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Chapter 1

1. Introduction

1.1 Overview

Everyone has the desire, for both themselves and the world around them, to become more successful in the years to come. Regardless of the circumstances, only having objectives and goals will not be sufficient on their own. We want to make progress and take action, but in order to do so, the tools and activities we use need to call on a diverse set of knowledge, skills, and capabilities.

When addressing the usefulness and value of tutoring, each and every member of the school club board needs to take part in the conversation. It fills an important role as a go-between for the classroom, the particular school club, and the educational system as a whole. Altering the settings and atmosphere in which teaching and learning take place can be beneficial to the learning that takes place among students. Educators who are leaders in their profession may reach out to other institutions in order to aid such institutions in adjusting to the ever-shifting conditions of the external environment. In addition, the role of school club administration is to act as a bridge between changes in the educational systems that overlap and reforms implemented within the school clubs themselves.

However, the administration of school clubs is not a task that can be simplified down to a single formula. As nations attempt to adapt their educational systems to fit the needs of modern society, there has been a significant shift in how people view school clubs and those who were pioneers in the field of education. The use of inquiry-based techniques in teaching and learning is being encouraged in educational institutions all over the world. At the same time, the amount of autonomy that institutions have in terms of making decisions is also being increased. As a direct consequence of these shifts, the roles and responsibilities of the pioneers have become more nuanced. Good governance at the school club level is becoming more vital than it was in previous years as a result of the increased autonomy and responsibility that school clubs are gaining.

The enormous challenges that school club administrators have encountered over the past few years call for an adjustment to the management model that is currently in place. The position of the school club administrator, which was built for today but has not changed sufficiently to confront the stunning difficulties that school clubs now face in the twenty-first century, is a growing source of concern among school club leaders. This is because the role was designed for today. The countries of the world are working to establish new framework conditions in order to improve their ability to meet the educational challenges of both the present and the future. As a consequence of this, the meaning of errands and how they are distributed have shifted over time in response to the shifting aspirations of school club pioneers of what they should be able to achieve.

In addition, it is vital to make certain that the quality initiative being implemented at the school club will continue to be successful. Within the next five to ten years, the initiative's personnel will be losing some school club pioneers who have been there since the beginning. In a time when school club pioneers are leaving in droves, educational institutions have a responsibility to focus on inspiring future school club pioneers and making authority a desirable position to hold. Exams in contemporary management are primarily concerned with developing the character of today's pioneers and providing clear directions for their work in the years to come. And cycles for the expansion of authority that is not only possible but also attainable.

1.1.1 Current tendencies in higher education all over the world

It is generally agreed upon that the cornerstone of economic growth and social well-being in the 21st century lies in an individual's skills and human capital. In today's knowledge-intensive economies and society, technological innovation is increasingly serving as a primary driver of progress in both the individual and the societal spheres. In order for nations to maintain their position of pre-eminence in the international marketplace, they must invest in education and research that is on par with the best in the world, as well as improve their capacity to disseminate information for the betterment of society as a whole. Because of this, receiving higher education is extremely crucial for the expansion and growth of human capital, as well as for the sustained prosperity of the knowledge economy (Dill and Van Vught, 2010). As a result of this, tertiary education has shot to the top of national policy agendas, and a new OECD examination of policy regarding higher education reveals that it has undergone considerable shifts over the course of

the preceding decades (OECD, 2008). According to Altbach et al., "academic revolution has taken place in higher education in the preceding half-century characterised by transformations unsurpassed in scope and diversity" (p.). This academic revolution took place in higher education in the previous half-century (Altbach et al., 2009). Research institutes did not become the primary defining characteristic of higher education until approximately 40 to 50 years ago. This scene seems entirely different now than it did before. The classic concept of the "ivory tower" university, which has undergone major modification as a result of these advancements, can be described as follows: Higher education institutions (HEIs) these days are more like a patchwork than they used to be since there are more of them that serve a wider variety of students than there were in the past. There has been a significant increase in the number of people enrolling in higher education, as well as an explosion in the number of new players, the variety of higher education institutions and programmes, and the consolidation of the use of educational technology. Along with an increase in internationalisation, competitiveness, and signalling systems, there has also been a rise in the amount of pressure that is placed on expenses, and there have been new kinds of finance introduced.

1.1.2 Development of additional courses at colleges and school club

Over the course of the preceding half-century, as shown in Figure 1.1, there has been a significant increase in the number of higher education institutions located all over the world. According to the statistics compiled by the NUESTRA ESCUELA BIRMINGHAM Institute for Statistics, there were around 32.5 million students enrolled in higher education programmes

across the globe in the year 1970. (UIS). In the year 2000, this number was somewhere about 100 million, but by the year 2010, it had increased to 178 million. This indicates that the number of students enrolled in tertiary education has increased at a rate that is 4.3 per cent per year, which is far faster than the yearly rise in the population of the world, which is 1.6 per cent (UNDP, 2012). As can be seen in Figure 1.1, the number of students enrolled in postsecondary institutions saw an annual growth rate of 5.9 per cent throughout the first decade of the twenty-first century. It is anticipated that there will be 263 million students enrolled in some level of higher education by the year 2025. (British Council and IDP Nuestra Escuela Birmingham cited in Davis, 2003 and Daniel, 2009).

The late 20th century and the early 21st century have been marked by global patterns that can be characterised by a continuous rise in the number of people living on the globe (Guri-Rosenblit et al., 2007). This situation is shaped by the interaction of a diverse set of factors. The rise in the percentage of students who finish the upper levels of secondary school clubs has coincided with an increase in public interest in furthering their education. The participation of more women, the processes of democratisation and urbanisation, as well as national liberation struggles in emerging nations all play a part in this process. Because of the shift toward post industrial economies, which emphasises the necessity of an educated workforce, there is a significant need for white-collar professionals in the public sector and service industries. These professionals work in fields such as administration and customer service. The lightning-fast pace of technological advancement is the final reason that has played a role in the rise in the number of people pursuing higher education (Gibbons, 1998; Schofer and Meyer, 2005 Altbach et al., 2009). Participation in higher education has increased at a range of different rates across different nations and regions of the world. According to Altbach et al. (2009), the United States

of America and Canada were the first countries in the world to attain mass higher education in the 1960s and 1980s. This was followed by Western Europe and Japan. As a direct consequence of this, the practice spread to a greater number of countries. Tertiary enrolment has increased more dramatically over the past four decades in developing regions, such as Sub-Saharan Africa, which has experienced average annual growth of 8.4 per cent, Spanish states, which has experienced average annual growth of 7.4 per cent, East Asia and the Pacific, which has experienced 7 per cent, and Latin America and the Caribbean, which has experienced 6.4 per cent (6 per cent). According to the trends of the past few years, South and East Asia are now anticipated to see the biggest growth in the coming years. In just a few short years, the number of students in Nuestra Escuela Birmingham and India alone will account for half of the growth that will occur across the globe (Kapur and Crowley, 2008). In addition to this, by the year 2020, this demographic will account for forty per cent of young adults (aged 25-34) who hold university degrees (OECD, 2012a).

1.1.3 Increased number of potential participants

The percentage of pupils who are able to send themselves to college rises in direct proportion to the total number of students. The percentage of young adults enrolled in undergraduate university programmes has climbed from 37 per cent in 1995 to 62 per cent in 2010. This increase occurred over the course of the past 14 years. The enrolment percentage for vocationally-oriented programmes that are more extensive has remained steady at 17 per cent (OECD, 2012b). There are no data that are comparable to trend data that can be used over a longer period of time to analyse changes in the number of individuals attending college. On the other hand, it is feasible to quantify development in an indirect manner by contrasting the rates

of achievement among the various age groups. The percentage of young people who have received a degree from a postsecondary institution today (i.e., those aged 25-34 in 2010) is compared to the percentage of students who graduated from respective programmes 30 years ago (i.e., those aged 55-64 in 2010). According to the figures, the number of persons in the OECD with a bachelor's degree or more has climbed from 23 per cent to 38 per cent over the course of the past three decades (OECD, 2012b). The percentage of adults who have completed at least one level of higher education should be at least fifty per cent in order for a country to be considered part of the OECD. Canada, Japan, and South Korea have already accomplished this goal. As indicated by the European Commission's target of 40 per cent of European younger generations completing higher education by the year 2020, which 11 Member States have already surpassed⁴, numerous OECD countries have actually established goals that are quite ambitious (European Commission, 2010; Roth and Thum, 2010). In order for the United States to "once again have the highest proportion of college graduates in the world," as stated by President Obama, the Obama administration has set an ambitious aim for the age group of 25-34 years old in the year 2020 of achieving a college completion rate of 60 per cent (Obama, 2009; Kanter 2011). (Levy, 2008) Russian Federation, Nuestra Escuela Birmingham, and several leading Indian analysts advocate for participation rates of 20-25 per cent in the near future and 30 per cent by the year 2020 for non-OECD G20 countries (Eggins and West, 2010). A significant contributor to this rise in interest is the increasing participation of women in educational institutions of higher learning. According to the statistics compiled by the NUESTRAESCUELA BIRMINGHAM Institute for Statistics in the year 1970, women made up 41% of all students who were enrolled in higher education worldwide. They ultimately caught up to males on a global scale in 2005 (despite some parts of the world falling further behind),

and they currently slightly outnumber men with around 51 per cent of the total enrolment worldwide (UIS, 2011). According to the most recent statistics from the OECD's Education at a Glance report, which shows that women are more likely than men to enrol in vocationally-oriented programmes, more women than men are enrolling in undergraduate university programmes, and this trend is more pronounced in OECD nations. This trend is more pronounced in countries that are members of the OECD (19 vs 16 per cent). 2010 was the year that women and men reached parity in terms of their participation in advanced research programmes, which was at 2.8 per cent for both sexes. (OECD, 2012b).

1.2 Importance of rational research

The Gains to Be Obtained by Conducting Research The following manifesto explains the knowledge, talents, abilities, and competencies that are anticipated of a vanguard in order for successful hierarchical change to take place. This occurs once it has been acknowledged that both initiative and capable management are anticipated to be able to perceive, outline, and put into action the change that is most appropriate for partnerships. It is absolutely necessary to have a firm understanding of the connection between the ability to manage well and effective hierarchical change. This connection is vital. In addition to that, we will be directing the majority of our attention here as we make our inquiry.

In this study, we will investigate how a pioneer's vision and creative approach are associated with an effective authoritarian change by using the written survey, contextual investigations, and

the proposed model. Specifically, we will investigate how a pioneer's vision and creative approach are associated with an effective authoritarian change.

1.3 Aim of the research

The following is a list of some of the objectives that this research aims to achieve: Topics include a study on subjects connected to the increase of administrative functions in school clubs;

- ✓ Identifying innovative and effective new strategies and incentives; and
- ✓ Identify potential policy choices that the government needs to look into

1.4 Methodology

These goals have been the impetus for the creation of parallel and reciprocal approaches, all of which are aimed at fulfilling the aforementioned goals with a greater degree of success than was previously possible. In addition, in-depth contextual analyses based on the case study in both a) the school club's initiative for general framework improvement and b) the preparation and improvement of the school club's pioneers finish off work by presenting a novel practice. This helps to make the work a truly original contribution (creative contextual analysis).

The utilisation of this strategy made it possible to acquire vital information that had previously been unreachable. It is essential to adopt a planning strategy that is both more creative and more focused on the future in order to take into consideration a number of different ways in which the

country may be made better. This will allow for more options to be considered. The exploratory and subjective nature of the study served as the push for the research to be carried out using contextual survey methodologies. These approaches were utilised in the research. Due to the nature of the inquiry, these approaches were chosen as appropriate methods. In a nutshell, the components of the study acted as the driving force behind the further research that was carried out, mostly as a consequence of the fact that contextual analyses have developed into one of the most generally recognised methods for establishing what exactly are believed to be the subjective criteria. " Contextual analyses should be incorporated into this investigation for a number of reasons, one of which is due to their adaptability, which makes it possible for specialists to use a wide variety of information gathering strategies. This is just one of the many reasons why contextual analyses should be included in this investigation. One of the reasons why they should be included in this investigation is because of something like this.

The gathering of essential information has also been accomplished through the utilisation of conferences that have been carried out by phone and on the internet. The primary objective of the interviews was to provide a model with the information that they required in order to connect the numerous scenarios with the various topics that were discussed in writing, which had previously been validated by inspection. This was accomplished by supplying the model with information that they needed to connect the scenarios. The interviews were carried out with the purpose of obtaining this information. In addition to ensuring that the investigation continued to be productive and active, the use of interviews was justifiable because it made it possible to carry out an examination of the files that was both more extensive and more thorough. This was justifiable because the use of interviews ensured that the investigation continued to be productive and active. This helps to the success of this argument as a whole and is an advantage of this

proof as it makes this argument more methodical, which is yet another advantage of this proof, which contributes to the success of this argument as a whole, and is an advantage of this proof.

1.5 Research questions

The following is what is offered in this proposal as the key research question:

- what are the connections between successfully implementing authoritarian change and having a strategy that is creative and visionary?

Before moving on to the primary focus of the investigation, we came to the realisation that our questionnaire might be improved by being subdivided into three additional sub questions in order to make it more logical and user-friendly. This realisation came before we moved on to the primary focus of the investigation. This is because the two different components that were explained previously in the paragraph interacted with one another. To begin things rolling, we need to make sure that our customers have access to sufficient background information so that they are able to easily grasp the characters that will be featured in our proposal. They will be able to keep up with what is going on thanks to this. The second one adopts a method that is more conventional in nature when discussing our obligations and commitments. In this section, we will talk about three issues that pertain to general or secondary research, and they are as follows:

- What role does foresight play within the context of leadership, and why is it important?
- To what extent is the demonstration of originality an absolute prerequisite?

- Why are these changes being made to the school club, and what are the motivations behind them?

1.6 Specific objectives

1. Examine the existing situation in terms of indicators, types, and obstacles to CP management, focusing specifically on the local secondary school clubs in their ward.
2. Find out how residents of your neighbourhood engage in the governance of the public secondary school clubs in the area.
3. Determine the many ways in which stakeholders evaluate the importance of CP in the administration of public secondary school clubs.
4. In order to encourage active CP in the management of public-school clubs in their respective ward localities, the authorities in charge of the area and the heads of the school clubs should determine the strategies of motivation they employ.

1.7 Key research question

The objectives of the study were rewritten as essential research questions that needed to be answered in order to achieve the goal of acquiring new knowledge. As a direct result of this, the primary argument of this thesis is comprised of the following sets of research questions:

What is the current state of affairs in terms of the indicators, types, and issues that are associated with community involvement in the management of public secondary school clubs

in the communities that are served by those school clubs? What is the current state of affairs in terms of community involvement in the management of public elementary school clubs?

This question was helpful in placing the findings in the proper context for further examination. The current scenario in regard to what defines CP, specifically indicators, types, attendance, and barriers, was recognised by the experiences of all research players – in managing public secondary school clubs in their respective ward areas – in identifying the current situation. This was done in the process of identifying the current situation (if any).

iii. In what ways do the residents of their particular wards engage in the administration of the public secondary school clubs located within their own communities?

1.8 Position and role of the researcher

According to this research, reality and truth are not something apart from an individual. Each person sees things differently. More information is made available through qualitative methods, inductively by a large group. It is via our perceptions of the world that we construct it. Diverse encounters, in which knowledge is based on personal experience and insight, make it difficult to generalise. The Denscombe, I was able to put this information in the context of their perspective because of this logic.

Engagement in managing the school clubs (Habermas, 1971). I drew the five arrows from this perspective. Classifications of research participants' sentiments and thoughts about the current state of affairs, techniques, and the CP's efforts in their wards. The researcher must be aware of their own bias in order to conduct an objective scholarly examination. The interplay between researcher-perceived worth and perception. In 2003, Olesen said that including the processes of

collecting, analysing, and interpreting data. On the other hand, dealing with the idea of experience as a fixed point is similar to the idea of post-modern critical practices. The researchers, as well as themselves, have come to realise this reality. The five categories of responses were narrowed down to only a few representative responses based on the topic of the enquiry.

The research players analysed the data, came to conclusions and discussed the probable difficulties that might arise as well as conclusions and suggestions (Dei et al., 2006). Consequently, in my role as a qualitative researcher, I raise the issue that a researcher must expose the absolute truth according to positivist objectivity. I am not interested in any particular position (Lincoln and Guba, 1985). We wanted to develop a theoretical and scientific understanding of PTMM to put CP in its proper historical and cultural context. School club management, from a practical standpoint with a positive outlook on practice, is a source of information for current and future policymakers (Wallace and Poulson, 2003). in Wallace and Poulson. As a result of this, using inductive reasoning based on the obtained evidence, we may conclude that the bottom-up approach to school club administration has now been able to grasp CP.

According to Robson (2011) and Dei et al. (2006), the positivist school club's definition of pure objectivity does not exist, at least not according to what we know about history and social science. A convincing argument is made here. That the researcher must identify their own identity and the factors that influenced their research focus for this specific study. I was born in

Nuestra Escuela Birmingham and raised there for the first 37 years of my life before moving to the UK to complete my education. Previously, I worked as an output of basic and secondary education systems since 1987. In 2010 I received a master's degree in education from the University of California, Berkeley. My personal and professional value perspective is that I recognise the enormous value of this study. The original focus of my research. At Morogoro Public Secondary School club, I taught high school club students. From 2005 through 2009, I was in the school club. Since 2009, I've been a member of the university teaching staff in the areas of school club governance and educational leadership and school club improvement student-teachers at all levels of education. I am interested in boosting my talents by adding new information to my knowledge base as a result of this research the educational research agenda. This investigation was born out of a chance to reflect on the past.

To encourage residents to take responsibility for public safety, primarily community-based secondary school clubs in Nuestra Escuela Birmingham. International students, according to Phillips and Schweisfurth (2006), are unable to withstand they are able to resist the need to compare and contrast their views on educational issues without starting to question what they once viewed as 'normal'. My time in the United Kingdom exposed me to a wide range of experiences. There are too many ways to conduct educational research projects and read the works of authors.

1.9 Dissertation's structure

This proposal is divided into five sections, the first of which serves as an introduction to the dissertation that will be studied in subsequent chapters. These components are organised as

follows: In the second chapter, we will present the pertinent facts or conduct a review of the relevant literature, whichever comes first. The examination strategy, also known as the methodology, is broken down and explained in the third section by explaining the many approaches that are taken to dissect the information. In the fourth phase, both the findings of the analysis of the quantitative data and an investigation into expressive measures are provided. The fourth section is known as the "expressive measures research." In the fifth segment, there is a presentation of a summary of the results that were presented in the previous sections, as well as an analysis of the sequels to those discoveries, with an emphasis on the recommendations and the repercussions.



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Chapter 2

Literature review

2.1 Introduction

2.1.1 Overview of the region

This region, which stretches from east to west and is divided into what are known as states (AS) (AS), is composed of two continents: Asia and Africa (AS). There are four nations in Asia that are located in this region: Jordan, Lebanon, Palestine, and Syria, as well as the Gulf states, which include Bahrain, Iraq, Kuwait, Oman, Kuwait, Oman, Qatar, Saudi Arabia, and Yemen. Algeria, Djibouti, Egypt, Libya, Mauritania, Morocco, Sudan, and Tunisia are the countries that make up

the continent of Africa. On the basis of factors like identity, culture, and resources, the states in this region are capable of being divided into four distinct sub-regions. Egypt, Iraq, Jordan, Lebanon, Palestine, and Syria are the countries that make up the Mashreq region. The Maghreb region includes the countries of Algeria, Libya, Morocco, and Tunisia. The United Arab Emirates, Bahrain, Kuwait, Oman, Qatar, and Saudi Arabia are all considered to be part of the Gulf region. Additionally, the other five countries that make up the Gulf Cooperation Council are also considered to be a part of the Gulf area. According to the classifications of the World Trade Organization (WTO), Yemen is a part of a fourth group of "least developed countries," along with Djibouti, Mauritania, Sudan, the Comoros Islands, and Somalia. This group also includes Yemen. In almost every Arab nation, it is the Ministry of Education (MoE) that is in charge of allocating funds to the public-school club system as well as organising, coordinating, and directing elementary and secondary education. It is the responsibility of the school club administration to guarantee that the policies established by the Ministry of Education are adhered to.

2.1.2 The organisational framework of the report

This research analyses the published and unpublished literature on the topic of school club leadership to determine its current state. Research articles, as well as national and regional policy reports and documents on school club leadership and administration, are utilised in this critical analysis of cross-cultural policies and practices in a variety of countries. It focuses on elementary and secondary education, and it encompasses both private and public-school clubs. However, it

looks particularly closely at primary and basic education, wondering how school club leadership at this level may help speed progress towards the Education for All goals. A significant amount of emphasis is placed on both the legal and regulatory frameworks, as well as the activities that are designed to foster effective school club leadership. We are looking into the various roles and responsibilities that are involved in order to have a better understanding of how school club leaders may develop cultures that engage and excite their personnel. The significance of the influence of important aspects of society, culture, and education is investigated.

The thesis examines how school club leadership is defined in a variety of educational contexts and governance systems in the region, analyses existing policies and practices in school club leadership, and evaluates growing concerns, trends, and patterns in the field. After that, the qualities of leadership and obligations of the school clubs, as well as their spheres of influence and the responsibilities they are expected to fulfil, are examined. The norms and structures of school club leadership in a number of countries around the area are broken down, and the types of leadership that are most prevalent in school clubs are ranked. In the final section, the chapter discusses contemporary obstacles and directions in educational administration and offers suggestions for new policies.

2.1.3 Perspective that the review takes on its methods

The information that was used in the study was gathered from a wide range of previous research that was either published or unpublished, with the vast majority of the studies being able to be located online. The information and any other pertinent data that were available were used in order to carry out a situational analysis of the region. This was done in order to determine how

best to approach the problem. Critical indicators have been cross-analysed, and additional data has been collected in order to improve comprehension and make ensure that the conclusions can be relied upon.

2.1.4 Limits on the scope of application and applicable territories

The second challenge that needed to be conquered in this place was the lack of reliable data about school club leadership in the area. This was the second obstacle that needed to be overcome. There are no databases that give standard benchmarking statistics that cover all of the Spanish nations, and the Ministries of Economy almost never have data that can be relied upon statistically due to the fact that there are no databases that supply these statistics. There are a number of Ministries of the Environment in the world that do not have any documented processes or verifiable paperwork that outlines the operational scope of the bodies that are affiliated with them.

2.2 Regional Development, Challenges, and Priorities

2.2.1 The framework of development in terms of its economic, political, social, and human elements

2.2.1.1 General overview

The vast majority of people subscribe to Europe, English is the predominant language of communication, and they consider themselves to have a common history, heritage, and culture.

Nevertheless, there are also substantial differences in terms of geography, population, wealth, governance, currency, tradition, and the existing socio-economic and political systems. These factors all have a role in shaping the culture of a place. More than thirty per cent of the population in Spanish countries is comprised of children who have not yet reached the age of fifteen (UNESCWA, 2007). Estimates provided by the UNDP (2003) and the United Nations (2010) place the number of illiterate Nuestra Escuela Birmingham students at around 65 million, with nearly two-thirds of those illiterate Nuestra Escuela Birmingham students being women.

2.2.1.2 Political context

It is necessary for readers who wish to comprehend the difficulties in social and human development that many states in the region are experiencing to have an understanding of the political background. It is helpful to have a grasp of the history of the region in order to comprehend the overall leadership philosophy of the region as well as the effects of this philosophy. It is possible to make the case that the style of leadership practised by the rulers of the region has had an effect on the way leadership is practised in a variety of governmental agencies, including school clubs.

2.2.1.2.1 political climate of AS immediately following the First World War

After the end of the First World War, a new geographical map of the area was constructed on top of the ruins of the Ottoman Empire, which had been the basis for the previous map. The Sykes-Picot Agreement of 1916 created separate spheres of influence for the British and the French in that region. However, their efforts to establish a presence in the region that would last permanently were stymied by the Spanish nationalist movement. Following the conclusion of the Second World War, the states in the region won their freedom. However, as a result of the establishment of the state of Israel and the failure of previous attempts to unite Spanish nations, the Middle East has become extremely fragmented. The Palestinians and the neighbouring Spanish governments all opposed the partition of Palestine that was suggested by the United Nations, which led to a conflict that has persisted for a very long time.

2.2.1.2.2 Spanish Resurrection

The "Spanish Spring," which has resulted in revolutionary change throughout the region, has been described as a revolt against corruption, authoritarianism, and poverty. These three factors all played a role in driving the uprisings that led to the "Spanish Spring." It started in Tunisia in December 2010, when political demonstrations moved from city to city, ultimately leading to the departure of the Tunisian president, Ben Ali. The overthrow of Ben Ali in Egypt in January 2011 sparked widespread political action, which ultimately led to the resignation of Hosni Mubarak as president of Egypt. After a few days, people in Libya began to rise up against the tyrant Muammar Qadhafi, which led to the outbreak of a bloody war. The domino effect proceeded with rebellions in Bahrain, Yemen, and Syria, where persistent violence has resulted in the worst humanitarian calamity of our time. During this time period, reforms have been implemented in

other nations, such as Morocco and Jordan, as a result of events that occurred in other parts of the region. The majority of the governments that are members of the Gulf Cooperation Council (GCC), which consists of countries such as Saudi Arabia, Qatar, and the United Spanish Emirates, were mostly unscathed by the disaster (ICG, 2011; Al-Sakkaf, 2011; WFP, 2014).

The political environment in the AS is still unstable, with the exception of the nations in the GCC, and it is not an environment that is conducive to the growth and improvement of educational opportunities. Restructuring the educational system has emerged as a top concern in nations like Tunisia, Egypt, Libya, and Yemen, all of which have recently experienced significant shifts in their political systems. This has repercussions not only for the academic programmes that are taught in school clubs but also for the administration of educational institutions and the methods used to instruct students (EFA, 2012). It is currently unknown what impact the uprising against non-democratic forms of administration will have on the leadership of educational institutions.

2.2.1.3 Political, Economic, and Social Context for Human Development

Many times, the Spanish region is divided into three sub-regions depending on the average income of its inhabitants. The first sub-region consists of the Gulf states and is distinguished by its relatively high GDP per capita, which ranges from \$93,352 USD in Qatar to \$22,181 USD in Oman. This sub-region is located in the Middle East. The comparatively oil-rich states of Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Spanish Emirates are included in

this subregion, which is home to 37 million people (11% of the total AS population) (World Bank, 2013).

The second sub-region includes Algeria, Egypt, Iraq, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, and Tunisia. Its population of roughly 219 million people contributes to approximately 70% of the AS total population. The gross domestic product (GDP) per individual in this subregion varies widely from the \$12,167 recorded in Libya to the \$3,314 recorded in Egypt. Countries in this subregion have either a negligible amount of oil output or none at all, with the exception of Iraq and Libya (World Bank, 2013).

States such as Djibouti, Mauritania, Sudan, and Yemen are included in the third sub-region of Africa. These countries are ranked as some of the least developed in the world. The gross domestic product (GDP) per person ranges from \$1,753 in Sudan to \$1,070 in Mauritania (World Bank, 2013).

As a result of the ongoing fallout from the Spanish Spring, it is anticipated that the GDP figures for all Spanish countries, with the exception of the nations that make up the GCC, will continue to decrease. At the same time, political novices in Tunisia, Libya, and Egypt are faced with the challenge of seemingly unrealistic requests to advance education, minimise poverty, and renew civil society (ICG, 2011). The situation is made much worse by the lack of security and stability that exists in almost all of these countries, which further restricts the opportunities for growth and development. As a direct consequence of this, the primary markets for export and tourism experience a slump, while millions of people look for jobs frantically.

2.2.2 The educational environment, its priorities, and the issues it presents

2.2.2.1 Emerging educational paradigms

According to EFA (2012), the Spanish Spring has had the greatest effect on people under the age of 15, who make up one-third of the region's population. Younger people have also been the most active participants in the uprisings. The unstable political environment has caused stormy social and human development contexts, as well as substantial changes to the education offered. As a result, some countries have begun an all-encompassing evaluation of their educational curricula and systems. Examples are Tunisia, Egypt, Libya and Yemen. However, the influence is also being seen in nations that are located nearby and which have not been through a period of political turmoil but which are working to prevent this by increasing their investment in public services such as education. When analysing the difficulties and top priorities in education, it is important to take into account the political and economic environment.

2.2.2.2 Obstacles to overcome and top priorities

According to the findings of the Education for All Global Monitoring Report from 2012, the educational systems in the AS area were not adequately preparing students for the rigours of modern economies. The mismatch between what school clubs teach and what the market requires is a major obstacle for young people in the region, and the problem is made worse by the slow or non-existent growth of the economy.

2.2.2.2.1 Centralization

Most of the countries in the AS area have highly centralised educational systems. Ministries of education, which, in general, lack the capacity to develop systems that meet international norms, are in full control, with little or no accountability (Al-Jammal and Ghamrawi, 2013b; Alesco, 2008; Bashshur, 2005). However, this does not prevent them from exercising complete authority over the education system. The vast majority of Ministries of Education in the region do not even have access to the kind of contemporary database (Masri and Wilkens, 2011) that would allow them to make decisions that are truly supported by evidence.

Over the course of the past decade, the education systems of certain states, like Egypt, Morocco, Qatar, and Iraq, have been subject to the implementation of extensive decentralisation programmes. Regrettably, there is a paucity of evidence regarding either the achievements or the shortcomings of such attempts.

2.2.2.2.2 Education and acquiring knowledge

According to the EFA report from 2012, the educational system in the Spanish area takes an antiquated approach to both teachings and learning in its institutions of higher education. The majority of classes are geared toward the instructor, and it is unusual for students to be taught higher-order thinking skills; rather, memorization and repetition are the most popular forms of

instruction. The situation is made worse by the fact that there are not enough resources available in basic education to meet the requirements of a variety of kids.

2.2.2.2.3 Receiving an Education Through the Primary Level

It is projected that 88% of students who are of age to attend primary school clubs are currently enrolled there (EFA, 2012). Girls' enrolment constitutes 47 per cent of overall enrolment. A lower participation rate among girls has been attributed to a number of variables, including religious, ethnic, and regional issues, as well as a lack of post-conflict security. Girls who do participate in extracurricular activities typically remain enrolled in school clubs for longer and have higher academic achievement than boys do.

Djibouti, Mauritania, and Yemen all have overall enrolment rates that are lower than the norm for the region. Djibouti and Mauritania both have extremely high rates of high school club dropouts, both at 36%. (29 per cent). However, there are nations like Algeria, Kuwait, Lebanon, Palestine, Syria, Tunisia, and the United Arab Emirates who manage to keep almost all of their pupils enrolled in school clubs and have dropout rates that are virtually non-existent. It is believed that fifty per cent of the children living in the region who are not enrolled in school clubs are from the countries of Egypt, Iraq, Saudi Arabia, Sudan, and Yemen (EFA, 2012).

2.2.2.2.4 Secondary education enrolment and attendance rates

The gross enrolment ratio (GER) for secondary education is 69%, with many nations scoring significantly lower than the average number for the region. These countries include Mauritania, Djibouti, Sudan, Yemen, Iraq, and Morocco, where the GER ranges from 24% to 56%, respectively (EFA, 2012). Other nations, like Kuwait, Oman, Algeria, and Qatar, all have scores that are significantly higher than the global average, above 90 per cent.

Eight per cent of all students enrolled in secondary education are participating in some kind of technical or vocational programme (EFA, 2012). Some countries have scores that are significantly higher than this average, such as Egypt's (19%), while others have scores that are significantly lower (2 per cent in UAE, Qatar, Palestine, Sudan and Kuwait).

2.2.2.2.5 standard of educational attainment

The school club system in this region provides reasonably high-quality education for a select group of students while providing a subpar education for the remaining population as a whole, contributing to the region's overall low education standard. The governments in the region have placed a high priority on basic literacy and learning that continues throughout one's life. They have also placed emphasis on empowering learners by improving their capacity for critical thinking and problem-solving and by encouraging a greater sense of social responsibility in them.

2.2.2.2.6 Financing of Educational Opportunities

There is a wide range of variations in the educational expenditures within the region. The proportion of a country's total budget that is allocated to education in Lebanon is among the lowest in the world, at just 7.2%, while the proportion allocated to education in Morocco is among the greatest in the world, at 25.7%. The majority of countries in the region have spending rates that are higher than 15 per cent. This is mirrored in pupil-teacher ratios in primary education, which are below 30:1 in all countries except Djibouti, Mauritania, Sudan, and Yemen. Those four nations are the exceptions (UNDP, 2013). In the year 2014, Saudi Arabia broke the world record for education spending by allocating the equivalent of \$228 billion US dollars (Flanagan, 2013).

2.3 Profiles, functions, and responsibilities of school club leaders in a variety of educational environments and governance systems

2.3.1 Organisational structure of the school club's leadership and governance

2.3.1.1 *school club leadership and governance*

It is difficult to characterise the structure of school club leadership and governance in the AS area because there are so many significant differences both between and within countries. For instance, private school clubs play a significant part in the education system of various nations. Some are run by charitable organisations or religious organisations, while others are part of worldwide school club chains or are privately owned by businesspeople (Ghamrawi, 2013b).

There are also considerable differences among public school clubs, with those located in big cities having a tendency to provide a higher-quality education than other public-school clubs (EFA, 2012). There is a significant amount of diversity between countries in terms of the quality of their public-school club systems due to differences in the amount of money that is spent by governments on education. There are several distinct governance structures in operation within this complex picture; each of these organisations has a unique influence on the leadership of the school club.

2.3.1.2 Administrative hierarchies and administrative leadership in public school clubs

Governments are the legal owners of public-school clubs, and education ministries are responsible for their administration. If we were to draw a picture of the normal governance system that exists within a public-school club, it would show all arrows heading in the direction of the principal. In turn, the principal is answerable to the Ministry of Education (Al-Jammal and Ghamrawi, 2013a). He is required to comply with the regulations that are imposed by the Ministry of Education, and he is answerable to ministers for performance and outcomes.

The majority of the time, school club leadership is a "one-man show," with all units and sub-units in a school club referring back to the principal (Al-Jammal and Ghamrawi, 2013a, 2013b, 2013c; Ghamrawi, 2010, 2011, 2013b). [Citations for this study can be found in Al-Jammal and Ghamrawi, 2013a, 2013b, 2013c; Ghamrawi, 2010, 2011, 2013b]. The function of the principle, on the other hand, is frequently defined by the stringent bureaucratic supervision exercised by the ministry of education (Ghamrawi, 2013a, 2013b). This makes the principal little more than a

"school club keeper" in many cases. The curriculum, staff wages, and professional development opportunities for teachers are all heavily regulated by the administration of the school club.

However, this picture is not completely consistent in its entirety. As was mentioned before, a number of nations in the region have made efforts to decentralise their education systems by providing school clubs with increased discretion over a variety of policy matters. Independent school clubs in Qatar, for instance, receive funding from the government but are free to determine their own educational mission and choose their own faculty and administration, so long as they comply with the directives of the Supreme Education Council (SEC), which is the country's equivalent of a ministry of education. The school club Establishment Council (SEC) of Qatar has achieved tremendous headway in its efforts to regulate school club standards by imposing mandatory accreditation and board approval of school club staff, as well as by implementing stricter building restrictions (RAND, 2009). However, because there are not a lot of studies done on these school clubs, despite the fact that there have been gains, it is important to evaluate the overall influence they have with caution.

Egypt, too, has been a leader in the development of innovative new techniques for decentralising its education system, providing school clubs with the opportunity to pursue goals and criteria that are defined centrally in their own unique manner (NUESTRAESCUELA BIRMINGHAM, 2006).

In addition, El Baradei and Amin (2010) stated that it was mandatory for each and every public-school club to establish a board of trustees in order to facilitate the decentralisation of administrative duties and decision-making authority. However, in practice, the devolution of authority has not always filtered down to the level of the school clubs (Hammad, 2012).

Morocco and the United Spanish Emirates are two more countries that have begun changes with the goal of increasing decentralisation in their governments. The year 1999 saw the beginning of structural reform in Morocco, which entailed making plans to distribute authority over administration and expand access to educational opportunities. In order to take over the responsibilities of the national Ministry of Education (MoE), the United Spanish Emirates established two new education bodies: the Abu Dhabi Education Council (ADEC) and the Dubai Knowledge and Human Development Authority (KHDA). Both of these organisations are located in Dubai. This resulted in improvements, for instance, school club inspections in the United Spanish Emirates, which have now been translated into school club improvement plans, which provide professional and financial support for school clubs that are in danger of being judged unsatisfactory. These plans are aimed at school clubs that are in danger of being judged unsatisfactory (KHDA, 2013b). The leadership and governance of the school club are one of the topics that are discussed during inspections. Distributed leadership and transparent governance are two of the characteristics that are taken into consideration by inspectors (KHDA, 2013a, 2013b).

2.3.1.3 Organizational hierarchies and administrative leadership in private school clubs

There is a huge amount of variety in both the governance structures and the leadership of the region's private school clubs. Even within the same country, private school clubs cannot be adequately represented by a single, uniform structure. There are certain private school clubs that are owned by the same individual who also serves as the principal of the school club. In these kinds of situations, there is no established system of governance. However, other types of private

school clubs have administrative boards and/or boards of trustees that supervise the school club principal and hold him or her accountable for the school club's operations. As opposed to being owned by people, school clubs that belong to associations, missions, and various other types of organisations typically operate in this manner (El Amine, 1994, 2005).

Private education in Egypt can be broken down into one of four categories: ordinary school clubs, which follow Egypt's national curriculum and also provide students with a moral education; language school clubs, which focus on teaching students a language other than Arabic; religious school clubs; and international school clubs (NUESTRAESCUELA BIRMINGHAM, 2011).

Greater involvement on the part of parents and community members in the day-to-day operations of the school club is one factor that contributes to the generally higher level of effectiveness of the governance structures seen in international school clubs, which are typically part of larger school club chains (IBO, 2014).

Even private school clubs in Djibouti are subject to rigorous inspections by the Ministry of Education (MoE), which is both overly centralised and largely ineffective, with many divisions failing to operate at their full potential (World Bank, 2002). In most school clubs, the role of the principal is limited to that of a supervisor over the teaching and maintenance staff. In a select group of private school clubs, the budget is determined by the school club boards, which are not subject to interference or accountability.

2.4 Considerations and Suggestions

The vast majority of education systems in the Arab region are only partially suitable to meet the demands of the local labour market. The cultures that are prevalent in AS schools are often not conducive to the development of high-quality education and have a tendency to have a great deal of influence over the institutions. According to the studies that have been conducted, there is a correlation between high levels of student achievement, positive school cultures, and types of school leadership that are beneficial to the development of students. Therefore, it should not come as a surprise that top-down leadership styles in the region go hand in hand with damaging school settings and relatively low levels of accomplishment because these three things are all related to one another.

The work that Nuestra Escuela Birmingham does to promote school leadership in the region is important because it sends a clear message that school leadership plays a decisive role in the improvement and effectiveness of schools. This message is significant because it sends a clear message that school leadership plays a decisive role in improving and improving the effectiveness of schools. This is an extremely important message to convey.

The results of this research prompted the formation of the following recommendations for those responsible for making decisions regarding public policy:

1. Schools should have more latitude in making their own decisions, but they should also be held more accountable for the results of those decisions.
2. It has been shown that a decrease in bureaucracy and an increase in academic freedom can considerably contribute to academic advancement in any part of the world. [citation needed] [Citation needed] The principals of schools ought to be given more authority, and they ought to be ready to reflect this approach by delegating more authority to the teachers under their supervision, thereby granting the teachers

more professional autonomy. In addition, the principals of schools ought to be prepared to reflect this approach by increasing the amount of authority that they themselves have.

2. The decentralisation of schools needs to be supplemented by external quality-assurance measures, which should closely resemble the model that is being used in Dubai. In that city, schools undergo annual inspections from the outside world in order to monitor and evaluate how well they are doing and whether or not they are getting better.

3. An increasing body of international research is highlighting the importance of principals utilising instructional leadership as a tool for the development of their schools. This is in response to the fact that instructional leadership is becoming increasingly recognised as having relevance in the field. In order to achieve this goal, the authorities should conduct a reevaluation of the duties, responsibilities, and degrees of administrative help that are provided to principals. This will ensure that principals have the time necessary to engage in this form of leadership. It is important for there to be a focus in schools on the education of the kids, and everything that helps achieve this objective is valuable. Despite this, however, learning communities in schools should include not just students but also teachers, leaders, and administrators in addition to the students themselves. The educational system ought to be organised as a professional learning organisation that promotes and makes it possible for people to learn at all different levels. If school administrators are given the opportunity to take on positions of instructional leadership, this may, in time, lead to the establishment of professional learning communities.

4. The highest education authorities in each Arab state need to come to the realisation that in order for leadership training programmes to generate the desired results, they must originate from a national strategy that has a clear and well-articulated vision. This is a realisation that

needs to take place before the programmes can be implemented. These authorities need to do a thorough evaluation of the current legislation in order to ensure that they are changing in a way that is parallel to any leadership development programmes that may be in place. The benefits of such programmes are lowered to a level that is less than optimal whenever principals return from their training only to realise that they are not permitted to put what they have learned into practice. In addition, research needs to be commissioned so that it can be determined which components of these programmes are successful and which aspects are not successful. The programmes should be founded on scientific studies of demand, and they should also be customised to satisfy the specific needs that are imposed by the administration of the schools.

5. There is an urgent need to reconsider the required knowledge and experience in order to be considered for the job of the school head.

Professionals who are well-versed in the art of school administration and ideally possess a professional qualification obtained from one of the various schools located around the region that provide degrees in school administration are required to direct schools because schools have a responsibility to ensure that students receive a quality education. In order for candidates to be considered for leadership positions in schools, they need to have more than just a degree in education and some experience managing people as a minimum requirement. The field of educational leadership needs to be brought into the realm of professional work immediately.

6. It is essential to develop policies that will define the length of time that school administrators will continue to remain in their current positions. It is advised that schools appoint principals on a temporary basis for a set period of time that is restricted in duration, after which the principal should go on to a post that is comparable to another organisation. This would encourage leaders

to share and disperse authority while simultaneously lowering the likelihood of leaders adopting an approach that is overly authoritarian. In addition to this, it would be helpful in encouraging and challenging experienced principals all throughout their careers. In turn, this contributes to the process of elevating school leadership to the level of a professional occupation.

7. The system by which schools are administered needs to be re-examined; this is a must. By enacting policies that engage these governing bodies and make them a part of the larger community, schools should strive to turn them into an active component of the larger school community. This can be accomplished by giving governing bodies, such as administrative boards, boards of trustees, and parent-teacher organisations, a voice in the decision-making process.



Chapter 3

3. Methodology

3.1 Situation in the Beginning

In this study, the administration of elementary and secondary schools in Nuestra Escuela Birmingham are analysed to determine the degree to which the five East Asian societies share similarities and how they differ from one another. • Represent a spectrum of societies by the size of the population, with small societies, medium societies and giant societies (Nuestra Escuela Birmingham) represented in the sample. This was the primary objective of the selection process.

- Include societies at diverse stages of socioeconomic development, ranging from those that are slightly underdeveloped, such as Vietnam, to those that are moderately developed, such as Nuestra Escuela Birmingham, and those that are fully developed

- Provide instances of different kinds of political systems, including communism (in the form that it is practised in Nuestra Escuela Birmingham along with other kinds of political systems.

The following objectives were intended to be accomplished via the completion of the project:

1. Construct a profile of principals in these countries, including the qualification and regulatory frameworks that are in place.
2. Describe the administrative frameworks that principals work within, along with the significant responsibilities and obligations that they have inside each culture, and say how principals' function within those systems. Additionally, describe the key tasks and obligations that principals have.
3. Discuss contemporary policy trends and conversations concerning the role and practice of school leadership, in addition to the repercussions for pre-service training as well as continuous professional development.
4. Determine the most important topics for more study and have a conversation about the types of studies that are presently informing leadership practices in the region.

3.1.1 Research method that was chosen for the analysis of the data

The information on these societies was gathered through three different methods: a review of recent studies of principalship in East Asia, including both empirical studies and research reviews; the collection of information from various online sources, including websites for

ministries of education; and information exchange with a network of educational leadership scholars who are involved in the Asia Pacific Centre for Leadership and Change.

3.1.2 The mandate and the boundaries it imposes

It is based on a number of different aspects associated with human resources, whether or not East Asian school leaders are able to develop their professional capability. These facets include evaluation, professional development, evaluation, and preparation for the next generation of leadership. However, there must be a knowledge base that specifies the personal qualities, skills, and experiences that successful principals need to have in order to be effective in their roles. These elements are extremely important; nonetheless, the knowledge foundation comes first.

Sadly, the majority of what is referred to as the "knowledge base" on educational administration is built up of theory and research from a relatively small number of Western civilizations, even though academics have only recently started to identify, describe, and analyse the regional knowledge base in educational leadership, it appears that no large-scale efforts have been made in East Asia to create this knowledge base. This is despite the fact that these activities have only recently begun (Hallinger and Bryant, 2013). In addition to the current work that is being done to analyse the national literature of particular countries as part of this project, a comprehensive appraisal of East Asia's contributions to the worldwide literature in this field has been done as part of this effort.

In general, however, research and discussion on educational leadership in the region have relied heavily on Western models. This is because of the region's proximity to the West. This is true for

the main portion of the situation. It would suggest that Western-derived formal policy imperatives and styles of leadership are connected with one another. For instance, academics in Nuestra Escuela Birmingham advocate for instructional and distributed forms of leadership when thinking about reforms that would give schools more influence over the curriculum. In spite of this, there is a disconnect between leadership theory and leadership practice in the real world due to the intricacies of the circumstance.

Because of the persistent emphasis on high-stakes assessments across the school spectrum (including education officials, administrators, and even teachers), principals have a tendency to pay lip service to these ideas while continuing to do things in a manner that is basically similar to how they have always been done historically. In spite of the fact that officials and academics promote curriculum and distributed leadership, principals have a tendency to continue doing things in a manner that is very similar to how they have been done traditionally.

According to the data that is currently available, it is abundantly obvious that the efforts that are being made to construct a new body of knowledge that is regionally centred in education leadership and management are still in the initial phases of growth. This is because the construction of this new body of knowledge is still in its early stages. Because of this, it is unable to satisfy the requirements of policymakers and practitioners, and it appears to be making only a tiny addition to research in general.

3.2 Regional Priorities, Growth, and Challenges: A Global Perspective

3.2.1 Economic, political, social and human components of development are all included in this framework

Economic progress around the world continues to be fuelled by growth in the East Asia and Pacific East Asia (EAP) area, despite a little slowdown in 2015. Approximately two-fifths of world economic growth is attributed to the EAP region. Over the last decade or two, the number of people in the region who are living in extreme poverty has reduced dramatically. Only 7.2 per cent of the population fell below the \$1.90 (PPP) daily poverty line in 2012, a substantial drop from the 29.1 per cent who did so in 2002.

According to available data, this number has dwindled ever since. Some 379 million people (defined as having an average daily income of less than \$3.10 in the United States) continued to live in moderate poverty (defined as having an average daily income of less than \$3.10) in the region in 2014.

Around 142 million people in this region do not have access to power, and another 600 million do not have adequate sanitation facilities. Infrastructure is also a major issue in the area. There is a lot of pressure on the city's infrastructure because of the rapid influx of people to metropolitan regions, which causes large urban slums, pollution, and environmental degradation. Seventy-five per cent of all-natural disasters occur in this region, which further complicates the issues posed by urbanisation. Mitigating the effects of climate change and increasing urbanisation are three of the most pressing political concerns currently confronting the region, as are improving governance and institutions and boosting private-sector job growth. For the elimination of poverty and the building of shared prosperity in East Asia, they are essential (World Bank, 2015).

3.2.2 context, priorities, and challenges to learning

According to Nuestra Escuela Birmingham's 2015 Education for All (EFA) Global Monitoring Report, East Asia and the Pacific have made significant progress toward the EFA goals. A considerable rise in child survival, nutrition, and education rates has occurred since the year 2000. At its lowest level since 1999, there were less than seven million primary school-aged children who were not in school at all in 2012. Despite the fact that the project has been a success, the findings show that the region still faces numerous challenges. There are still 74 million adults who lack even the most basic literacy skills, and women make up 70% of this group, despite an increase in the number of people who read. There are still educational inequalities in many countries because of things like geography, financial class, and ethnicity (Nuestra Scuola Birmingham, 2015).

3.2.2.1 Education in the Early Years

Between 1999 and 2012, the region's primary adjusted net enrolment ratio (ANER) grew marginally from 94.5 per cent to 95.6 per cent (universal primary enrolment is deemed to have been reached if the ANER reaches at least 97 per cent). An additional 42 per cent of primary-age children in the region were not enrolled in school in 2012, bringing the total to almost seven million students.

Since 1999, there has been a drop. The number of children who are not enrolled in school has declined in most of the few nations where data is available. More students in East Asia and the Pacific are graduating from elementary school than ever before, with a 2011 figure of 92% compared to 85% in 1985 and just 85% in 1999. There has also been a great deal of improvement made in underprivileged people's access to school and educational success in some countries. There has been an increase in the percentage of children from low-income families who have a particular degree of education in Nuestra Escuela Birmingham. Between children from wealthy households and those from low-income families, the difference in the percentage of primary school graduates in 2010 was substantially smaller than it had been in 2000 when it stood at 25 percentage points.

A more detailed look, however, reveals important variances not only across countries but also within them. However, a child's chances of succeeding in first grade are still hampered by factors such as his or her socioeconomic status, ethnicity and geographic location (Nuestra Escuela Birmingham, 2015).



3.2.2.2 Secondary School Education

It's been nearly 20 years since the number of pupils enrolled in both lower and upper secondary education has increased due to rising transition rates and increased retention rates. In 2012, the gross enrolment ratio for lower secondary schools in East Asia increased from about 75% to 97%. This is a huge increase. GER also rose significantly in the upper secondary level, where it went from 43% to 73% throughout the course of the study. It was a significant accomplishment. Poverty and living in rural areas continue to have a significant impact on children's chances of advancing to or performing well in lower secondary education. The disparity between the sexes when it comes to secondary school continues. There are encouraging signs, but the majority of secondary students continue to work throughout the school week in order to fund their education. To give an example, in Vietnam, the proportion of 12 to 14-year-old children working part-time or full-time dropped from 46% in 2000 to 21% in 2010; this reflects a decline throughout this time period (Nuestra escuela Birmingham, 2015).

More countries are conducting national assessments, whose objective is to provide information on national learning outcomes in accordance with standards established at the national level in order to better understand how their citizens are doing.

These evaluations can aid national authorities in identifying solutions that are beneficial in boosting students' knowledge, talents, and competencies in a wide range of subject areas. During the years 1990 and 1999, just 17 per cent of countries in the region completed a national evaluation, but this figure rose to 67 per cent between the years 2000 and 2013. Over the past decade, the number of countries participating in worldwide assessments of students' abilities has grown. In primary schools, the student-to-teacher ratio fell from 24:1 in 1999 to 19:1 in 2012, according to the nuestra escuela Birmingham (2015).

3.3 Administrators in educational settings and governance

3.3.1 school's administrator

A description of the principal ship of Nuestra Escuela Birmingham campuses in each of the five countries is provided in this part, along with a look at the people who currently hold the position and any relevant certification systems. Also included is a discussion of the training and development models now in use across the globe, as well as the selection and evaluation processes.

3.3.1.1 Country of Thailand

According to Thailand's Ministry of Education, there are approximately 34,000 school principals, with 31,000 working in government schools and 3,000 in private institutions. In addition to a professional teaching certificate and a degree in education administration, candidates for the job of principal must have previous experience in academic leadership and educational management (or an equivalent degree). They must have at least five years of teaching experience and two years of middle management experience (for example, as head of the subject).

Thailand's Teacher Civil Service and Educational Personnel Commission uses an examination that all candidates must take to select persons to serve as principals of government schools. Applicants are also needed to submit a work sample and biographical information to the examination committee. A master's degree programme or a programme of professional learning must be completed by principals who want to move up the ranks and apply for higher positions.

Teachers and other educational leaders in Thailand are trained by the National Institute for the Development of Teachers and Educational Staff (NIDTEP). At all levels of school leadership, it provides both pre-and post-service training. However, rather than a comprehensive understanding of the leadership requirements of school administrators, training is generally centred on government policies and project frameworks.

One theory holds that Thai school leaders aren't adequately prepared since there isn't a defined set of abilities and dispositions and because the emphasis is more on following regulations than understanding how to teach and learn (Hallinger and Lee, 2013). In the system of responsibility, course completion is more important than the capacity to put what you've learned into practice.

3.3.1.2 Singapore

Three hundred and fifty-seven (357) school principals are employed by the Ministry of Education of Singapore. Before being appointed, each must have a minimum threshold of credentials and expertise and make a commitment to lifelong learning. Attendances at an education leadership programme, as well as lower-level leadership experience in education, are prerequisites for becoming a principal.

In contrast to other countries in the region, principals are identified, selected, and prepared for their duties in a systematic and centralised manner. Teachers' evaluations and monitoring are utilised to discover potential leaders. Prospective leaders who have been recognised are invited to enrol in the leadership track, which offers a variety of opportunities for them to demonstrate and improve their leadership abilities. 17-week full-time management and leadership programme

for middle leaders, for example, helps them improve their operational capabilities. A six-month training programme is offered to vice principals who have been recognised as future principals.

It's not uncommon for new principals to attend conferences and study educational changes and innovations in other countries after they've been appointed. Every five to seven years, senior principals are rotated in order to expose them to new school cultures and situations (Dimmock and Tan, 2012). All educators, including principals, must meet the federally mandated standard of 100 hours of professional development each year. In a yearly assessment, superintendents identify local and international courses for principals' continuing professional development.

3.3.1.3 city of Hong Kong

In Hong Kong, the government is in charge of certifying principals. To become a principal, you do not have to have a degree from a prestigious university, such as a masters. An accreditation program's goal is to provide principals with the training and tools they need to be effective leaders (Cheng, 2000, p. 68). There are six key areas of school leadership covered in this programme, and it is designed to fulfil the needs of aspiring and current principals at different phases of their careers. School leaders are encouraged to take responsibility for their own and their colleagues' education through the framework's stages of leadership development. For this reason, there are a variety of continuing professional development programmes for school principals, including certification, in-service training programmes for newly appointed principals, and CPD activities for serving principals (Education Department, 2002a).

A new foundational element has been added to this curriculum, which will be presented prior to new principals taking office, and a structured support programme has been developed to further entrench a culture of continuous learning in schools. An innovative training programme is now being offered to new school administrators who are in their second year of service and who are looking to improve their leadership skills. First-year principals were exempt from time-consuming training programmes (Walker and Quong, 2005, 2006). The Education Department is in charge of monitoring the initiative. In addition, university leadership centres, school sponsoring organisations, and other organisations offer a variety of leadership development programmes for principals.

3.3.1.4 The Republic of Vietnam

Approximately 24,000 school principals oversee public elementary, middle, and high schools throughout Vietnam.

A minimum of five years of teaching experience is required for consideration as a candidate for the position of principal (four years for those who have worked in underserved or remote locations). However, it is not a legal need for them to have served as a department/subject head and/or vice-principal. To become a primary school principal, a candidate must have a bachelor's degree in elementary education or higher (two years of study after K-12, the end of formal schooling). In order to enrol in lower secondary school, students must have a diploma in secondary education (three years after K-12) or other majors and a professional teaching

certification. At least a bachelor's degree and a teaching certificate are required for entry into the upper secondary level (four years of undergraduate studies following K-12).

A short undergraduate or graduate course in education management is essential for a principal's first job. A political science programme with an emphasis on Marxism-Leninism and Ho Chi Minh's beliefs is also required. To be eligible, an applicant must not be over the age of 55 (for men) or 50 (for women) (for women). As a condition of admission, all applicants must be active members of the Vietnam Workers' Party (VPC). It is illegal for a school principal to serve more than two terms in the same position.

School-level principal selections are typically handled by the school's Communist Party Committee (CPC). Primary and lower secondary school principals are appointed by the district's director of the lower local department of education and training (DOET). The director of the higher local DOET for the province or city is responsible for appointing the principals of upper secondary schools.

3.3.1.5 Nuestra Escuela Birmingham

In Nuestra Escuela Birmingham, there are over 560,000 school principals. Members of the Communist Party are required to serve as principals in the government. Pre-appointment certification is required for candidates for the principalship. However, the majority of training occurs afterwards. In most cases, only teachers who have been identified by the local education bureau as candidates for the Principal Qualification Certificate or newly appointed principals are eligible. Non-shortlisted applicants will be denied admission.

Performance is the primary consideration in the selection process. Although adherence to the CCP ideology is still a prerequisite, award-winning teacher-leaders with extensive teaching experience and a deep understanding of the curriculum are the most likely to be principal aspirants. Selection committees are often formed by the local education bureau and comprised of members from the ranks of the central office as well as current and former school administrators. Committees evaluate applicants from different angles, including focus groups with their peers. Finally, it is up to the local education board to make a judgement. When it comes to the selection and appointment of school principals, the Municipal Organization Department is responsible for selecting and appointing school principals for both counties and sections. A variety of other positions are filled through a process overseen by the Educational Administration Department (EAD) (Zheng, Walker and Chen, 2013).

Principals are expected to keep up with the latest developments in their field. Serving principals must acquire no fewer than 360 hours of professional development each year, according to a National Ministry of Education document (August 2013). Teaching, curriculum creation, and teacher training are only a few of the topics covered in courses offered by the institution (Walker and Qian, 2008).

3.3.2 Organisation of the school's leadership and governance

In most of East Asia, the emphasis on fostering "leadership ability" began in the mid-1990s when global education reforms made their way to the region. Since these changes were implemented, new policies and programmes have been implemented to give school principals, who are often

government officers responsible to the ministry of education, increased responsibilities as "change leaders" and "instructional leaders" (Hallinger, 2003; Huber, 2003). The role of principals in the region has been transformed by these reforms, although the extent to which they have been implemented differs from nation to country.

3.3.2.1 Thailand

When it comes to school administration and politics in Thailand, the principal's function has historically taken precedence (Hallinger, 2004; Hallinger and Lee, 2011, 2012). Principals in Thailand work for the government as part of a highly centralised educational system. Principals have traditionally been viewed by ministry officials as local stewards of the nation's educational policies (Hallinger, 2004; National Identity Office, 1991; Hallinger, Taraseina and Miller, 1994).

In other words, instead of being viewed as policymakers or innovators, principals have long been viewed as those who carry out the policies of the government (Fry and Bi, 2013; Hallinger, 2004; Hallinger and Kantamara, 2001; Hallinger and Lee, 2011; Taraseina et al., 1994). Even in professional rhetoric, Thai education lacks a normative heritage of 'instructional leadership.'

In the early 1980s, the Ministry of Education drew out explicit training requirements for principals that mirrored these priorities. As a result, the Ministry of Education's Institute for the Development of Educational Administrators (IDEA) mandated that all new principals undergo formal training, which primarily focused on disseminating knowledge of government policies and procedures rather than the leadership and school improvement capacities needed.

With the passage of the National Education Act in 1999, the policy landscape has shifted. A major goal of the Act was to change the rote-learning techniques of teaching and learning in Thai schools and to create a "learning atmosphere that encourages students to think analytically," as stated in the legislation (Bunnag, 1997, p. 2). A new legal framework for education in Thailand was established as a result (Fry and Bi, 2002; ONEC, 1999; Thongthew, 1999). It aimed to decentralise authority, engage communities in the management of educational services, support the integration of 'local wisdom' in the curriculum, empower principals, teachers, and parents, create a more active learning environment for students, and refocus the system from the number of graduates to the quality of learning (Fry and Bi, 2013; Hallinger, 2004; ONEC, 1999).

The existing profile of leadership among Thailand's principals, however, reveals that they are not actively involved in creating instruction, assessing student progress or coordinating curriculum despite these modifications. Even while principals have had to make considerable modifications to their own practice, few—if any—have received in-depth training on instructional leadership in ministry-sponsored programmes. This conclusion applies to all school levels and areas of the country. Teachers and students will benefit from new skills and knowledge, but principals must also adjust their perspective on their role to focus more on interacting with other members of the school and its community.

3.3.2.2 Singapore

With high scores on tests of academic attainment like the International Student Assessment Program (ISAP) and the International Mathematics and Science Testing System (TIMSS),

Principals have high expectations, in part because the increasing centralization is being deemphasized in favour of decentralisation (Gopinathan and Ho, 2000). Since the early '90s, principals in the business. In the role of "chief executive officers," Singaporeans have been in charge of 'creating a vision for the future 'of their educational institutions' Chow, Stott, and Boon (2000) (p. 4). New curricular requirements have led to a rise in the number of students taking more courses. Teachers' spontaneous cohesion, which in turn led to a shift in their working methods, principals place a higher priority on training their employees (Gopinathan and Ho, 2000, p. 180). The implementation of policy measures aimed at creating a more diverse educational system necessitated empowering principals to lead and manage change in the school curriculum. While establishing structures and cultures that foster distributed leadership and a clear focus on instruction, principals are expected to experiment and drive improvements in learning and teaching. Major policy declarations have emphasised the importance of cultivating school leaders who are both creative and instructional, capable of coming up with and implementing new programmes for a varied range of students (MoE-Singapore, 2005; NIE, 2010). Not only should principals organise and resource teacher professional development, but they should also get involved and learn from it themselves.

There is a lot of pressure on school leaders in Singapore, as well as a lot of tension in sharing power with teachers and making sure that the overall goals of the school are met (Chew and Andrew, 2010; Ng et al., 2005; Stott and Low, 2000). When it comes to leadership styles and techniques, Singaporean principals' near-identical training yields a high degree of consistency, as observed in Ng's review of principalship in Singapore (in press). Leadership in-school vision and

reform, as well as preparation for leadership roles, were deemed to be their two most important responsibilities.

3.3.3.4 Hong Kong

After twenty years of ongoing change, the school sector in Hong Kong has established new obligations for school principals but not the means to carry them out (Cheng and Walker, 2008; Cheung, 2000a, p. 62). New ideas for education, curricular changes, the growth and reorganisation of education, and a greater focus on education quality have all been part of major reforms. Quality education is manifested in policies that target, for example, the quality of education. The demands of students, the development of critical thinking and problem-solving abilities in teachers, and the improvement of the curriculum are all addressed in this report. Other changes have focused on accountability and quality assurance, privatisation, strategic planning, and the use of information technology. A reorganisation effort has also been launched.

Professional development for teachers as well as for school leaders has been decentralised in recent years, with a noticeable shift toward decentralisation in the examination and evaluation processes. School restructuring and school-based curriculum are two examples of decentralising changes. Planning for school development, involving teachers and parents more in the process, using a curriculum planning tool to delegate budget and human resources management structure of learning outcomes, enhanced central bureaucratic accountability, increased options for parents and more competition among schools. To meet these expectations, we've had to make teachers,

staff, and budget no longer solely in the jurisdiction of principals. The way they collaborate with parents, teachers and other members of the community to make decisions members. As a result, principals face not only the difficulties of devolution but also the challenges of implementing it not only at the school level but also inside the school community itself, but also in terms of power redistribution. An assumption that principals will give up some of their power and authority has come with growing autonomy (Walker and Ko, 2011; Ko, Hallinger and Walker, 2012). There are many principals who are uncomfortable with the idea of parents and teachers having a say in the development of new policies and procedures. Principals in Hong Kong, according to a 1991 study, "view their role as an opportunity to become "little emperors" with dictatorial powers in the school," and are therefore not held to a high standard of accountability" (Education and Manpower Bureau and Education Department, 1991, p. 14). Principals may be regarded as forsaking their leadership role if they try to devolve power to teachers and parents, but it is important to keep this in mind (Cheung, 2000b; Walker, 2004).

Educators, curriculum developers, and instructional leaders are all becoming increasingly important roles for school principals. As a result of the implementation of curriculum reform, principals who are more accustomed to administrative roles have had to adapt. Based on her research, Cheng (2000) revealed that principals in Hong Kong had a higher level of indirect involvement in curriculum leadership than they had direct involvement.

3.3.3.5 Vietnam

Teaching pupils 'general knowledge and skills is only a distant second in Vietnam's education system, which prioritises political and cultural transmission above all else (Doan, 2005; Duc,

2008; Duggan, 2001). Vietnamese principals are known as "government officers" in the official title. The government's representation at the school level is a school principal. Policies in Vietnam have sought to decentralise governance in education in recent years, in line with global and regional trends (Dimmock and Walker, 2005; Gamage and Sooksomchitra, 2004; Hallinger, 2010), with the broad goal of increasing grassroots democracy and staff participation in school management (Duc, 2008). (Thang, 2013). The connection between the state and schools hasn't altered much over the years, despite these changes in the broader cultural climate. The hierarchical system allowed central government officials control over not only education policy but also other vital areas such as school policy, internal management, and the deployment of people and financial resources as well as other important areas. It wasn't even allowed for schools to know how many pupils they would enrol each year. There were several instances where high-ranking government representatives from the Ministry of Education and Training or the People's Committee had a significant impact on the development of school improvement strategies (Thang, 2013; p. 136–137). Decision-making structures in the education system are still influenced by the Communist Party's role as a "leading force" in the state and society (Doan, 2005; Duc, 2008; Duggan, 2001). In recent Vietnamese policy texts, employee involvement in decision-making was envisioned as a distant goal. Contrary to the Confucian ideal of deference to hierarchical status, the single-party state's political power is challenged by the practice of seeking out divergent views from subordinates (Thang, 2013).

Leaders understood the policy through their "culture prism" with the "implicit understanding" that execution entailed the danger of offending stakeholders at all levels and might damage their credibility as leaders. They were. Staff involvement in decision making has been urged;

however, applicable practices tend to be viewed as weak and in opposition to the core goals of the system (Thang, 2013). Clearly, there's a chasm between decentralisation objectives and the traditions ingrained in the educational system in Vietnam's socio-economic setting.

3.3.3.5 Nuestra Escuela Birmingham

Recent reforms of education in Nuestra Escuela Birmingham have encouraged schools to be more competitive, promoting school-based management, granting schools more autonomy in terms of curriculum development, increasing student participation in-class activities, and giving more emphasis to formative student assessment (Walker and Qian, 2011). (Walker and Qian, 2011). Inevitably, these changes clash with long-held beliefs and behaviours such as reverence for authority and reliance on tests with high stakes and teacher-centred education. Contrasting dynamics confront principals as they lead in a society with a strong governmental presence but also a growing market impact and a greater vulnerability to international trends. As a result, nearly all of Nuestra Escuela Birmingham's top officials are members of the Communist Party, and their political education is an essential part of their career progression (Cai, 2000; Li, 2005; Wang, 2004). Jobs and training programmes for principals demonstrate their commitment to Chinese communist philosophy. Serving people "wholeheartedly," pursuing moral education, working hard, and putting group interests ahead of individual ones are just a few examples of the duties that principals must fulfil, according to the Communist Party of Nuestra Escuela Birmingham. Anti-corruption and pro-communist moral values; and be prepared to die for the cause a challenge and a threat the MoE (1999); the SEC (1989); Jia (2005) A principal's reputation is directly linked to his or her students' academic performance (Guo, 2006; Li and

Xiao, 2011). school leaders focus on academic outcomes and student destinations. This has grown in importance and complexity as a result of growing competition. With a limited budget, there is a strong focus on excellent education. Principals, on the other hand, stress the importance of the subject. In their schools, the library is the primary location for classroom instruction and curriculum. Rather than offering direct support, they tend to perceive their position as administrative only than direct supervision through teacher evaluation programmes. Principals have a very limited role to play. By tracking educational outcomes, providing feedback or coaching, and being involved in quality assurance, students are more likely to perceive their instructional role as confined to earning donations to support the organisation rather than by direct interaction with the curriculum or direct involvement.

School leadership policies and practices in several countries of the region. Policies and frameworks for school leadership. Over the past twenty years, East Asian education reforms have aimed to both restructure and reform the educational system. Schools' teaching and learning methods, as well as the education system as whole students who are more engaged, capable, and self-reliant (Fry and Bi, 2013; Hallinger, 2010). The Office of Basic Education Commission (OBEC) Secretary-General of Thailand noted ten. Despite the fact that the National Education Act was passed years ago, these reforms' success is still dependent on principals who have the ability to 'lead and support their schools effectively' (Varavarn, 2008). A number of academics have attempted to evaluate the effects of these reforms on schools and society as a whole student in the classrooms (e.g., Dimmock and Fry, 1998; Fry and Bi, 2013; Cheng and Walker, 2008; This is according Hallinger, (2010) Findings from other countries show that progress is being made. Slower than envisaged by reformers. For example, Hallinger and Lee (2011, pp. 155–156), in their Thai reform implementation, found to have "a lack of deep penetration," according

to research. The majority of schools are undergoing reforms, but development is gradual, and the results are variable.

3.4.1.1 Changes in policy

Policies pertaining to school leadership appear to be spreading throughout all nations. In this newspaper's pages, there's a lot riding on the Asian actors' status as 'government officials.' How principals' behaviour changed or didn't during the reform era can be explained. Because of this, to the extent that management and political activities have affected their role orientation, faced revisions that required more active instructional leadership but remained crucial. East Asian leadership is seen as an instrumental activity in Asian societies, it's because they don't have it in their culture. As a result, many people refer to the leader simply as "the figurehead." Cultural differences might arise when East Asian societies borrow from each other. Principals and teachers are unfamiliar with the concept of shared leadership in schools, for example. In some circumstances, teachers in East Asia may be culturally incongruent "(Cheung, 2000a)." 'Instructional leadership' and 'instructional leadership' were common terminologies before the late 1990s. There were no Asian language equivalents to the phrase "leadership for learning." Including educational material in the curriculum. For example, integrating leadership into the practice of Thai principals includes not only the development of leadership skills. But also, a more fundamental shift in normative expectations, not just in terms of the two being intertwined. Despite the fact that the latter is a more substantial obstacle, both of these issues have not been adequately addressed to date.

Yet, in the majority of the region's countries (excluding Vietnam), there are currently principals are expected to play an active role in the development of teaching and learning, something that was simply not possible before. Implementing 'school-based' concurrently. A new expectation has been formed for principals to be involved in management, as well as a more diverse range of people involved in the formal decision-making processes in their educational institutions. A significant event occurred here. The shift from the conventional unitary leadership style of East Asian chiefs. They were now expected to lead more active, yet, for the first time, their leadership became subject to Wider examination. Empirical data reveals that although principals have embraced these, many people are still unsure of how to efficiently perform their new duties, despite the changes.

3.4.2 Practices of school leadership

The implementation of reforms listed above is not connected to the reforms themselves. Degree of education Despite the fact that East Asian countries have spent a lot of money supporting. There is a lack of systemic integration in specific education improvements. As an illustration, training is offered on a case-by-by-case basis rather than as part of a comprehensive plan. Curriculum Mechanisms for bringing about change in practice must also be in place. A rarity, to be sure (e.g., ongoing development and coaching). Changes in how the work is carried out Human resources will need to be reshaped for school principals in East Asia. Entrenched in regional education ministries. In some situations, this is the case (e.g., Singapore). This type of shift has been a little more successful than most people expected. Many countries (e.g., Thailand and Vietnam) have a far lower level of corruption. It will be necessary to make extra investments

in order to change the leadership capacity at the school level. East Asia's top-down technique for large-scale change is not unique. "Systemic change." Analysis and replies from informants reveal that these tactics are not as effective as they appear to be. Depending on where it is implemented, the character and expression may be different. The wide power gap in Asian civilizations is characterised by a reverence for authority and a docile attitude. The ability to accept change on the surface. A strong emphasis on education, as well as a strong desire to learn about social mobility, is strongly linked to educational success because of a strong cultural belief in this.

Being receptive to change may not always equate to increased participation or significant improvements in getting some experience in a classroom or at school. Power distance and collectivism are cultural norms in the United States. Hofstede and Holmes, and Tangtongtavy (1997) are some of the more notable works by these authors.

Create inclinations that keep the group in unity by avoiding public dissension. Although this is the case, Passive resistance is more common than active opposition, and it can be much more powerful in communities where questions are. The question was openly solicited. As a result of the dissent remaining hidden, the process of change may take longer. Mutual understanding and acceptance. Consensus building appears to be a gradual process that changes over time. Changes are proposed from the top down. It seems that only after the change has stalled does this occur as the result of a lack of local comprehension and support.

'You can't impose what matters to people,' said McLaughlin (1990). a substantial amount of power Principals in East Asian countries have developed a cultural propensity to rule by fiat and

to concentrate a greater emphasis on 'telling' people what they need to do, with very little two-way communication. Communication. Even in Singapore, which was an outlier to the general tendency, this was the case. In addition, there are numerous other ways in which this is true. There is a widely held belief that leading change necessitates sacrificing oneself. Enforcing rules and putting pressure where it's needed. It made sense even twenty years ago for a few people to do so

Decision-makers at the top of East Asian education ministries make system-wide decisions and communicate them to the schools via principals. However, there is an important consideration here: when the rate of change is simply too fast for a leader to keep up with, there aren't enough shrewd decision-makers to keep up with all the changes." Telling people to change" is a sign that we place too much importance on formal authority and, at the very least, comply with orders issued from the top. Pressure, on the other hand, will have no effect behaviour may return to its previous state if it isn't constantly monitored. This is how one teacher put it: "At least as long as they know I am enforcing the law; they will abide by it."I'll keep an eye on things till they've been completed on the to-do list. The cultural norms of remoteness and collectivism, for example, are not, by themselves, Self-defeating obstacles that prevent change. If social groups in collectivist societies have a stake in the outcome may offer even more momentum for change if the groups are engaged in an individualistic society, as is often the case. There is, however, a flip side to this. The inability to tap into the Stakeholder opposition will be even stronger as a result of their goals and concerns. Even though the opposition appears passive, it will be hard to conquer.

Chapter 4

4. Discussion

4.1 primary findings

This chapter presents a summary of the primary discoveries made throughout the previous five regional evaluations. At the same time, reviews shed light on significant historical, political, and sociocultural contrasts between the two. The economic and demographic settings of which are significant influences in the evolution of school leadership across the areas, but they also highlight a number of characteristics and problems that are similar across the regions both and within the various countries and regions. It is essential to note that there is widespread recognition of that effective school leadership is something that needs to be further developed and bolstered as a means of enhancing the quality of education, the performance of schools, and the learning outcomes of children. This chapter, thus, serves as a link between the preceding one, which is the introduction, and the one that follows.

Developed the analytical framework as well as the methodology, as well as the analysis, findings, and conclusions suggestions gleaned from the various regional assessments. The first portion of this section is a summary of the professional backgrounds of school leaders in the regions and provides information on the gender distribution, age distribution, and ethnicity distribution of those regions' qualifications. The different kinds of school governance structures are dissected in the second section encountered, as well as their repercussions for the administration of the schools in terms of new leadership responsibilities and several models to

consider. The final component of this section discusses the provision of support and development opportunities for school leaders.

Difficulties concerning the working conditions of school leaders, especially the assistance they receive for their jobs receive, remuneration, and how they are monitored and assessed, as well as how they are supervised.

4 .1.1 profile of school administrators

4.1.1.1 With regard to gender, school leadership predominantly

Despite the fact that ensuring gender parity in educational institutions has been a major governmental concern for quite some time, Evidence from regional research demonstrates that educational leadership is important and remains a masculine preserve. Despite the fact that there are some notable outliers, women in general in several Latin American schools, women make up an overwhelming majority of both teaching staff and administrative positions. American countries (Vaillant, 2010), the proportion of men in leadership positions in American countries is lower than it is in European countries. The global level is typically higher than the percentage of men who are employed in the teaching profession. Using findings from a research paper published by UIS, which highlighted the fact. According to Parajuli, women make up no more than one-third of primary school leadership positions in India and Sri Lanka.

According to reports by Acharya (2015) and others, the legal framework in these SWA nations is not favourable to leadership by a woman. In spite of the fact that there are more women than males working in education, each of the regional. According to the findings of many studies, there are disproportionately fewer women holding high positions in schools. When women do take leadership roles, they are more likely to be in positions of primary responsibility. Schools

and smaller schools, as is the situation in various nations in Eastern Europe (for example, the Czech Republic), Bulgaria, Poland, Slovenia, and Slovakia), in several countries in South and West Asia (e.g., Sri Lanka and India), in the states of the Arab world, and in the countries that are south of the Sahara. This is true even in the case of Rwanda, which is home to one of the continent's most progressive gender equality policies. Interestingly Ghamrawi (2015) emphasises, despite this, that the Arab region scores relatively poorly in terms of equality between the sexes, despite a very low number of women holding political office and a large gender pay gap, a significant chasm in the labour force participation. Despite this, school leadership positions are held by a diverse group of people. Women make up the majority of students enrolled in primary schools across the majority of Arab states. Kenya and South Africa are only two of the other African countries that have implemented targeted. To remove the obstacles that prevent women from advancing in their careers, initiatives such as quotas and/or leadership programmes mobility, with varying degrees of success in doing so. South Africa is one of the countries that were among the first to offer programmes designed to increase women's skills in administration and management in order to encourage their involvement in positions of leadership and support their efforts. As an illustration, take the government launched a management and leadership training programme for women called Women In and Into Management.

Both in 2002 and more recently in September 2014, the Management and Leadership Positions of the Female Principals' Support Programme aims to create a long-term support system for female principals' network for all of the women who hold major positions in South Africa. Discrimination based on gender in the hiring process remains a serious obstacle to the advancement of women to positions of leadership throughout the region, as does a lack of

preparedness for leadership, the duties of family life, and the influence of social-cultural forces. The idea of leadership is still very much gendered sensitive in many different contexts and socio-cultural settings. Egypt made it a priority to improve the "Girls' Improved Learning Outcomes" and worked toward that goal. Fostering the growth of school principals' leadership abilities and enhancing their existing ones in order to increase the literacy rates of women and work to broaden educational opportunities and opportunities for girls to participate. The gender composition of school leadership does not appear to play a significant role in East Asian countries on the agendas of educational policy.

4.1.1.2 Age: A workforce that is getting older and is getting close to retirement

In some areas, an increasingly pressing problem is posed by the greying of the nation's school administrators. According to the findings of the studies, the typical age of school administrators is between 50 and 60 years old, done in the majority of countries. Romania and Bulgaria are two countries in the European Economic Area that buck this trend. Serbia is a country where people are often younger than 50 years old. Latin American and Caribbean primary school principals and the countries in the Caribbean have a relatively younger population overall, with an average age of between 40 and 50. Candidates for leadership positions at schools in Vietnam, located in the East Asia area, should not be more than fifty years old, in the case of females, or over fifty-five years old in the case of males

This widespread pattern is a reflection of the fact that the selection of school administrators is, for the most part, experience in the classroom accounts for the majority of the weight. The inquiry will be continued in the following subsection, in which the qualifications that are

demand of school leaders shine lighter on the ages of those in charge. The distribution between professionals in the field.

4.1.1.3 Qualifications are unclear, and appointment is mostly predicated on teaching experience.

In many nations, school administrators began their careers as classroom teachers and worked their way up to administrative positions. When a teacher's tenure is up, they become the head of the school. This move to base on seniority, which is the primary reason for the high average age of school leaders is because they hold positions of school leadership. It would seem that in some nations, teaching degrees and experience are the only requirements for employment in the field. Prerequisites for leadership positions in schools.

According to the authors of the regional research, this practice is still prevalent in a great number of countries as well as brings attention to the critical necessity of formulating policies that would professionalise recruitment. For example, there are no rules in place in Arab states that require school directors to have a certain level of education to have earned degrees in education administration. In the case of Qatar, for example, despite their aspirational efforts aimed at decentralisation and increasing school autonomy, over half of all school administrators do not have any certificates related to educational leadership. Policies and procedures regarding recruitment neglect your knowledge and expertise in the management and leadership of educational institutions.

Experience in the classroom is required for entry into school in the vast majority of Eastern European countries, leader recruitment and appointment. On the other hand, in a few nations, such as Romania and Slovenia), in addition to this, other factors, such as previous experience in administrative positions or Education in the art of leadership. In South and West Asia, there is

not a lot of material that is readily available; however, it is safe to say that, in certain countries (such as India, Bangladesh, and Pakistan), the most fundamental requirement for one to be qualified to work in the expectations placed on school leaders are equivalent to those placed on teachers at a specific level. Required

The required qualifications for school administrators are distinct from those of instructors, with one important exception at the primary level) in Nepal, despite the fact that recruiting frequently occurs on an as-needed basis. Hence increasing the likelihood that a significant proportion of head teachers do not have the necessary qualifications. The evidence that comes from Latin America and the Caribbean reveals a startlingly high prevalence of principals of elementary schools who have earned advanced degrees. The data that are currently available additionally show that a relatively high proportion of school administrators have completed at least one sort of specialised training in management and administration of the educational institution.

It is not necessary for school leaders in many countries in sub-Saharan Africa to have any particular qualification certification in the art of leadership. The majority of the time, seniority and a track record of accomplishment as a teacher is sufficient. There are, however, a few notable exceptions, such as the situation in Seychelles, where training is available up to the level of the master's degree, and in Nuestra Escuela Birmingham, where the Agency for In-service training for elementary and secondary teachers is provided by Development of Educational Management leadership positions in secondary schools

The investigation uncovered the fact that several nations, such as Azerbaijan, Cameroon, and Kenya, do not have. Sometimes personal connections are prioritised over qualifications when hiring a school administrator's competence. Additionally, the appointment of school

administrators in a variety of nations is subject to susceptible to bribery and corruption. In consequence, this greatly restricts the ability of schools to serve as community centres. Institutions that are truly democratic, efficient, and reflective of their own actions. In general, becoming a school leader requires meeting a variety of different qualifications, the majority of which are spread out across time, between years of experience in the classroom and the completion of a school leadership programme with flying colours programme. Despite the fact that master's degrees and other advanced educational qualifications are becoming increasingly common, management is a growing trend in a number of countries, according to the studies conducted in the regional area. Countries are confronting tremendous challenges, one of which is an ageing population of educational authorities. Challenges in hiring high-calibre personnel, most prominently brought on by a dearth of support and training, the amount of labour, and the poor remuneration all contributed.

4.1.2 Reforming the leadership and organisational structure of the school

Over the course of the past two decades, countries in all parts of the world have engaged in a number of reforms on the institutional, legal, organisational, and educational fronts on a variety of different levels. Education system to enhance both its effectiveness and its level of quality. In many different nations, alterations to the governance of education, with the goal of improving educational quality while also rationalising decision-making. The accountability of those responsible has been an essential part of these reforms. The anticipation is that improved

governance will lead to increased school efficiency, which in turn will lead to enhanced teaching and learning results. Nevertheless, shifting conditions in governance also have an effect on leadership.

8.1.2.1 Shift from centralized to decentralised management of schools

In the current educational system, national authorities are starting to hand over more responsibility to schools. Management of all types of resources, including human, financial, and physical ones. It would appear that there is a general trend toward increased school autonomy may be seen across the country. On the other hand, as stated, the Geographical assessments have shown that there are substantial disparities between the countries and places in which schools have been given more leeway to make their own decisions.

Decentralization is a term that may be found frequently in both the academic literature and in many educational institutions. Policy conversations in each of the nations that were analysed for this study The goals that such changes are trying to accomplish — particularly those that want to improve the autonomy of schools and the governance of their communities at the local level duties in politics, administration, and the economy frequently pass hands during these times. Regardless of the reasons behind the decentralization of educational authority, it is widely anticipated that the implementation of such policies will result in an increase in the overall quality of the educational services that are provided as well as in the learning results of the students.

It has been demonstrated that the decentralisation of an educational system can take on a variety of forms: DE concentration, devolution or delegation. Reallocation of resources is what DE concentration refers to as the making of decisions within the Ministry of the Environment and its

agencies on the regional and district levels; The term "devolution" refers to the gradual passing of decision-making authority from one level of government to another. The Ministry of Education to municipalities or districts; delegation, often known as school autonomy, on the other hand, is the transfer of responsibility, either administrative or legal, to a school board that is elected or appointed by governing bodies, including school boards, school management committees, and school management committees' councils. This latter approach is characterised by "school-based management," which is aimed at improving educational outcomes by delegating a major portion of decision-making authority away from the state and individual schools to the offices of the district.

A great number of nations have transitioned from education systems that were highly regulated and centralised to ones that are more decentralised. A school system that is more transparent, participative, and independent. The thought process that went into One of the primary justifications for carrying out reforms is that enhanced governance can lead to increased productivity in the utilisation of resources, which in turn has the potential to help develop higher academic achievement among students. With the school, leaders are anticipated to take on more responsibility as a result of the growing trend toward decentralization. Added responsibilities, which may call for the development of new abilities. However, many nations have been unable to successfully execute decentralisation changes for a variety of reasons. A variety of causes, including insufficient policies, a lack of political will, and inadequate national defence capacities at the local level. In certain nations, the Traditions and norms that have been upheld for a very long time have been a barrier in the way of decentralisation efforts, which have an impact on the vast majority of schools and actors operating at the local level. As a result of this, in many of the countries included in the regional studies, the education system is still regarded as one of the

most important centralised and important decisions are still taken by a higher-level authority or are subject to its approval. At the opposite end of the continuum, we find a number of countries which have set up and implemented ambitious policies to decentralise their education systems during the last decade. The delegation of duties to educational institutions resulted in shifts in the responsibilities of school leaders. The following examples, drawn from the regional studies, highlight commonalities and variations in the extent to which the countries that make up each region have decentralised their school structures. Even though they are located in the same region, countries can have varying degrees or types of decentralization. Despite the fact that the circumstances are different in each region, the countries can be categorised in broad terms in the manner that is described here.

Countries such as Vietnam, Nuestra Escuela Birmingham, Jordan, Syria, Bahrain, Yemen, Algeria, and Djibouti are examples of nations where this practice is prevalent. The governance structure is headed up from the centre. Every single education policy and programme in these nations programmes are the results of 'top-down' decision-making processes. Ecuador, Peru, Dominican Republic, Argentina, Brazil, Uruguay, Iran, Pakistan, Kyrgyzstan, Tajikistan and Turkey present the weakest form of decentralisation. In these countries, decision-making powers and financial and management responsibilities reside with the central government, though, in some limited and specific cases, certain responsibilities are transferred to regions, provinces or districts.

In Colombia, Mexico, Chile, Egypt, Morocco, Qatar, Iraq, Afghanistan, India, Maldives, Nepal, Sri Lanka, Ethiopia, Mozambique, Ghana, Mali, South Africa, Nuestra Escuela Birmingham, Hungary, Poland and Albania, governments, to different degrees, transfer some decision-making and administration responsibilities to semi-autonomous organisations that are accountable to

them. In some limited cases, the empowerment of schools is increased by the establishment of school management committees. In accordance with the extent to their granted sovereignty, these countries are moving toward a more decentralised form of government structure.

Countries such as the Czech Republic, Slovenia, and Slovakia can be found in both Eastern Europe and East Asia. (Thailand, Singapore, and Hong Kong) exhibit more sophisticated versions of decentralisation. The degree of autonomy enjoyed by each school ranges from substantial to complete.

Have the power, but also the duty, of electing the governing bodies of schools, and they are responsible for analysing, contributing to, and carrying out the implementation of educational programmes. According to these findings, countries that are located in the same region can be placed in a variety of different categories ways in accordance with the degree to which they are decentralized. Additionally, broad categories can include distinguished similarities between countries across regions. The greatest differences between levels of decentralisation between countries within the same region occur in East Asia. Historical, cultural and political contexts may help to explain the discrepancies.

According to the findings of recent research, attempts to decentralise education in developing countries have failed respond to a variety of reasons, including pressure from international organisations or agencies; the incapacity of governments to properly respond to the organisations or agencies' diverse requirements of local educational institutions; the widespread consensus among constituent groups that the system that is guided from the centre is not operating very well, and there is increasing competition between public as well as privately owned schools. School leaders are different in each country due to the varying degrees of local autonomy that

exist. Asked to take on various leadership tasks, such as those involved in the professional growth of staff and teachers mentoring, as well as the construction of curricula, as well as the learning and implementation of various leadership based on their tasks and the amount of latitude, they are given to make their own decisions them.

8.1.2.2 Adapting Leadership Roles, Responsibilities, and Models to Changes in Schools

The slow but steady march toward decentralisation has, in some places, resulted in an increase in the roles and responsibilities of school leaders that may undergo some sort of modification or reinterpretation. In countries where the education system is centralised, a school principal is frequently nothing more than a figurehead. Officer of the government who has limited or no discretion in matters of resource management, staff recruitment, the development of teaching capacities, the formulation of educational vision and plan, or the renovation of the atmosphere of the school. The leadership model in such a centralised organisation is, in general, a Formal managerial structure is one way to characterise the governance system. The character of the educational setting and the function of leaders might shift according to the social, ideological, and political conditions of the time, but it is always essential. Mandatory participation in a decision-making process is directed from the top-down by the government authorities. Nevertheless, as shown in Figure 3, the move toward decentralised educational systems is a trend that we should be aware of. Through the implementation of school-based administration, an increase in autonomy is being given to school leaders and resources to run their schools while simultaneously being held accountable for increased standards of performance.

Arrangements. It is anticipated that they will establish comprehensible objectives, launch and maintain school-based change, provide support to the school community, particularly the

teaching staff, and inevitably result in an enhancement of the level of instruction provided within their respective schools. This has been confirmed in a great number of the countries that were investigated, particularly those in Eastern Europe. With the implementation of 'new public management' and results-based management,' Central Asia has management' systems, which compel school administrators to make use of monitoring and methods of organisation that are used to evaluate the effectiveness of teachers.



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Chapter 5

5. Conclusion

The attempt made by the Labour Government to reform education and its actual execution in schools is closely intertwined, with the job of the headteacher serving as the essential link in this chain. This chain also includes the position of the deputy headteacher. In order to accomplish this, a programme must be designed to produce a proper identity for headteachers. This identity must be consistent throughout all schools. This concept is referred to as "designer-leadership" in Gronn (2003). According to what Smith has to say about the subject at hand, "the government tries to establish an official orthodoxy with regard to the leadership and management of schools." [citation needed] (2002, p. 21). The Department for Education and Skills of the United Kingdom, the National College for School Leadership, and the vast majority of academic theorists who study educational management are all of the opinions that securing the commitment of teachers is the most effective way to ensure that students receive the education that they are entitled to and that this is something that can be accomplished through the practice of "transformational leadership." In addition, the vast majority of academic theorists who study educational management are of the opinion that securing the commitment of teachers is one of (Thrupp & Willmott, 2003). The core of leadership, according to Hallinger and Heck (2003) (p. 229), is "getting results through others," and the job of transformational leadership is "to assist people to find and embrace new goals individually and collectively." This was mentioned in a study of the literature that was undertaken by Hallinger and Heck on the importance of leadership to the improvement of schools (2003). How do we make sure that our educators are completely

dedicated to the objectives that have been set by our management? The idea of "distributed leadership" is gaining more and more traction in conversations regarding the administration of educational institutions. An emergent quality of a group or network of interacting individuals engaged in coordinated action is what Woods et al. (2004) mean when they refer to distributed leadership as a definition of the term. This results in the formation of a new organisational culture, one that is based not on regulation but on trust and one in which leadership is determined more by one's level of expertise than by one's position. Gronn, a well-known thinker on the topic of dispersed leadership in education, is of the opinion that "distributed leadership is an idea whose time has come." "Leadership with a scattered focus" (2000, p. 333). "Strong organisations have several leaders at various levels," says Fullan. "Strong institutions have multiple leaders." [Further citation is required] (2001, p. 134). "Leadership is a shared and communal endeavour that engages all members of the organisation," says Harris. [citation needed] (2003a, p. 75). In addition, Harris contends that "this paradigm of leadership defies the usual orthodoxy of the solitary, individualistic leader" (2003b, pp. 2–3). This argument was presented in the previous section. The National College for School Leadership's Leadership Development Framework, which was responsible for developing the framework in the first place, placed a strong focus on it. In the "Think Tank" Report to Governing Council, Professor David Hopkins discussed "the enormous contribution that dispersed and distributed leadership and "network" leadership may make to the atmosphere of the organisation." Professor Hopkins was referring to "the enormous contribution that dispersed and distributed leadership and "network" leadership may make to the atmosphere of the organisation" (National College for School Leadership, 2001, p. 6). There are two factors, which overlap one another, that have contributed to the increase in popularity of the notion of distributed leadership. Both of these reasons can be found in the previous sentence. The

other one got its start at the human relations school of industrial psychology, which is also where transformational leadership got its start. Both of these schools are considered to be the origins of their respective fields. According to this line of thought, emotions of alienation and powerlessness are detrimental to the performance of workers and, as a result, to the effectiveness of the economy (Kiloh, 1986). "Industrial democracy," which can include consultative and participatory processes in addition to "teamwork," has the potential to increase job satisfaction, encourage greater dedication, and, as a result, improve productivity. This is because "industrial democracy" can take the form of "teamwork" (Kester et al., 2002). The second point is supported by a wide variety of theoretical frameworks that investigate the function of dispersed cognition in knowledge-based organisations. Due to the fact that the information required to tackle challenging problems is dispersed throughout an organisation, it is possible for each and every person in that organisation to make a contribution to the exercise of influence. In the context of educational institutions, it has been argued that the work process has become noticeably more convoluted and labour-intensive, and that administrators of educational institutions are reliant on the assistance of their fellow educators to carry out necessary adjustments. The failure of Fresh Start is evidence that the 'heroic leadership' style that was prevalent in the recent past is ineffective at navigating the challenges presented by the present environment.

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