



Limited access to continuous professional development is one of the key challenges facing teachers in Sub-Saharan Africa. Professional learning communities (PLCs) are forums that provide the setting and necessary support for groups of teachers, school managers and subject advisors to participate collectively in determining their own developmental trajectories, and to set up activities that will drive their development.

RESEARCH PROJECT

Implementation of Professional Learning Communities in selected African Countries: Implications for Policy and Practice

IMPLEMENTING PARTNERS

South African Institute for Distance Education; Institute of Education, University College London; University of Education, Winneba; Botswana Open University

KEY THEMES

**Teacher professional development
Peer learning**

PROJECT BUDGET

€ 642 334

COUNTRIES OF IMPLEMENTATION

Kenya - South Africa - Botswana- Ghana

PROJECT DURATION

18 months

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Professional Learning Communities for Teachers

This project enables teachers to improve their practice by participating in professional learning communities (PLCs). Each of the communities focuses on an aspect of their practice and will work with a facilitator to gain confidence through collaboratively designing, observing, and refining lessons focused on improving student engagement and achievement in a specific level of education and subject area.

Key objectives

- Strengthen teacher education and professional development in Africa by supporting governance reforms, promoting PLCs, and generating evidence to improve teacher preparation, practice, and the attractiveness of the profession.
- Foster integration of evidence into policy making and build strong Africa-Europe research partnerships to enhance teacher development and education policy.

Methods

- Multiple case study approach

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