

# KIX EMAP LEARNING CYCLE ON INCREASING WOMEN'S REPRESENTATION IN SCHOOL LEADERSHIP

PLEASE DISSEMINATE WIDELY



APPLY NOW

## FOR INTERESTED

- education policymakers, managers, planners and researchers working in school leadership and/or gender, equity and inclusion (GEI),
- working in government, university, academia, or civil society organisations,
- based in one of the [KIX EMAP countries](#) and with internet access.

## STARTING ON 18 SEPTEMBER 2024

The Knowledge and Innovation Exchange (KIX) Europe, Middle East and North Africa, Asia, and Pacific (EMAP) Learning Cycle on 'Increasing Women's Representation in School Leadership' is a professional development opportunity within the framework of the KIX EMAP Hub hosted by NORRAG. This course is offered to national experts from one of the 36 KIX EMAP countries whose work relates to school leadership and/or gender equality and inclusion (GEI).

School leadership is a pivotal factor in the quality of education and student outcomes. Emerging research shows that women school leaders, in particular, have positive impacts on students' schooling and learning experiences, especially for girls. Despite these potential benefits, the underrepresentation of women in school leadership roles continues to be a persistent challenge in many contexts globally.

This Learning Cycle focuses on identifying policy options for improving the participation of women in school leadership. The course will equip participants with the conceptual and analytical tools for understanding conditions that promote and serve as barriers to the recruitment, development, and retention of women in school leadership roles.

Participants will explore examples of policy interventions

and practices designed to improve women's representation in school leadership. The learning objectives are for participants to:

- Enhance their understanding of the importance of school leadership and the role of women in these positions.
- Identify barriers to and opportunities for recruiting, developing, and retaining women in school leadership roles.
- Explore policy interventions and practices from various educational systems to overcome the societal and structural barriers to women's advancement into school leadership.
- Produce a policy brief for a specific country context with recommendations for increasing women's participation in school leadership.
- Cultivate a professional network of national experts for knowledge exchange, collaboration, and strategy development focused on women in school leadership.

The KIX EMAP Hub will issue a certificate of completion to participants who meet the course's minimum attendance requirements and complete and submit the finalised **knowledge product** (see Appendix).

## COURSE FORMAT

The Learning Cycle sessions will run for 10 weeks (from 18 September to 29 November 2024), with additional time (from 06 January to 28 February 2025) for team/instructor consultation as needed to complete the knowledge product. The course will be offered in English. However, the KIX EMAP Hub can provide translation into Russian and Arabic, if needed. Please email your requests to [norrag.kix@graduateinstitute.ch](mailto:norrag.kix@graduateinstitute.ch).

Participants and instructors meet twice a week in both synchronous online and offline activities, including:

- **Instructional Sessions.** All participants will gather for synchronous class sessions to engage in instructor-facilitated discussions of the core content and assigned readings for the course.
- **Peer Knowledge Exchange Sessions.** Participants will be organized into clusters of two or three country teams and meet for synchronous peer-learning and knowledge exchange sessions.
- **Invited Panel Session on Women in School Leadership.** The course will convene a panel of women in school leadership roles and experts in the field to provide participants with insights into the challenges and pathways to leadership for women through their experiences.
- **Team Collaboration Time.** Country teams members will meet during the intervening weeks to collaboratively work on and submit draft sections of the knowledge product.
- **Instructor Facilitation Meetings.** Instructors will meet during the intervening weeks with each country team to provide support and feedback on the development of their knowledge products.

## EXPECTED TIME COMMITMENT

Participants should anticipate engaging in various activities, both online and offline, that require different time commitments. The table below provides estimates of the minimum time required for participants to have a comprehensive learning experience and successfully complete a high-quality knowledge product.

Activity	Format	Weekly Time Commitment	Total Time Commitment
Individual preparation time for instructional sessions	Asynchronous, individual, offline	1 hour/week x 3 weeks	3 hours
Team work on knowledge product development	Asynchronous, individual/group, offline	4 hours/week x 4 weeks (07 October -29 November)	36 hours
		5 hours/week x 2 weeks (06 January-28 February 2025)	
Orientation session	Synchronous online	1 hour/week x 1 week	1 hour
Instructional sessions	Synchronous online	1.5 hours/week x 4 weeks	6 hours
Peer Knowledge Exchange sessions	Synchronous online	1.5 hours/week x 6 weeks	9 hours
Instructor Facilitation meetings	Synchronous online	1 hour/week x 5 weeks	5 hours
<b>Total</b>			<b>60 hours</b>

# COURSE SCHEDULE

<b>Introduction and Course Orientation Session</b>	
Wednesday, 18 September 11:30 - 13:00 CET	
<b>School Leadership and the Impact of Women Leaders</b>	
Wednesday, 25 September 11:30 - 13:00 CET	Instructional Session
Friday, 27 September 11:30 - 13:00 CET	Peer Knowledge Exchange Session
<b>Policies and Pathways to School Leadership Roles</b>	
Wednesday, 02 October 11:30 - 13:00 CET	Instructional Session
Friday, 04 October 11:30 - 13:00 CET	Peer Knowledge Exchange Session
<b>Team Collaboration and Instructor Facilitation</b>	
07-10 October <i>To be arranged with team members and instructors</i>	Team collaboration work on knowledge product Instructor facilitation meetings
<b>Women in School Leadership: Gaps, Barriers, and Enablers</b>	
Wednesday, 16 October 11:30 - 13:00 CET	Instructional Session
Friday, 18 October 11:30 - 13:00 CET	Peer Knowledge Exchange Session
<b>Team Collaboration and Instructor Facilitation</b>	
21-25 October <i>To be arranged with team members and instructors</i>	Team collaboration work on knowledge product Instructor facilitation meetings
<b>Policy Solutions: Women in School Leadership</b>	
Wednesday, 30 October 11:30 - 13:00 CET	Invited Panel Instructional Session
Friday, 01 November 11:30 - 13:00 CET	Peer Knowledge Exchange Session
<b>Team Collaboration and Instructor Facilitation</b>	
04-08 November <i>To be arranged with team members and instructors</i>	Team collaboration work on knowledge product Instructor facilitation meetings
<b>Team Policy Brief Presentations</b>	
Wednesday, 13 November 11:30 - 13:00 CET	Peer Knowledge Exchange Session
Friday, 15 November 11:30 - 13:00 CET	Peer Knowledge Exchange Session
<b>Team Collaboration and Instructor Facilitation</b>	
18-29 November <i>To be arranged with team members and instructors</i>	Team collaboration work on Knowledge product Instructor facilitation meetings
06 January - 28 February 2025 <i>To be arranged with team members and instructors</i>	Teams meet with instructors as needed to revise, finalise, and submit their finalised knowledge product.

## INSTRUCTORS



**Dr. Fenot Aklog** is the Director of Research and Evaluation at the Education Center at Bank Street College of Education, in the United States. Previously, she worked at the Institute for Student Achievement, a division of ETS, where she led the research and evaluation of an initiative aimed at advancing and retaining women of color in school systems leadership roles, primarily in the United States and Canada. Before that, she was the Director of Research at the National Center for Restructuring Education, Schools, and Teaching at Teachers College, Columbia University, where she co-led the center's global initiatives, including technical assistance projects in the Kyrgyz Republic and Mongolia. She is also an adjunct associate professor at the City University of New York.



**Dr. Cathryn Magno** is Professor of Education Sciences at the University of Fribourg, Switzerland, where she teaches international education policy, educational leadership, and gender and education. Previously, she taught in the Department of Educational Leadership and Policy Studies at Connecticut State University, where she worked with hundreds of aspiring and practicing school leaders. Her research in this area includes: a book, *Comparative Perspectives on International School Leadership*, in which she analyzed school leadership in the USA, Switzerland, Azerbaijan, Mongolia, and Pakistan; a website, *Comparative Educational Leadership Lab* ([www.compedleadershiplab.com](http://www.compedleadershiplab.com)); and several book chapters and articles, such as the recently published *Postcritical Leadership Encounters and Education Practice in Switzerland: Searching for Diversity-Engaged School Leadership*.

## PARTICIPANT ELIGIBILITY

Individuals fulfilling the following criteria are invited to apply:

- Resides in one of the [36 GPE KIX EMAP countries](#).
- Is a mid-level or senior-level education professional from government, academia, or civil society, working on gender equality and inclusion (GEI) and/or school reform.
- Has access to a computer with reliable internet and video streaming capabilities.
- Has access to the national EMIS or other databases for extracting statistical information about women in school leadership and has knowledge of basic numeric calculations (preferred).
- Is highly motivated to complete the course requirements, including attending twice-weekly class meetings and committing to collaborating with country team members on developing the knowledge product.

## COURSE FEES

There are no course fees. The course is funded by a Knowledge and Innovation Exchange (KIX) grant of the Global Partnership for Education (GPE). The GPE KIX initiative is administered by the International Development Research Centre (IDRC) in Canada. NORRAG, a centre of the Geneva Graduate Institute, hosts the Hub for the Europe, Middle East and North Africa, Asia and Pacific (EMAP) region.

## APPLICATION

All applications should be submitted through this [Application Form](#).

Please ensure to check the eligibility and knowledge report requirements (see Appendix) before submitting your application.

All applications should be submitted individually, even if potential team members have been identified.

The deadline to submit your application is 16 August 2024. If you have any additional questions, please contact the KIX EMAP Hub at [norrag.kix@graduateinstitute.ch](mailto:norrag.kix@graduateinstitute.ch) or the KIX National Coordinator in your country.

Ideally, each country team will be gender-balanced and consist of 3 to 5 participants per team, including representatives from government, academia (university or applied research) and civil society.

## MONITORING, EVALUATION AND LEARNING

Participants will be invited to complete surveys prior to starting the course, at the end of the course, and approximately six months after completion. These surveys will help instructors and the KIX EMAP Hub team understand participants' needs and expectations, and assess the course's impact, strengths, and areas for improvement to inform future Learning Cycles.

## APPENDIX.

# KNOWLEDGE PRODUCT OVERVIEW: POLICY BRIEF ON WOMEN IN SCHOOL LEADERSHIP

In collaboration with their country team members, participants will develop a 3,000 to 4,000-word (5–7 page) policy brief on women in school leadership within their respective country contexts. This brief will aim to serve as a catalyst for actionable policy and practice change, and will include content as follows:

- 1. Research Evidence Overview.** A synthesis of research evidence that highlights the importance of school leadership and the specific benefits of women serving in school leadership roles, along with their impact.
- 2. School Leadership Policies and Pathways.** A discussion of national policies and frameworks related to school leader recruitment, development, retention, and typical pathways to leadership roles.
- 3. Women’s Representation in School Leadership: Capturing the Numbers.** A review of women’s representation in school leadership in the national context through numbers and percentages, assessing the extent and nuances of gender gaps (e.g., by urban/rural, school level).
- 4. Barriers to and Enablers of Women’s Participation in School Leadership.** A discussion of barriers and enablers affecting women’s recruitment, development, and retention in school leadership roles in regional and/or country-specific contexts.
- 5. Policy Recommendations.** Strategic suggestions informed by course content, peer exchanges, and country-specific evidence to increase women’s school leadership participation.
- 6. Areas for Further Exploration.** Identification and discussion of policy areas for future analysis.

## COURSE ASSIGNMENTS AND SUBMISSION SCHEDULE

Assignment	Content	Due
Interim Assignment 1	Draft of sections 1 and 2 of policy brief	11 October 2024
Interim Assignment 2	Draft of sections 3 and 4 of policy brief	25 October 2024
Interim Assignment 3	Draft of sections 5 and 6 of policy brief	08 November 2024
Presentations	Presentation and peer feedback on teams’ policy briefs	15 November 2024
Interim Assignment 4	First draft of completed policy brief	29 November 2024
Final Assignment	Final policy brief	28 February 2025

