30 of 1997 which created ADEM is evidence of Government commitment, providing the legal basis it requires for assured functioning and growth. ADEM was launched on 11th August 2001 in the Ministry of Education and Vocational Training. Currently, it is an autonomous Government entity, and has an outreach Campus in Mwanza City in the Lake Victoria region of Tanzania (ibid).

ADEM offers a two year Diploma in Educational Management and Administration (DEMA) and several short courses (ibid).

The Two-year Diploma contents are:

- Organisational 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 and Leadership
- Staff Training and Development
- Educational Policy Legislation
- Guidance and Counselling
- Development Studies
- Educational Action Research
- Independent Study and Field Study

Short Courses are:

- 3-month certificate course for primary school head teacher
- 3-month certificate course for secondary schools
- 1-month induction course for heads of secondary and primary schools
- 1-month Refresher courses for teacher colleges' principals and vice principals
- Planning and school mapping in education course
- Financial planning and decision making course
- Two-week school committees training.

Other Activities include:

- Research and development in the field of education and management
- Advice and support for Regional and District Education Officers and Heads of Secondary and Primary Schools (ibid).

Training approach combines theory and practical fieldwork and projects. The ICT facilities both print and electronic resource center provide facilitative support to the training. Between 2007 and 2010 ADEM offered educational leadership and management and other related courses to a total of 6,656 participants including primary and secondary school heads and ward, district and regional education officers (Ministry of Education and Vocational Training United Republic of Tanzania, 2010:32).

Tanzania designation of all current and future leadership in education for training is in recognition of the importance of overall capacity building in improving education as a whole. The expected end result is similar to that of Ethiopia and Ghana reviewed above, but the training approaches of the three countries are different. The end result of training approaches focusing on empowerment of the principalship e.g. South Africa, seen as crucial in improving 'pupil learning' and 'improved school organisation' is improved education system. The emerging picture is that the end goal of all initiatives in educational leadership and management development is to improve the entire education system, but the approaches vary from country to country.

ADEM is among twelve organisations from eight Sub Saharan African Countries (Malawi, Mozambique, South Africa, Swaziland, Tanzania, Uganda, South Sudan and Zambia) running programmes in educational leadership and management development, who are members of the Leadership in Education for African Development (LEAD Link) regional network which was conceived and initiated by ADEM in 2005 and is registered as an entity. The virtual hub of LEAD Link located on the EM E-Office www.emeoffice.com- a knowledge portal and communication platform which provides access

to internet. Functionality of the LEAD Link was extended with e-learning modules. Thus user can link to most of the major sites on educational management development and reviews of relevant books and journals. In this way, information, knowledge and experience are shared. Materials and information available are for members to support teachers' training colleges and schools. The site is a shortcut compared to traditional models of training which take long for information to reach users. EM E-Office was created using the intelligent software Easy-Site/ Communist- E which enables users to build professional working sites that include additional functions such as questionnaires, newsletters, web logs, convening forums, documentation, statistics etc. Network Organisations pay their own costs, but there has been some financial support from Donors including Netherlands' Ministry of Foreign Affairs, Plan Netherlands and South African-based Shuttleworth Foundation.

Non recognition of the importance of formal training in educational leadership and management in Kenya prior to 1980 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 in serviced 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."

Currently, the Kenya Education Management Institute (KEMI) offers courses in educational leadership and management. Its objective is "to build capacity of education personnel to empower them to deliver education services effectively and efficiently". KEMI started off as the Kenya Staff Institute (KESI) which was established in April 1981 on the recommendation of the National Committee on Education policy (NCEP). It received legal status in 1988 through notice 565/1988. It was established with funds from the World Bank and the Government of Kenya, and was located at Kenyatta University. Capacity development of the Institute was provided by the University of Pittsburgh and University of Manchester in the 1980s; UNESCO-BREDA, UNESCO-IIEP, the Commonwealth Secretariat and USAID in the 1990s; and the Belgian Development Cooperation (VVOB) between 2000 and 2010. KEMI, the successor of KESI relocated to its

present premises – the former Highridge Teachers' College in Parklands, Nairobi in 2006 and was launched by the Minister of Education in 2007. It is fully funded by Government and has established eight outreach Regional Centers in main towns of the country.

KEMI's multi-mode approach to training, combines conventional and open and distance learning modes of delivery, which afford participants choice of mode compatible with their time, pace and space constraints. Like Tanzania, the programme targets other education personnel besides heads.

Programmes for Head Teachers include:

- Residential six months Diploma in ICT Integration in educational management
- Residential three months courses viz:
 - The National Qualification in Educational Management
 - Pedagogical Management
 - Financial management
- Other courses:
 - Fundraising and resource mobilisation
 - Leading and building top performing schools
 - Performance contracting
 - Transformational education leadership
 - Negotiation skills
 - Managing public and private partnerships
 - Executive educational leadership

Programmes for Deputy Heads include:

- Residential six months Diploma in ICT Integration in Educational Management.
- Residential three months courses viz:
 - The national qualification in educational management
 - Pedagogical leadership
 - Performance management
 - Building top performing schools

Programmes for Heads of Departments and Senior Teachers include:

- Residential six months Diploma in ICT Integration in Educational Management
- Residential three months courses viz:
 - Pedagogical leadership
 - Performance management
 - Building to performing schools
 - Management in education

School Bursars and Accounts Clerks attend:

- Residential three months National Qualification in Public Finance Management

School Management Committee and Boards of Governors members attend:

- Residential three months course in Governance of Education Institutions.

Research Programme Officers attend:

- Research programme and training in data analysis using SPSS

KEMI also offers Diploma in Educational Management through the distance mode of delivery, to head teachers and teachers wishing to participate. This is a practical delivery approach, given that head teachers are running schools full time, teachers are teaching full time and they are spread throughout the country. The flexibility of distance education allows them to organise their time, pace and space in order to access and participate in the training at their own convenience, compared to the programmed residential training reviewed above whose rigidity excludes many. In this way, KEMI is also taking advantage of the economies of scale to train as many heads and teachers as possible in the shortest possible time, which is not possible to achieve in the programmed residential courses.

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 aspiring 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 was 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. It is expected that by the time all heads complete the programme, all primary and secondary schools in Kenya will be under management of trained manpower.

In South Africa, recognition that academic and professional qualifications focusing on classroom teaching and learning, and teaching experience alone were not adequate preparation for the school headship job. Therefore,

programmes implemented over the years were in response to the need. The National Department of Education has provided in service training for newly appointed principals since 1967 to date (Boshoff 1980 in Van der Westhuizen and Van Vuuren, 2007). By 1980, about six tertiary Institutions were offering formal study programmes in Educational Management and since 2005 almost all tertiary training institutions offer the programmes (ibid). These efforts have limitations. The Government Task Team on Education of 1996 was critical of much of University provision because of the emphasis placed on earning qualifications and acquiring certificates rather than the transferring of skills learnt to the management of institutions (Department of education, 1996).

In spite of these developments, South Africa did not have a compulsory specifically designed qualification for principalship, hence the situation described by Bush, (2008:253) that “in many instances... head teachers came to the headship without the preparation for the new role.” Also the shift to self management of schools in the post political dispensation period put additional responsibilities on school heads, including budgeting, and the setting of school fees, whose effective management require training which many did not have. 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 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 (ibid: 264).

Thus in the period following political dispensation-1994, the concern has been about putting in operation a

“Uniform professional and academic qualification and a career path which can form part of a national training programme for school principals” (Kunene and Prew, 2005: 4 in Van der Westhuizen and Van Vuuren, 2007:434)

The White Paper on Education and Training of 1995 initiated the process of developing a national policy framework for education management and leadership development. Subsequent policy considerations led to the introduction and registration of a single qualification across South Africa called the “Advanced Certificate in Education (ACE) (School Management and Leadership). It subsequently developed as a National Professional Qualification for Principalship within the National Qualification Framework, eventually to be considered mandatory for new principals (ibid). ACE was launched by the National Department of Education in 2006 and was piloted

between 2007 and 2009 in six provinces by five Universities including the Faculty of Education at the University of Johannesburg in collaboration with the Mathew Goniwe School of Leadership and Governance.

The purpose of ACE is to empower 'School Management Teams' and aspiring head teachers with skills, knowledge and values needed to lead and manage schools effectively and in this way contribute to improving the school system. It is a two year part time qualification offered by Higher Education Institutions in South Africa. The curriculum is outlined below:

Fundamental modules viz:

- Develop a portfolio to demonstrate school leadership and management
- Leading and managing effective use of ICTs in South African schools.

Core modules, viz:

- Understand school leadership and management in the South African context
- Language in leadership and management.
- Manage policy, planning school development and governance
- Lead and manage people
- Manage organisational systems, physical and financial resources
- Manage teaching and learning.

Electives listed below are part of the national programme, (but an Institution may develop one or more electives to respond to national, provincial or regional needs)

- Lead and manage a subject, learning area or phase
- Mentor school managers and manage mentoring programmes in schools
- Plan and conduct assessment
- Moderate assessment

The ways in which Higher Education Institutions implement ACE programmes are varied. This amounts to ACE development that is 'uneven and variable in its structures, design and delivery' (CHE 2010:123).

Prospective students are adults, full time teachers with family and community responsibilities. They come from a wide geographical spread – rural, peri urban and urban area. Given students profile, access has a lot to do with flexibility in programme delivery. The Council on Higher Education (CHE) reported that between 2005 and 2006, there was a decline in ACE

contact programme enrolments and growth in distance programmes offered in eighteen Universities, the highest enrolments being at University of South Africa (UNISA) North West University (NWU) and University of Pretoria (UP) (CHE, 2010:12). The increased enrolments in ACE distance programmes underpins the resilience and capacity of the delivery mode in opening access to education in a typical educational settings, and taking advantage of the economies of scale, in contrast to conventional modes.

ACE programmes depend on bursaries or private enterprise as many students cannot afford the token fee charged by Institutions (ibid: 121). This denies access to many despite programme flexibility.

An example of institutional delivery is the ACE distance programme offered at the University of Pretoria, South Africa Institute of Distance Education (SAIDE) commencing 2002. The expected overall outcome aligned to the ACE national purpose is to produce specialist education managers who are highly competent in terms of knowledge, skills, principles, methods and procedures relevant to education management. The content consists of Education Management, Organisational Management, education Law and Social Contexts of Education and Professional Development. Students are dispersed in rural areas and most of them have no access to computers and internet. Teaching is thus conducted through print resource materials, learning guides, tutorial letters, administrative booklets, face to face contacts and tutorial sessions run at various centers across the country, facilitated by contracted part time tutors. In 2004 and 2005, 1970 students graduated from the programmes. They found the programme beneficial to their personal development, professional practice, schools, learners and colleagues (Aluko, 2009). But Bush et al (2011) caution that links between ACE and school improvement need a longer period to ascertain.

A second example is the teaching of ACE Mathematics offered by 14 Institutions about which CHE (2010:111) states that

“In responding to students demographics, student enrolment dynamics and the Wide geographic spread of the ACE offerings, Institutions can only reasonably offer (ACE Mathematics) using a mixed mode delivery system and this is what most do”

Started in 2009, the African Institute for Mathematical Sciences Schools Enrichment Center (AIMSSEC) teaches ACE Mathematics in partnership with the university of Fort Hare and the University of Stellenbosch. The purpose of the programme is ‘to train Mathematics Subject Leaders.’ The focus is on subject leader and not headship. The content is largely mathematics and

some professional education units viz psychology and general didactic. The programme is delivered via mixed mode strategy, consisting of residential sessions conducted at designated centers; interactive telematic mode which consists of six interactive full day telematic sessions per year at a local center near where the students live- the sessions are networked workshops facilitated by a lecturer, the mode allows students to interact with each other and the lecturer; the e-learning component consists of weekly sessions that involve communication via moodle course Management system and cell phones, it allows discussion, questions and sharing of experiences between students and the lecturer, study materials are supplied and assignments are submitted at end of each month.

These two examples illustrate CHE's concern highlighted above, about ACE developing as 'uneven and variable in its structure, design and delivery' which can compromise the intended purpose. It also brings to the fore an issue visited earlier-of the need to go beyond course learning to transferring the skills learnt to the management of schools.

Emerging Issues

Initiatives in the development of educational leadership in the six Sub Saharan African countries reviewed show that there is awareness of the importance of educational leadership development in improving education systems. An awareness that seek to take part in the growing global recognition of the 21st century, that effective educational leadership is vital in improving school organisation, learning outcome and education system. A recognition that is underscored by research discussed. Thus, the issue is where to go from here and how to get there.

As an emerging sub sector in education, government leadership and support through inclusion within education policies, development planning and budgeting processes are fundamental to the governance of operations, and for directing growth and productivity. Nigeria's NIEPA's nascent venture into internet-based multimedia technologies for example, requires implementation of necessary organisational policies and changes to make the use of the technologies effective. In South Africa, the Advanced Certificate in Education (School Management and Leadership) which is the National Professional Qualification for Principalship within the National Qualification Framework offered by Higher Education Institutions across the country derives its legal authority from the White Paper on Education and Training of 1995. That ACE has been implemented in these institutions where it did not

exist before underlies the importance of legal authority. Initiatives operating within general guidelines derived from education policies, for example the holistic approach projects of Ghana and Ethiopia respectively, the outcomes are general, and the way forward for improvement of the education system may not be easily deciphered. Thus, enactment of appropriate Laws is an important starting point. Overall, there is need to integrate future development of educational leadership initiatives' laws within the education policies.

Activities of some of the initiatives reviewed have relied on donor finding. For example, Nigeria's NIEPA was established by the Federal Ministry of Education in collaboration with UNESCO/IIEP Paris. Ghana's IEPA was established through a joint agreement between the Government of Ghana, UNESCO and UNDP while the holistic approach PREP and FCUBE projects were supported by USAID and DFID respectively. The GTS training programmes in Ethiopia have been funded by USAID and World Vision among others. Kenya's KEMI was established with funds from the World Bank, and capacity development was provided by the University of Pittsburgh, University of Manchester, UNESCO BREDIA, UNESCO IIEP, the Commonwealth Secretariat, USAID and the Belgian Development Cooperation (VVOB). LEAD Link has received donations from the Netherlands Ministry of Foreign Affairs, Plan Netherlands and the South African-based Shuttleworth Foundation among others. The exception among the six countries is South Africa.

Donor funding has been instrumental to getting some of the initiatives off the ground. However, dependency on foreign funding can undermine the sentiment for and commitment to the initiatives, thus negating the spirit of ownership which can retard development. It can also be inappropriate if externally driven solutions are imposed. Hence the importance of including the initiative in Government's development plans and the budgeting process and integrating relevant Donor funding in the planning and budgeting process for the purpose of enhancing the subsector. However, countries need to build capacities to be self sufficient.

Training in the core content areas, viz: educational management and leadership, pedagogy, finance and ICT, conducted by different providers in varying educational contexts, has amounted to the development of varying content coverage, structures, designs and delivery modes across the initiatives and countries. Each of the educational leadership programmes discussed is linked to factors in the local context driven by the need to evolve a training structure that works well in own education systems, to produce the type of educational leadership model desired.

South Africa's ACE is a single qualification for school heads across South Africa. It is the result of a search for a 'uniform professional qualification... for school principals'. The learners are principals and aspiring principals. It is offered by Higher Education Institutions across South Africa, hence the variation in the structure, design and delivery as seen in the examples of the SAIDE's distance education ACE, and the AIMSSEC's delivery of ACE Mathematics via interactive telematic and e-learning discussed above. The training prepares the learners to be able to take full responsibility of the job of the school principal. Hence the 'single principalship educational leadership model' referred to by the Queensland Catholic education Commission(2006) as the traditional model: But it is a 'single principalship' with varying strengths and experiences from school to school, given the varying structural, design and delivery modes, likely to impact on schools and the education system differently.

Tanzania's ADEM aims at improving the entire education system. The single institutional based training structure targets current and future leaders, administrators and managers in the entire Tanzania education system (inclusive of head teachers) DEMA, the award for school heads is one of the assortment of residential courses offered, tailored to the occupational learning needs of the respective groups. This is training in which improvement of the school and education systems are seen as a collective responsibility. Hence, the 'collective responsibility educational leadership model' in which the Principal is the head of the school in the education system to which each trained participant contribute their part.

Kenya's KEMI, is also a single institutional residential training structure aims at improving the school system. It targets professional personnel in the school system (including the head teacher). The National Qualification in Educational Management (NQEM) is one of the capacity building training awards for heads, deputy heads and senior teachers, all of who also receive training and certificates in specific occupational skills including ICT, finance, leadership, pedagogy, resource management and mobilisation, performance contracting etc. other personnel in the school system, viz: bursar and accountants. School Committee members, research and IT personnel also receive capacity building training and awards in specific skills relating to their jobs. KEMI also offers the NQEM training to head teachers and aspiring heads through the distance education mode of delivery. Trained personnel contribute to the improvement of the school through the inclusive leadership of the Principal, hence the 'inclusive capacity building educational leadership model'.

Ghana's IEPA, Nigeria's NOUN (through distance education) Ondo University, and other Universities' undergraduate and graduate programmes in educational administration and planning, are traditional university qualifications. They draw participants from various backgrounds, including school leadership. The focus of training is not improvement of principalship, the school nor the education system, it is general. Participants are motivated by receiving a higher qualification. Provision of degrees, courses and programmes in leadership at Universities and tertiary level institutions is on the increase. Within educational administration and planning, specific programmes should be designed in school leadership, which should target school heads and prospective heads and thus provide relevant preparation, which should contribute to the development of school leadership.

Ghana's whole school development approach seeks to improve the entire school and education system by mainstreaming all interventions and targets (including head teachers) in the training. Each target is expected to function more effectively in doing their job. As a result of the interventions, and in so doing improve the school and the education system hence the holistic school improvement educational leadership model. Ethiopia's 'whole school transformational change' approach, targets all players in the education system, which are facilitated to adopt a creative and innovative approach to problem solving in school, life and work. As a result, the school head is expected to function creatively and innovatively in solving school, life and work problems in collaboration with other players in the education system; hence the 'holistic problem solving educational leadership model.' Addressing school and education system's challenges globally as in these two examples, does not focus on school headship sufficiently and hence does not facilitate the development of the role of the head teacher.

NIEPA's objective is capacity building for the education sector planners and managers in Nigeria and the West Africa region. It was seen above that progress is slow in NIEPA's programmes delivered via traditional educational structures such as workshops etc. And that NIEPA has introduced online learning. The venture into digital delivery mode is an important development and has great potential given the geographical spread and the large numbers of prospective learners who are working people and have other societal responsibilities. This is a venture that should be encouraged and empowered through taking care of organisational, pedagogical, financial and legal issues. Its success can revolutionise the apparent bleak educational leadership landscape in the region.

Each training structure discussed has evolved own unique model that suit its functioning. Alternative models have been applied in the same country during the same period-for example, Ethiopia, Ghana, Kenya, Nigeria and South Africa. In his investigation into alternative models of school leadership in the United Kingdom, New Zealand and Australia Poole (2010) found that alternative models of school leadership were adopted in the UK schools to address specific needs, and concluded that there is no single model to suit all circumstances. The single principalship model has been criticised on the grounds that schools in the 21st century are more complex, and the role of leading them is malfaceted, the challenges cannot be met with the 20th century single principalship model (ibid). Some preliminary results of the impact of some of the initiatives reviewed have been reported: for example SAIDE's ACE distance programme whose graduates have been reported to have acquired useful skills and the Ghana PREP project which was reported to have had little effect on school quality. Long term evaluation studies are needed to assess the effectiveness of the models and their impact on the principalship, the school and the education systems.

Much of the training reviewed is delivered through traditional educational structures for example, Ethiopia's TSE workshops; the KEMI and ADEM in service residential programmes of Kenya and Tanzania respectively; Ghana's WSD workshops and seminars and the IEPA and Ondo University undergraduate and graduate programmes. Modern educational technology is widely used in today's education practice, and has transformed teaching and learning using new methods of teaching, materials organisation and increased access. Remaining stuck in traditional educational practice is creating professional and knowledge divide between Institutions/Organisation in Sub Saharan Africa, and between the sub continent and the World.

Examples of programmes delivered via open and on ground distance education include the SAIDE ACE programme at the University of Pretoria, the NOUN programme in Nigeria and the KEMI programme in Kenya. These programmes are driven by print media: printed resource materials, study/learning guides, administrative booklets and face to face/tutorials sessions run at outreach centers, facilitated by contracted part time tutors. Open and distance learning has emerged as a credible alternative or supplement to traditional educational delivery techniques. It has great potential because of its flexibility. Thus there is need to mobilise more institutions in the implementation of open and distance education, by assisting in the establishment of infrastructure and programme development.

New forums of open and distance learning based on new technology i.e. ICT technologies especially those supported by internet using the World Wide Web have created opportunities for the design and delivery of training. The AIMSSEC University of Fort Hare-University of Stellenbosch's use of interactive telematic and e-learning modes in the delivery of the ACE mathematics is an example. Online learning allows learners to participate in high quality learning situations. It allows inclusion of expert speakers and students from other institutions. It allows access to extensive learning materials located anywhere in the world, such as scholarly articles. Learners can access the virtual classroom 24 hours, anywhere in the world provided they have a computer and internet connection. On ground distance education and traditional educational structures cannot do all this. But online learning has organisational pedagogical and financial implications. AIMSSEC learners for example access their virtual classroom at designated centers during scheduled hours, because not all learners have a computer and internet connection at their respective locations. In today's knowledge based society made possible through the expansion of new information bearing technologies, dependence on traditional educational structures alone, limits knowledge development, and hence the danger of the growing knowledge divide between programmes and between countries which can be prevented by keeping pace with modern educational technological development.

LEAD Link discussed above is a bold step into the use of modern educational technology in educational leadership development. As a virtual hub with a membership of twelve institutions/Organisations from eight countries, the way forward should be to extend membership to other institutions/Organisations (and by extension countries) in Sub Saharan Africa, working in the development of educational leaders, and to use the hub as a catalyst for sharing information knowledge and experiences to develop needed capacities. It is a potential platform for training, exchanging training materials and expertise and conducting research.

Conclusion

The foregoing discussion on educational leadership development in Sub Saharan Africa based on initiatives in six countries show that there is recognition of the need for professional preparation of educational leaders, seen as crucial among interventions required to improve schools and education systems. Sub Saharan Africa is thus part of the 21st century's

growing global recognition that effective educational leadership is vital in improving schools and education.

As an emerging sub sector, empowerment through integration into Government education policies, planning and budgeting processes is essential. This support is absent in some countries, thus relegating training initiatives to uncertain future development. Some of the initiatives have relied on donor funding which has been instrumental to getting some of the programmes off the ground. Notwithstanding the important role of donor funding, dependency on foreign funding can undermine local commitment and can result in imposition of externally driven solutions. Sub Saharan African countries need to build capacities to be self sufficient.

Training, conducted by different providers in varying educational contexts has amounted to the development of varying structures, designs content coverage and delivery modes across the initiatives and countries.

Each of the initiatives is driven by the need to evolve a training structure linked to the local context, one that works well in own educational system to produce the type of educational leadership model that is relevant to the local setting. Each initiative is evolving a model unique to itself- thus different educational leadership models are developing. Research has shown that there is no one model to suit all situations. Long term evaluation studies are needed to assess the effectiveness of the models and to determine the impact on the principalship, the schools and the education systems and to propose alternative models and practices, commensurate with the changing function and role of school leadership in the 21st Century.

Targeted participants for the educational leadership programmes are head teachers and prospective heads, who have full time school, family and societal responsibilities. The clientele are located in diverse settings including urban, semi urban and remote rural areas. Provision of training is through a variety of delivery modes, ranging from traditional educational delivery modes to modern educational delivery techniques. Much of the training reviewed is delivered through traditional educational structures. Remaining stuck in traditional educational practice, in the fast changing world of modern educational technology is creating a professional and knowledge divide, which must not be allowed to grow. Some of the programmes are delivered via on ground, open and distance education. Open and distance education has emerged as a credible alternative or supplement to traditional educational delivery techniques. Given the geographical spread and the work, family and societal constraints of participants in Sub Saharan Africa, open and distance education has great potential and should be adopted more widely.

There is need to mobilise more institutions in the implementation of open and distance education by assisting in the establishment of infrastructure and programme development.

A few initiatives are using open and distance learning based on ICT Multimedia technologies and internet, using the Wide World web. Use of internet technologies can be a solution in teaching, learning and management of the education task in the geographical and learner situation explained above, as the virtual classroom can be accessed 24 hours anywhere in the world provided the learner has a computer and internet connection. Lack of, or slow internet connectivity and low bandwidth; and lack of, or scarcity of computing resources such as servers, computers, software etc. has affected the ability of many Sub Saharan Africa's regions and Institutions to adopt the e-learning mode of delivery.

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