

Terms of reference for the recruitment of a senior consultant to support the project “Women in Learning Leadership - Unpacking Women's School Management and Leadership Practices” WiLL

UNESCO-IIEP, GCI AND R&D DAKAR

IIEP-UNESCO Dakar, located in Dakar, Senegal, is the Africa office of the UNESCO International Institute for Educational Planning (IIEP-UNESCO). IIEP is a specialized UNESCO institute whose mandate is to strengthen the capacity of Member States to plan and manage their education systems. IIEP-UNESCO Dakar is renowned for its education sector analysis and supports African countries develop robust education system development plans within the framework of the 2030 education agenda.

Through a capacity development approach, IIEP-UNESCO Dakar contributes to the production of diagnostic analyses, sector plans and pedagogical tools that contribute to more relevant and sustainable education policies. IIEP-UNESCO Dakar is also actively involved in the production of knowledge for the education sector in Africa. More information on its activities can be found at [IIEP-UNESCO Dakar](#).

At the backbone of its strategy and commitment to reducing inequalities in education, IIEP Dakar ensures the technical lead of the [Gender at the Centre Initiative - CGI](#). Launched in 2019 at the G7 Summit, **the GCI aims to strengthen the gender mainstreaming capacities of education system stakeholders and support the development of resources to achieve gender equality in and through education**. The initiative is currently being developed in eight pilot countries in sub-Saharan Africa¹ and seeks to expand to other countries in the region.

The IIEP-UNESCO Dakar Research and Development program (Dakar-R&D) aims to generate knowledge to inform and guide decision making in the planning, management, and capacity building processes of the education and training sectors in Africa. In close collaboration with the other IIEP-UNESCO Dakar teams¹, with the IIEP offices in Paris and Buenos Aires, and with external partners², **the Dakar-R&D team works to develop, refine, and expand bodies of knowledge and tools to help identify, facilitate, and promote the adoption of effective, efficient, and sustainable solutions to Africa's most pressing educational planning challenges**.

THE WOMEN IN LEARNING LEADERSHIP PROJECT

The project **Women in Learning Leadership (WiLL) - Unpacking Women's School Management and Leadership Practices** is a joint initiative of IIEP-UNESCO Dakar, the Gender at the Center Initiative, and UNICEF Innocenti – Global Office of Research and Foresight.

[UNICEF - Innocenti](#) tackles the questions of greatest importance for children, both current and emerging. It drives change through research and foresight on a wide range of child rights issues, sparking global discourse and actively engaging young people in its work. It undertakes rigorous, policy-relevant research that equips UNICEF and the global community to deliver results for children. Innocenti is uniquely positioned to respond to research questions on the ground and to feed research into policy and practice thanks to UNICEF's programmes of cooperation with more than 150 low- and

¹ Education Sector Analysis (ESA) and Education Sector Plan (ESP); Gender Initiative at the Center (GCI); Quality Management Program (APIQ); Technical Cooperation (TC); Technical and Vocational Education (TVET) and Training.

² Other UN agencies, funding partners, academic and research institutions and networks.

middle-income countries. [READ](#), Innocenti's education unit, co-creates research with Ministries of Education (and other stakeholders) to inform education policies and their implementation. READ works across different thematic areas and the issue of gender and school leadership, including from a behavioral perspective, has become increasingly important in its research agenda.

Rationale

Schools with effective leaders tend to have better learning outcomes ([Adelman & Lemos, 2021](#); [Grissom et al., 2021](#)). Through successful management and leadership practices and the promotion of an environment enabling the development of excellence, school leaders are strategic levers to foster quality education for all girls and boys ([UNESCO, 2018](#); [World Bank, 2018](#); [Leithwood et al., 2004](#)). Gender analyses on leadership have documented the positive effect of having female leaders across sectors ([Offerman and Foley 2020](#)). In education, research has shown that exposure to female leaders reduces negative stereotypes about the roles of women, that female role models increase parents' aspiration for their daughters, and that the educational attainment gender gap is reduced in communities with more exposure to female leaders ([Sperling et al., 2015](#)). Emerging evidence also suggests that female school leaders may adopt practices that contribute to better educational outcomes ([Bergman, Alban, and Brossard, 2022](#)).

Despite these promising findings, [women remain largely underrepresented in school leadership roles](#) (in some countries in sub-Saharan Africa as few as one in ten primary school leaders is a woman) and research focusing on female school leaders is still limited. To increase the representation of women in school leadership positions and promote their potential to improve the education outcomes of girls and boys, it is necessary to rigorously build the evidence base on gender and school leadership and identify concrete policy and programmatic actions.

Objectives

WiLL seeks to contribute to filling this gap at the global and country level, through an approach that combines research and policy dialogue to reduce gender disparities in school leadership and improve education opportunities and foundational learning for all girls and boys in sub-Saharan Africa.

Combining quantitative and qualitative methods, the research will focus on examining the opportunities and challenges concerning female school leaders, the promising interventions to advance women's school leadership, and the distinctive school leadership and management practices women adopt. It will also support the design and implementation of measures to strengthen the impact of school management and leadership best practices on children's education opportunities, learning, and well-being.

Seeking to generate solid evidence on women's school management and leadership, transferable to concrete actions to improve education opportunities, learning, and children's well-being, WiLL pursues the following objectives:

- Characterize women's representation in school management and leadership positions. Emphasis will be on gender differences in social and school contexts as well as on the different profiles of male and female leaders.
- Document national institutional and policy frameworks regarding school management and leadership to identify which policy levers can increase women's representation in these positions and promote the environment needed for their success.

- Analyze the differences in learning and education outcomes for boys and girls in schools led by women compared to those led by men.
- Examine female school leaders' behaviors and practices and analyze which behaviors and practices are associated with better learning performance, particularly potential different associations for girls' and boys' learning.
- Promote evidence-based policy and social dialogue, as well as capacity development with relevant stakeholders to support the scale-up of the most effective school leadership practices, for both women and men.
- Develop global public goods, including data collection instruments to assess school management and leadership practices at the country level.

IIEP-UNESCO Dakar is recruiting a senior consultant to lead the WiLL research agenda.

DESCRIPTION OF ACTIVITIES

Under the direct supervision and guidance of IIEP Dakar's Research and Development Programme Manager, and the overall supervision of IIEP Dakar's Head and Deputy Head of Office, the consultant will contribute to:

1. Global research

- Based on existing tools and in close collaboration with the team at UNICEF-Innocenti, the consultant will develop conceptual and methodological tools to assess school leadership and management practices with a gender lens. The tools will be accompanied with a user manual to provide additional information on how tools should be used.
- Methodological tools will include quantitative and qualitative tools. The consultant will work on elaborating both with a special emphasis on quantitative tools.
- The consultant will participate in piloting the tools and revise them accordingly.
- A toolkit including the conceptual framework and methodological tools will be prepared and shared publicly.

2. Country-level programming

WiLL is currently being implemented in three pilot countries: Benin, Madagascar and Tchad.

- The consultant will be responsible to supervise country-level activities. In particular, he/she will provide instructions, guidance and support to the national focal points in each country, and particularly in Benin and Madagascar. Country-level activities include institutional analysis of principalship, restitution of findings to national counterparts and primary data collection activities towards school principals and complementary qualitative interviews.
- The consultant, in close collaboration with the national focal points and the rest of the WiLL team, will be responsible to produce country notes for Benin and Madagascar, and support the production of the Tchad note. The county notes will summarize and put in perspective findings from the institutional analysis and national secondary data analysis exploring characteristics of schools along the gender of the principal, and desk research on past projects and policies relevant for the project.
- Depending on fundraising, the consultant will supervise the implementation of primary data collection activities in one or two countries. Activities will include: translate survey tools in local language, recruit a local firm to conduct the interviews, train the enumerators, pilot and revise tools in the field as needed, and supervise data collection, storage and cleaning.

Qualitative data will also be collected, and the consultant will work to ensure quality of data transcription and extraction.

3. Project management

- The consultant will assume the role of WILL project manager for IPEE-UNESCO Dakar. As such, he/she will be in charge of representing IPEE-UNESCO Dakar and coordinating with national counterparts, international organizations, bilateral agencies and other governmental and non-governmental organizations about the project.
- The consultant will work in close collaboration with the team at UNICEF-Innocenti. He/she will report regularly to his/her supervisors at IPEE-UNESCO Dakar, pointing and anticipating specific difficulties.
- The consultant will participate in fund raising efforts to support primary data collection activities, analysis as well as restitution and dissemination events. He/she will participate in writing fund-raising proposals, budgets and other material required for the process. He/she will identify potential funders, present the project and adapt content as needed.
- The consultant will represent the project and the institution in international conference, workshops or seminars.

KEY MILESTONES

The consultancy will run from mid-January to mid-December 2023 (11 months) and requires full-time commitment

The activities will be carried out according to the following tentative schedule:

Activities / Year & Month		2023											
		01	02	03	04	05	06	07	08	09	10	11	12
1	Desk research, national institutional analysis and data analysis												
2	Country notes												
3	Conceptual Framework												
4	Methodological tools												
5	Data collection												
6	Data analysis												
7	Fund raising												

REQUIRED QUALIFICATIONS

- Advanced university degree (Masters or equivalent) in education, economics, social sciences, or related fields. A Ph.D. degree is desirable
- At least ten years of professional experience in quantitative research and report writing in education and gender, including at least two at the international level in the context of developing countries, preferably in Africa.

- Strong analytical and writing skills.
- Recognised autonomy in conducting analytical work and managing projects.
- Demonstrated experience in conducting and coordinating education research projects in Africa.
- Proven experience on gender issues in Africa.
- Excellent written and oral proficiency in English and French.

APPLICATION PROCESS

Candidates who meet the required qualifications are invited to apply by submitting updated CV (maximum five pages), and a technical and financial proposal (maximum 3 pages) to consultant.r&d@iiep.unesco.org by December 31st, 2022.

Please include the words SC-WiLL in the subject line of the email, along with your last name (for example SC-WiLL-Smith).

The technical proposal should outline the candidate's understanding of this ToR and specify how his/her experience are aligned with the activities to be conducted. The financial proposal should specify the candidate's proposed monthly fee. The applications that do not include this information will not be considered for the following phases of the selection process.

Only short-listed candidates will be contacted for interviews.