

Putting SDG4 into practice



School Leadership for Equitable Quality Education

Acknowledgements

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Glossary of Acronyms

Throughout this technical brief we use the following acronyms:

ACSL: African Centre for School Leadership

ADEA: Association for Development of Education in Africa

CBC: Competence-based curriculum

CPD: Continuous professional development

EGRI: Early Grade Reading Instruction (VVOB project in South Africa)

ESSA: Education Sub Saharan Africa

ICT: Information and communication technology

IEPA: The Institute for Educational Planning and Administration

INCREASE: Implementing National Curriculum Reforms through App-based Learning for School Leaders in Secondary Education (VVOB project in Kenya)

LCoP: Leadership communities of practice

LEAD: Learning through Assessment and Data (VVOB project in Rwanda)

PLC: Professional learning community

REB: Rwanda Basic Education Board

SDG4: Sustainable Development Goal 4 of Quality Education

SLMU: School leadership and management unit

TALK: Preschool Teachers Apply Language-rich Teaching Skills and Knowledge (VVOB project in Vietnam)

TaRL: Teaching at the Right Level

UR-CE: University of Rwanda-College of Education



INTRO



Successful school leaders play an indispensable role in ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Their schools equip all learners with the capabilities to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies as well as enhance individual well-being. As a partner for Sustainable Development Goal 4 (SDG4), a key component of VVOB's approach is to strengthen school leadership to improve

teaching and learning. VVOB's **Learning Unlimited. strategy** confirms our continued support for school leadership development in our partner countries across three continents. This technical brief gives a background on the evidence-based foundations of VVOB's approach to promoting effective school leadership and exemplifies this in our work in Ecuador, Ghana, Kenya, Rwanda, South Africa, Uganda, Vietnam and Zambia.

VVOB's Commitment to Enhancing School Leadership

Effective School Leadership is also one of VVOB's flagship programmes. As a mechanism to complement national efforts in promoting the quality of education, the flagship's goal is to facilitate cross-border learning and accelerate the identification, contextualisation and institutionalisation of solutions for school leadership development. Within this flagship programme, the African Centre for School Leadership (ACSL) is a pioneer initiative through which VVOB and partners are working with government institutions in Africa to build effective school leadership systems in order to improve teaching and, in turn, learning outcomes, equity and well-being.

Why School Leadership Matters

Effective school leadership is a critical factor in raising learning outcomes (Bloom, Lemos, Sadun, & van Reenen, 2014) and fostering learner well-being, particularly in poorly performing and disadvantaged schools (Leithwood, Louis, Anderson, & Wahlstrom, 2004). School leaders have a positive impact on learning when they (1) create a school environment that is safe and supportive for teachers and learners while also setting high expectations, and (2) develop, support and evaluate the quality of teaching. As leadership effects filter down through the school as a whole and successful school leaders have the capacity to bring out the best in the entire teaching staff at their school, the potential return on investing in school leadership improvement is particularly great (Grissom, Egalite, & Lindsay, 2021).

There are 'pathways' along which the impact of leadership 'flows' to exercise influence on students. Taking school leadership competences as a starting point, school leadership practices and actions will lead to short-term outcomes regarding learning conditions in the school environment and teacher quality (Coe, Kime, & Singleton, 2022). As depicted in VVOB's Theory of Change on Effective School Leadership in Figure 1, these 'mediators' have direct effects on students in the longer term and are relatively malleable by school leaders.

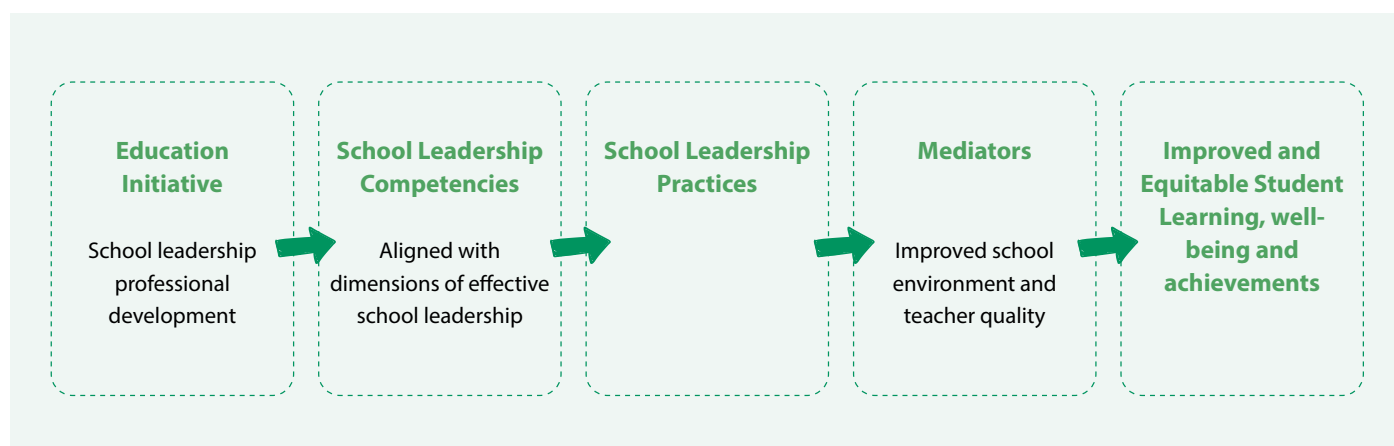


Figure 1: VVOB's Theory of Change on Effective School Leadership, adapted from a model developed by the MIT Solve/LEAP fellows for VVOB in Rwanda, 2022

VVOB's Approach to Strengthening School Leadership

Drivers of School Leadership Impact: Practices and Behaviours

Effective school leaders start by identifying which aspects of their schools to focus on in order to help students. Information coming from data on learning achievements, attendance and drop-out can for example be used to identify these aspects. Effective school leaders act upon this through a set of leadership behaviours that affect the quality of education, teachers and students, including their learning. They orient their practice towards instructionally-focused interactions with teachers, creating a conducive school climate, facilitating collaboration and professional learning communities, strategic personnel and resource management processes as well as building family and community support for teaching and learning.

In line with the evidence, VVOB promotes instructionally-oriented leadership practices that have a positive effect at the level of learners. As a starting point to promote certain

leadership competences and practices, VVOB uses a model of dimensions of school leadership that unpacks the full range of strategies school leaders can use to affect student outcomes – see Figure 2.

The model puts successful school leaders at the heart of equitable quality education because they create a school environment that is characterised by high expectations, trust, collaboration and shared commitment to equitable student learning, well-being and achievements and where the quality of teaching is systematically enhanced.

The model can be contextualised to develop school leadership standards that can in turn be applied in recruitment, professional development and assessment of school leaders (UNESCO IIEP, 2021).

School Leadership Professional Development

The professional development of school leaders throughout their careers, including preparation of aspiring or new school leaders, is one of the linchpins of VVOB's approach to school leadership. When designed and delivered effectively, professional development is a potentially effective entry-point to improving school leadership competences and practices.

As school leadership practices are crucial in improving the conditions for teaching and learning, professional development needs to be competence-based and practice-oriented as well. Experience has shown that top-down strategies, such as training programmes developed and delivered by professional development providers, need to be complemented by bottom-up strategies steered by school leaders themselves, such as professional learning communities of school leaders. In such communities, school leaders share and learn from each other and create new knowledge.

In general, school leadership professional development follows seven principles in developing leadership practices associated with improved learning. Effective school leadership professional development initiatives:

- are embedded in the overall school leadership support system;
- are stimulated by education leadership at higher levels;
- are tailored to existing school leadership knowledge, practices and context;
- are sustained, ongoing and intensive with regular follow-up support in schools;
- emphasise learning-by-doing and reflective practice and are oriented towards implementation in schools;
- focus on equity, student learning, well-being and achievements;
- challenge unequal representation in educational decision-making.

In order to increase the reach of school leadership professional development and improve cost-effectiveness, school leadership professional development trajectories are shifting to online and blended delivery modalities.

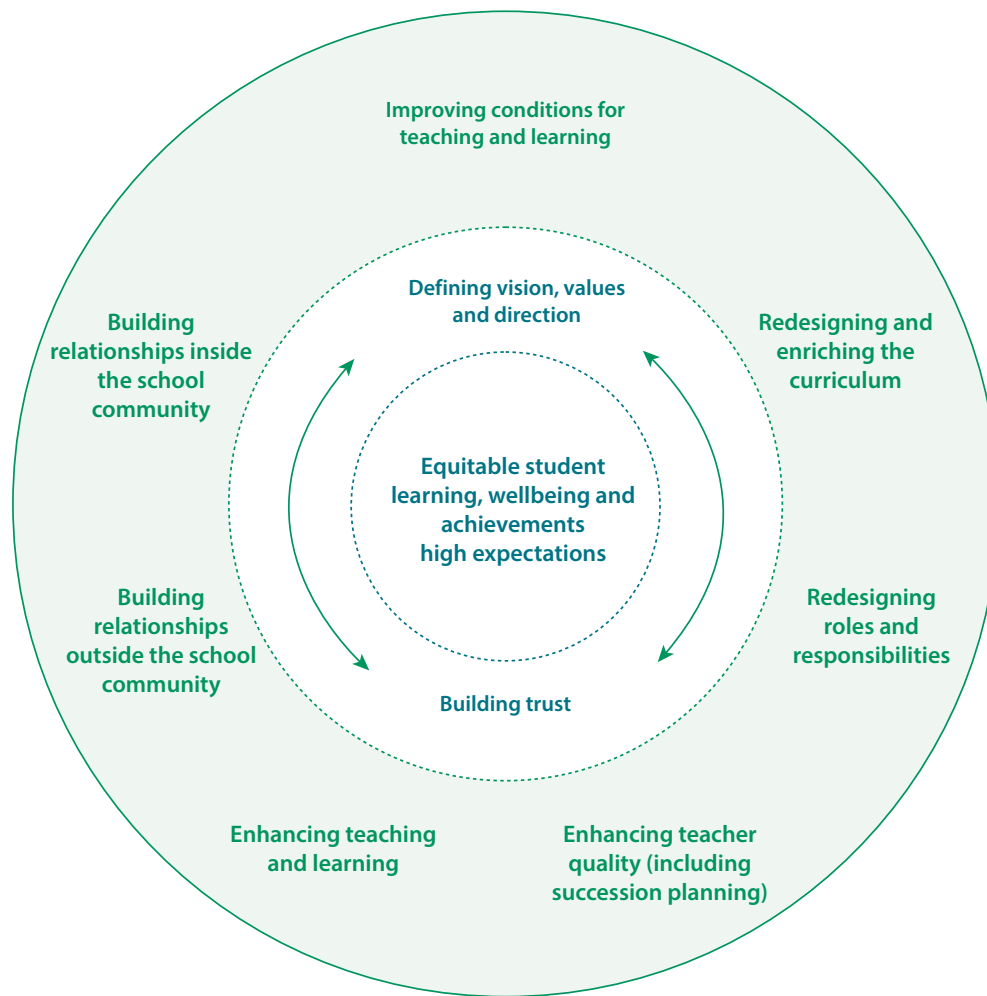


Figure 2: VVOB's model of dimensions of school leadership, adapted from 10 Strong Claims About School Leadership: National College for Leadership of Schools and Children's Services, 2010

Distributed Leadership within Education Systems

Educational change and the achievement of goals at school, community, national and global level requires the mobilisation of various people in a range of positions. Collaboration within and between their organisations is also requisite. In line with the **Global Education Monitoring (GEM) report concept note** on 'leadership and education' (Global Education Monitoring Report Team, 2023) VVOB promotes leadership at various levels in the education system.

Within schools, the role of school leaders is crucial in creating an environment where collective agency is unfolded, allowing team members to develop their own leadership skills. Special attention is placed on teacher leaders who are assigned responsibility for particular grades, subjects or tasks to support quality teaching and enhance student learning. Teacher leaders need to have the skills to coach or mentor other teachers in their schools to improve teacher efficacy.

Beyond the school, system leadership is about structures that strengthen schools in both academic support-supervision and in operations. At the central level, this concerns Ministry staff along with their implementing agencies and the design of national laws, policies and standards. Outside the school, the role of non-state actors including civil society organisations and unions is recognised, with special attention given to the role of parents and communities, including formal and informal community leaders.

Improving the Quality and Equity of Education

To improve quality of education through school leadership, VVOB partners with Ministries of Education and institutions that are responsible for the professional development of school leaders. To ensure sustainability, promoted school leadership practices focus on issues and solutions that are on the policy agenda of partner countries or regions. To ensure the potential for scale, VVOB engages with education systems from the outset in order to strengthen school leadership development from within those systems.

In the cases presented, different school leadership professional development modalities are showcased that address a range of school leadership practices and behaviours, targeted at leaders within, beyond and even outside schools. In the examples, the focus of school leadership practices is consistently on educational solutions with a clear expected impact on equitable student learning, well-being and achievements.



Promoting Learning through Play and Inclusion

In Vietnam, South Africa and Ghana, school leadership is crucial in reaching the most vulnerable learners, playing a pivotal role in shaping educational policies and fostering an inclusive learning environment.

Vietnam

In **Vietnam**, 3-to-5-year-old children from ethnic minorities are struggling to learn. In 2017–2021, VVOB concentrated its activities on districts with vulnerable ethnic minority populations in three Central Vietnamese provinces to improve the quality of learning in early childhood education.

Together with partners, VVOB enhanced the capacity of National, Provincial and District Education Ministries to set up professional development trajectories for preschool leaders and teachers. In turn, school leadership was strengthened to support teachers in applying process-oriented child monitoring.

This approach allows preschool teachers to closely follow-up how their learners are developing. Based on child-monitoring data, school leaders and teachers address specific obstacles to children's learning such as barriers related to gender, environment and language.

Building upon this work through **VVOB's TALK programme** (2022–2026), school leaders are capacitated to establish enabling environments for teachers, supporting them in implementing language-rich learning environments for the development of emergent literacy in preschool children. The programme places special emphasis on equipping school leaders with skills such as effective coaching and observation while also promoting teacher autonomy through the facilitation of peer learning communities within schools.



South Africa

In **South Africa**, VVOB supported the implementation of an inclusive education system through the continuous professional development (CPD) of school leaders and teachers.

In co-operation with Education District Officials of the Free State and KwaZulu Natal provinces, VVOB set up professional learning communities among school leaders and teachers from ordinary, full-service and special schools to exchange best practices on inclusive policies and practices as well as strengthen cooperation between and within schools. Through these professional learning communities, a culture and pedagogy of inclusion was fostered to break down existing barriers to learning, including gender barriers.



Ghana

Ghana introduced two years of compulsory, free kindergarten education in 2007 and a play-based curriculum in 2018.

However, several challenges hindered the achievement of the expected results, including fragmented coordination for quality early childhood education implementation and inadequate teacher professional development, leading to poor understanding and use of the play-based curriculum. Given these challenges and the significant work to nationally scale play-based teacher training in Ghana, engaging leadership within the early childhood education system is critical to the success of its implementation.

To address these challenges, Leadership Communities of Practice (LCoP) were set up with district educational, school and community leaders. VVOB provided leadership training and complementary support to facilitators on how to initiate, facilitate and sustain effective LCoPs.





Promoting Teaching at the Right Level

Zambia and Uganda

VVOB has been implementing Teaching at the Right Level (TaRL) together with TaRL Africa, UNICEF and respective government partners in Zambia and Uganda. TaRL is an accelerated remedial learning approach developed by the Indian NGO Pratham to build the foundational literacy and numeracy skills of primary school pupils who have fallen behind in the prescribed curriculum.

School leaders play an important role in creating conditions for successful TaRL implementation, motivating teachers to teach TaRL sessions and convincing parents and caregivers to keep their children at school longer. As TaRL mentors, they visit classrooms to observe TaRL sessions, step in to demonstrate activities, note successes as well as areas for improvement and give teachers feedback on how well they are using TaRL activities and materials. Besides equipping school leaders with mentoring skills and giving them ample opportunity to practice implementing TaRL themselves, professional development also focuses on the ability of school leaders to collect and interpret TaRL assessment data as well as enable teachers to group learners according to their literacy and numeracy abilities.

In **Uganda**, VVOB is involved in the introduction of TaRL in refugee hosting communities by supporting school leaders to mobilise parents in favour of this approach.

In **Zambia**, TaRL is close to reaching national scale, currently one third of primary schools and educational leaders at all levels of the system are engaged in using this approach. In schools, Head Teachers and Heads of Department are guided and Senior Teachers are trained, coached and mentored so that they can support their teachers in the implementation of TaRL in their schools. At provincial, district and zonal levels, education officers are trained and supported to provide teacher professional development for TaRL and offer general oversight and reinforcement of TaRL implementation through monitoring based on data and resource mobilisation. At national level, education administrators are nurtured in their responsibilities to integrate TaRL into the relevant education policies and guidelines on TaRL, lead further scaling and coordinate partnerships between the Ministry of Education and implementing partners such as VVOB.

In **Uganda** a similar but contextualised support system is being established where VVOB is bringing on board District Education Officers and District Inspectors of Schools to champion TaRL.



Promoting a Competence-Based Curriculum

Kenya

To implement Kenya's new nationwide competence-based curriculum (CBC) effectively, the Teacher Service Commission in **Kenya** encourages quality school-based continuous professional development of teachers and school leaders readying them for the CBC reforms.

While the Kenyan Ministry of Education has conducted teacher training on the CBC, there is a requirement to enhance the capacity of school leaders to effectively lead the change process. To address this need, VVOB has partnered with the Ministry of Education and the Kenya Education Management Institute (KEMI) to develop and implement an app-based blended learning trajectory for school leaders (2022–2026).

This trajectory involves in-person and online, self-paced training with built-in feedback loops. The goal is to ensure school leaders do not feel overburdened and can adapt to their experiences. In addition, the project equips school leaders with strong instructional leadership skills to effectively support teachers and school staff in the implementation of the CBC.

Rwanda

In **Rwanda**, VVOB, the Ministry of Education, Rwanda Basic Education Board (REB) and University of Rwanda-College of Education (UR-CE) are partnering to promote school leadership as a cost-effective approach to introduce and implement Rwanda's competency-based curriculum.

To consolidate these goals, VVOB's **LEAD project** (2022–2026) targets new/incoming head teachers and focuses on their capacity to use data through their school improvement planning (SIP) processes as well as utilise information on learning outcomes and drop-out rates to address specific challenges in their schools. Turn to page 12 for the full roadmap showing the promotion and institutionalisation of school leadership in Rwanda.



Promoting Skills for Sustainable Futures

Ecuador and Uganda

To prepare young people for the reality of the world of work, the Ministries of Education of Ecuador and Uganda are also introducing competence-based curricula in general secondary education and secondary technical/vocational education and training (TVET).

Here, VVOB is strengthening secondary school leaders to ensure smoother school-to-work transitions and sustainable livelihoods for their students, specifically in agriculture value chains. In these initiatives, school leadership development focuses on three dimensions:

- enriching the curriculum through the introduction of relevant, low-cost career guidance activities, project-based learning for agri-entrepreneurship and work-based learning (where foreseen in the curriculum);
- enhancing the quality of teaching;
- building relationships outside the school community, specifically by engaging in partnerships with actors in the world of work who will be involved in delivering career guidance, project-based learning and internships.

In **Ecuador**, VVOB cooperates with the Ministry of Education in developing and implementing a continuous professional development programme for school leaders consisting of an accredited, self-paced online course hosted on MeCapito (an online portal managed by the Ministry of Education) complemented by online professional learning communities.

The course is practice-oriented and includes assignments that school leaders can apply to their schools. To enhance the quality and relevance of teaching and learning, the course raises school leadership competences to foster distributed and middle leadership practices in schools, use data to make decisions and participate in partnerships with the private sector. The professional learning communities constitute a collective space where school leaders develop a peer support system and engage in deep reflection on their leadership practices.

In **Uganda**, VVOB works hand in hand with the Ministry of Education and selected National Teachers Colleges to implement a similar programme. Blended continuous professional development is aimed at school leaders and their competences to create favourable conditions for curriculum innovation in the school, to lead their own and their teachers' professional learning to deliver effective, gender-responsive agricultural and entrepreneurship education as well as to develop strategic and solid relations with actors in the agricultural sector.

Building School Leadership in Rwanda: A Path Towards Institutionalisation

In Rwanda, the government set forth on a path in 2008 to firmly institutionalise effective, instructional school leadership in partnership with VVOB. Five important actions (in somewhat chronological order) over the course of nearly 15 years — not an unusual length of time for nationwide scaling — have led to this success and can inspire similar endeavours.

Setting Up a Dedicated Unit within Existing Structures

To consolidate and sustain progress already made in pilot projects on school management and administration before 2008, Rwanda's Ministry of Education and VVOB began looking at how and where to establish a department responsible for school leadership more broadly. In 2011, this collaboration led to the formal establishment of the School Leadership and Management Unit (SLMU) within Rwanda Basic Education Board (REB). The SLMU is mainly responsible for the quality of school leadership and management in basic education and, more specifically, for continuous professional development, peer learning and the monitoring and evaluation of school leaders. A taskforce on school leadership, co-chaired by REB and VVOB, coordinates the efforts of all partners in the education sector.

Defining a Common Framework for Effective School Leadership

One of the first major accomplishments of the SLMU was the formulation and introduction of evidence-based professional standards for school leaders:

- creating strategic direction for the school;
- leading learning;
- leading teaching;
- managing the school as an organisation;
- working with parents and the wider community.

In line with VVOB's 'dimensions of school leadership', these five standards describe in detail the key roles, responsibilities, functions and necessary competences to be an effective school leader. They establish a common framework for the recruitment, assessment, certification and professional development of school leaders.

Investing in Accredited Professional Development of School Leaders and Government Officials

In 2013, work began on developing a system to extend professional development to school leaders and government staff at a decentralised level across the country, taking into account the above-mentioned five standards. VVOB, REB and UR-CE joined forces to design two CPD modalities. These were:

- A continuous professional development diploma course on Effective School Leadership, aimed at equipping school leaders with the competences needed to fulfil their roles. By 2021, around 3,000 school leaders had successfully completed the programme, officially accredited by UR-CE.
- Additional continuous professional development support in professional learning communities of school leaders, aimed at bridging the gap between the theory, policy and practice of effective school leadership as well as creating a forum for sharing good practices. By the end of 2021, VVOB had trained close to 400 government officials at a decentralised level to facilitate these professional learning communities and coach the school leaders participating in them.



By 2021...

3000 school leaders

completed the Effective School Leadership course

400 government officials

were trained to facilitate PLCs and coach school leaders

Reaching More School Leaders Online

Scaling is about more than hitting numbers. However, numbers are important, especially if the issue at hand impacts many individuals as effective leadership does. When it comes to reaching many people, ICT-mediated learning has some obvious advantages. The government of Rwanda is also keen to harness the power of ICT.

In 2019, VVOB redeveloped the original training programmes aimed at school leaders for delivery in blended modality by UR-CE lecturers. Future and current school leaders who want to obtain a diploma in Effective School Leadership can now, for the first time, learn the content online from their workplace or at home through a user-friendly interface. The limited face-to-face sessions are dedicated to deepening the understanding of the content through peer learning and interactive exercises, with offline alternatives for contexts of limited connectivity.

Originally published in '**Education Reimagined: Leadership for a New Era** by The WISE Agile Leaders of Learning Innovation Network (ALL-IN)'.

Promoting Distributed Leadership in Schools

As effective teaching is the school-based factor with the greatest direct impact on learning outcomes, VVOB and REB also look to teachers to take up leadership roles. For example, school-based mentors and school subject leaders are teachers selected by their peers to act as teacher leaders. They are expected to show personal leadership in professional development; coordinate school-based continuous professional development; support new teachers; stimulate reflection through lesson observations and feedback; and act as general coaches and mentors to support their colleagues in becoming better teachers. Support from the school leader for the school-based mentor remains, however, a key determinant for successful teacher leadership.

Through this trajectory of institutionalising effective school leadership at different levels, VVOB has started to build up an evidence base to demonstrate that the model works and gain eminent support within Rwanda and across the African continent.



VVOB Flagship Programme on Effective School Leadership

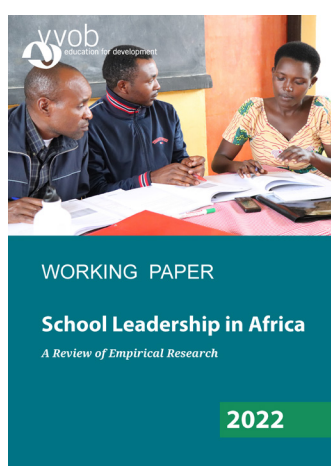
In line with VVOB's **Learning Unlimited. strategy**, Effective School Leadership has been identified as a key factor in the promotion of quality of education and as a flagship programme. As a flagship programme, VVOB is proactively developing an evidence-informed, evidence-generating and scalable approach to promoting school leadership together with its partners. The flagship programme has a clear focus and aims to produce new evidence and foster deep learning across contexts, making use of multi-disciplinary partnerships for larger scale and impact.

African Centre for School Leadership

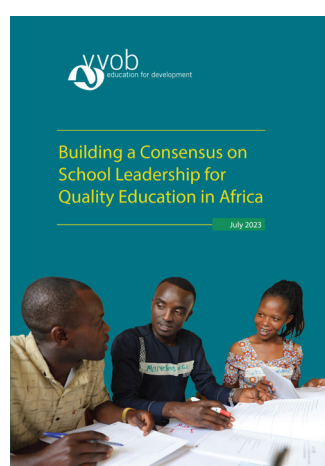
To ignite and champion the potential of school leadership in improving quality of education in Africa, the government of Rwanda, VVOB and the Association for Development of Education in Africa (ADEA) set up the **African Centre for School Leadership (ACSL)** in 2021–2022. The Centre is a pioneering flagship initiative through which VVOB and partners work with government institutions in Africa to build effective school leadership systems for the purpose of improving teaching and, in turn, equitable student learning, achievements and well-being. To lay the foundations of the Centre, a scoping review of empirical research on school leadership in Africa (Bush et al., 2021) took place that informed the development of the Centre. The scoping review was complemented by a consensus-building exercise (Kirezi, Peeraer, & Kabanda, 2023) with a panel of experts on the topic.



**African Centre
for School Leadership**



**Working paper: School leadership in Africa –
A review of empirical research.**



**Working paper: Building a consensus on school
leadership for quality education in Africa.**



The African Centre for School Leadership is an initiative by and for African and African-based partners. To establish the Centre at a regional level, VVOB has set up strategic partnerships with ADEA, Education Sub Saharan Africa (ESSA) and the Forum of African Women Educationalists (FAWE). ADEA coordinates with national governments on policy development on school leadership. At national level, VVOB partners with the Republic of Rwanda as the host country and government partners in African countries such as Kenya and Ghana. VVOB cooperates with government-affiliated partners to implement school leadership policies and deliver professional development programmes on school leadership, such as with Rwanda Basic Education Board (REB), the Kenya Education Management Institute (KEMI) and the Institute for Educational Planning and Administration (IEPA) in Ghana. ESSA's learning and research partnerships with African-based universities, academic and research institutions will enable the Centre to keep abreast of local and global trends, learn and continuously improve its services.

The Centre directly collaborates with VVOB's in-country teams, governments and their partners to develop approaches adapted to national contexts and embed these within existing education systems. The specific objectives of the Centre are to cooperate with educational policy makers and school leadership professional development providers on four focus areas: the development of school leadership policies and guidelines; delivery of professional development to school leaders; monitoring, evaluation and research; and knowledge mobilisation, advocacy and sector coordination.

School Leadership Policies and Guidelines

As a first step, the Centre supports countries to put school leadership on the map. The Centre works with countries in the development of clear policies that promote school leadership development. Additionally, the development of standards at regional and national levels provides clarity on what is understood under school leadership competences and effective school leadership practices.

Professional Development of School Leaders

The Centre promotes the development of professional development offerings for school leaders that address the complexity of their roles and responsibilities as well as recognise the challenges and opportunities of school leaders on the African continent. Based on the evidence of what is effective, the Centre partners with professional development providers to establish trajectories where participants engage with both theory and practice and in the delivery of these trajectories in a variety of modalities that meet contextual requirements. Notably, the Centre is promoting a shift to online and blended delivery of professional development for school leaders to increase cost-effectiveness.

Monitoring, Evaluation and Research

To address knowledge gaps in school leadership in Africa, the Centre institutes a continent-wide research programme that studies the effectiveness of professional development on school leadership and investigates the impact of school leadership on the quality of education. Furthermore, the Centre plays a role in the development of school leadership models that are rooted in the African context, such as Ubuntu school leadership. Also, the interplay between gender and school leadership features on the Centre's research agenda. Indicators and tools for consistent monitoring and evaluation of professional development initiatives on school leadership throughout the continent allow for high quality data collection, analysis and reporting.

Knowledge Mobilisation, Advocacy and Sector Coordination

Research insights and other knowledge products on school leadership in Africa are key inputs for the Centre in terms of continued awareness-raising activities and to inform interested governments and organisations. The Centre brings together researchers, policy makers and practitioners involved in school leadership and leadership professional development in order to build a strong school leadership network on the African continent that is influential in sharing knowledge and enhancing leadership quality.

**Learn more about the ACSL
on their website.**



About VVOB

VVOB – *education for development* is an international organisation with over 40 years' experience in strengthening the quality of education systems in Africa, Asia and South America in close partnership with ministries of education and their institutions. Research shows that, of all school-based factors, the quality of teaching and school leadership has the biggest impact on learning outcomes of learners. As such, the professional development of teachers and school leaders is VVOB's primary priority in ensuring quality education for all. By working closely with governments, research institutions, committed donors and national, regional and international networks and expertise partners, VVOB strives to maximise the sustainability and potential for upscaling of its initiatives.

VVOB Focus

Children and Youth

In pursuit of quality education, VVOB focuses on strengthening the professional development of teachers and the professional development of school leaders in the following subsectors:

- **Early childhood education** to improve the quality of formal pre-primary education and assist the transition to primary school.
- **Primary education** to improve literacy, numeracy and life skills.
- **Secondary education** leading to relevant and effective learning outcomes.
- **Secondary technical and vocational education and training** to improve quality, align knowledge and skills imparted with the labour market, and integrate entrepreneurship.

Flagships

Flagships are evidence-informed and scalable initiatives with a distinct regional and international ambition. VVOB's flagships structurally address persistent educational challenges through key efforts for equitable learning outcomes. These key efforts are:

- **Gender-transformative pedagogy**, to create learning environments where harmful gender stereotypes are challenged and addressed.
- **Effective school leadership**, to create the conditions for effective teaching and learning.
- **Skilling for sustainable futures**, to ensure young people leave school with high chances at securing decent work.

VVOB Expertise

VVOB teams of experts specialise in meeting the most important education needs identified by international research and in the education strategies and priorities of VVOB's partner countries. Formalised, longstanding partnerships with governments are the steadiest pathway towards scale and sustainability. For VVOB, working in partnership with ministries of education means:

- Offering structural and sustainable solutions to support and reinforce governments and national education authorities responsible for the initial education, induction and continuous professional development of teachers and school leaders.
- Offering practical and technical education expertise and support for processes through a wide range of in-person, remote or blended methodologies, from classical training and workshops to mentoring, coaching and peer learning.
- Ensuring that partners increasingly take the lead throughout projects to guarantee sustainability.

To facilitate learning and scaling of successful projects, VVOB invests in research and knowledge generation. Based on the evidence generated, VVOB engages governmental partners and stakeholders to influence policy and practice, and to mobilise governments towards ownership and sustainability for systems change.

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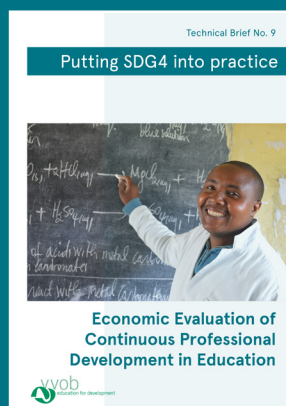
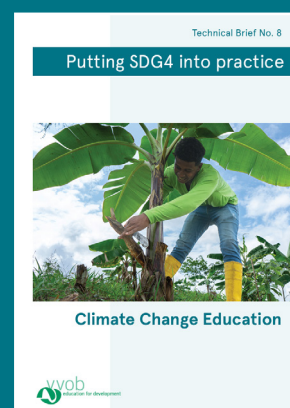
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