

PARTNERS FOR CHANGE

SCHOOL LEADERSHIP

SUB-SAHARAN AFRICA



PARTNERS FOR CHANGE

The British Council works in partnership with key institutions across Sub-Saharan Africa to help improve the service that schools provide to children and young people. Above all, we recognise the role of strong school leadership in driving sustainable and effective change. By promoting quality education, sharing international best practice, and facilitating dialogue between policy makers, practitioners and education leaders, we influence whole-system reform to help improve learning outcomes.

OUR WORK

EDUCATION POLICY

We support the development of policies that enhance learning and ensure the security and happiness of learners.

STANDARDS AND QUALITY ASSURANCE

We help to develop professional standards for school leaders that support professional development and certification, recruitment, monitoring, evaluation and performance, as well as quality assurance mechanisms that encourage accountability and responsibility at all levels.

SCHOOL MANAGEMENT

We provide support to schools in the management (recruitment, appraisal and development) and empowerment of teachers. We help to improve the management of other school resources, such as finances, infrastructure, learning materials and equipment.

COMMUNITY ENGAGEMENT

We facilitate community engagement with schools, from engaging parents in their children's learning, to helping communities hold schools accountable for – and contribute to – learning outcomes. We also support schools with their readiness to respond to external factors that threaten children's welfare, such as civil unrest, abuse and disease.

OUR APPROACH

We work collaboratively with governments, civil society partners and individuals to strengthen school leadership. Our professional development, consultancy and programme management services support national, institutional and even individual development priorities, are in line with national policies and plans, and build on existing processes. Our work in 23 Sub-Saharan African countries enables us to support school leaders from all corners of the region to learn from each other's experiences. Through our global network of partners, we can provide access to the very latest thinking and practice in leading and supporting schools, and in improving learning outcomes.



THE BRITISH COUNCIL GLOBAL CHILD PROTECTION POLICY STATEMENT

We believe that all children have potential and that every child matters – everywhere in the world. The British Council affirms the position that all children have the right to be protected from all forms of abuse as set out in article 19, UNCRC 1989.



OUR TRACK RECORD

CONNECTING CLASSROOMS

COUNTRIES: Global
LIFECYCLE: 2012–15

Through Connecting Classrooms we offer a range of activities to help teachers, school leaders and other education professionals enrich learning in schools and prepare learners for a globally interconnected world. Activities include professional development courses, to help educators deepen their experience in several practice areas, and school partnerships, to create sustainable links between schools across Africa and the UK. Connecting Classrooms builds on the success of the DFID-funded Global Schools Partnership programme.

School leadership

School leadership courses offered through the programme focus on raising educational standards through sharing experiences and skills to help school managers become inspiring leaders.

These courses are led by a network of 81 facilitators across 23 countries in Sub-Saharan Africa.

Access to ICT

Providing access to ICT in schools and supporting its use in learning and teaching is enabling international engagement and helping teachers and students access a wide range of teaching resources through our interactive online platform.

Tailored solutions

In **Mauritius** a ten-day professional development programme for secondary school heads and deputy heads, integrating elements of the school leadership course materials, is being provided through collaboration with the Institute of Education. Senior staff in 90 per cent of the country's secondary schools have completed the programme so far. The Ministry has also been assisted in

developing and implementing a quality assurance framework for schools.

In **Ethiopia** an integrated schools offer has been piloted through partnership with the Amhara Regional Education Bureau. The offer brings together the Connecting Classrooms school leadership programme with other British Council products, such as Premier Skills, Badiliko (connecting schools through digital hubs) and the Learn English Audio Project (including the provision of solar MP3 players). The pilot project involved 175 schools and 450 school leaders, while a further 162 schools and 396 school leaders have been involved as the project has spread to three other regions.

In **Rwanda**, we have worked with the Rwanda Education Board to put pedagogical leadership on the policy agenda by supporting the articulation of national standards for school leaders.

OUR TRACK RECORD

TEACHER PERFORMANCE AND INTEGRITY IN KENYA PROGRAMME

COUNTRY: Kenya

CLIENTS: Ministry of Education, DFID

VALUE: £1.81 million

LIFECYCLE: 2013–15

Through the Teacher Performance and Integrity in Kenya Programme, we support the Teachers Service Commission to address concerns about teachers in Kenyan schools, namely chronic absenteeism, discipline and performance appraisal.

The project team works to raise awareness of, and encourage compliance with, the Teachers Service Commission's Code of Regulations and Ethics by supporting revisions to the code, distribution of the code to schools and evaluation of the use and impact of the code on disciplinary cases.

Teacher performance and appraisal

Teachers Service Commission staff at the commission's headquarters and in six pilot counties are being trained to support school-based teacher performance management. A teacher appraisal and development system (TAD) is being introduced in the pilot counties, and head teachers and members of school boards of management are being trained in using the system.



Sustainable outcomes

Over the duration of the programme, 40 per cent of schools, teachers and students in the six pilot counties will be included and around 150 Teachers Service Commission staff and 150 members of

school boards of management will be trained. The pilot TAD system will also be evaluated and a strategy will be developed to expand the system beyond the pilot counties.

SUPPORT TO THE DEVELOPMENT OF ETHIOPIA'S POSTGRADUATE DIPLOMA IN SCHOOL LEADERSHIP

COUNTRY: Ethiopia

CLIENT: Ministry of Education

VALUE: £20,000

LIFECYCLE: 2013

We worked with the Ministry of Education and universities in Ethiopia to develop a postgraduate diploma in school leadership that will soon become a requirement for all head teachers. We supported a curriculum review and validation process, assisted in

syllabus and module development, and facilitated a short training course for faculty across Ethiopia who would be implementing the programme. In the process, professional development was provided to 50 school leadership specialists.

Practical support for school leaders

The new diploma focuses on bringing about real change in working practices

and schools and is aligned with the newly introduced National Standards for School Principals. The mixed-mode, 15-month programme (including face-to-face and workplace-based/distance learning) covers a range of themes, from the management of educational change, educational policy and school-community relations, to resource management and school planning.

OUR TRACK RECORD

EC SUPPORT TO EDUCATION IN ERITREA

COUNTRY: Eritrea

CLIENT: European Union

VALUE: €4.08 million

LIFECYCLE: 2007–11

We helped strengthen the capacity of Eritrea's government to improve access to, and the quality of, education in schools, including a particular focus on improving teacher development and school leadership.

Teacher development

A focus on raising the professional status of teachers led to 1,292 middle school teachers passing examinations to be upgraded to diploma level and 201 primary

school teachers passing examinations to be upgraded to certificate level. A national teacher education policy was developed, leading to a new national curriculum for teacher education at diploma level.

Continuing professional development

A continuing professional development strategy was developed, identifying three areas for teacher development: formal courses (accredited), non-formal in-service courses and workshops (non-accredited) and an informal school-based day-to-day reflective process.

School leadership training

A 150-hour training package for school directors in leadership and management was introduced, consisting of 70 hours of face-to-face training and 80 hours of school-based assignments.

School improvement

A practical toolkit on school planning, classroom-based teacher improvement, and school improvement and performance monitoring was produced to support school directors and supervisors with improving learning outcomes.

INTERNATIONAL INSPIRATION

COUNTRIES: Global

CLIENT: International Inspiration Foundation

VALUE: Approximately £13.7 million

LIFECYCLE: 2007–14

International Inspiration is London 2012's sports legacy programme, which we deliver in partnership with UNICEF, UK Sport, Youth Sport Trust and the independent charity, the International Inspiration Foundation. It was developed to inspire a generation and is the first programme of its kind conceived and implemented by a host city.

The programme works on three levels: with policymakers, practitioners and directly with children and young people. We support policy makers with national policies that support physical education (PE) and sport in schools. Teachers and coaches in the UK and around the world are getting the skills and access to training resources to make PE lessons more meaningful, innovative and exciting for young people. More young people are taking part in PE and sport, enabling them to develop new skills and fulfil their potential.

From the beginning in 2007 the target was to take International Inspiration to 20 countries and enrich the lives of 12 million children. In February 2012, five months before the Games opened in London, we achieved our targets. Ever growing numbers of children are actively participating in sport, physical education and play through International Inspiration. International Inspiration has taken place in seven countries in Sub-Saharan Africa: Ethiopia, Ghana, Mozambique, Nigeria, Uganda, Tanzania and Zambia.

PARTNERSHIPS IN SCHOOL LEADERSHIP



Spark a Child's Digital Future is being spearheaded by a partnership of the Ministry of Education, the British Council, Intel Corporation, Microsoft East Africa and World Vision. Through the project we aim to contribute to child wellbeing and learning by providing access to high-quality and innovative education through ICT for students, teachers and community members. It incorporates the Connecting Classroom's School Leadership Programme to help school leaders – including senior school staff and school management committee members – to sustain the initiative. Since its launch in June 2013, we

have trained 25 school leaders, 29 digital ambassadors, and cascaded the training to 208 teachers in Kenya. The possibility of extending the project to Tanzania is also being explored.

The project builds on the achievements of the existing British Council–Microsoft partnership **Badiliko**, a US\$2 million project that has built digital hubs in six countries across Sub-Saharan Africa (Kenya, Uganda, Tanzania, Ethiopia, Ghana and Nigeria), providing professional development through a cascade model to up to 20,000 teachers.

The British Council creates opportunities for people worldwide by helping societies achieve change in education, skills, the public sector, civil society and justice. Working closely with governments, donors and businesses, we deliver value for money international development solutions that are both effective and sustainable.

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