

**The Heller School for Social Policy and Management, Brandeis University  
Sustainable International Development Graduate Program**

**HS204f - Education, Gender and Development  
Spring of 2017 Module 1**

**Tuesdays 9:00 – 11:50 a.m. \* Room TBD**

**Prof. Cristina Espinosa (Office: Heller 159 - [espinosa@brandeis.edu](mailto:espinosa@brandeis.edu))**

**Description**

Education has been identified as a key tool to advance democracy and economic growth in developing countries. Gender equality in education has become since the 1990s the focus of development policies and interventions, as endorsed by major players like the UN and the World Bank. After almost two decades of applying this strategy in developing countries, there is enough evidence now showing that many countries are short of achieving this goal; research findings also demonstrate that the relations between education, gender and development are more complex than anticipated and that gender parity in access to basic education is not enough to achieve the social and economic goals of development, nor to reduce fertility or enhance female empowerment through employment, autonomy and income. Multiple issues beyond access to basic education –such as the quality and content of education, the gender gap in access to secondary education, the lower retention and achievement rates for girls, deserve the attention of those formulating policies and designing program as well as those working on the ground as educators or as community facilitators.

SID students have manifested considerable interest in the role of education in development as shown in the number of Masters Papers focused on education. This interest had not been integrated into SID curriculum until 2011. The aim of this module is to introduce SID students to the field of Education and Development with a strong emphasis on gender, considering also factors like geography (rural/urban; mountain/valley etc.), class, cast or economic status, ethnicity and race, which affect access to formal education. This module will explore the factors preventing education to become an effective tool for development that is accessible to all, especially to those who are more disadvantaged, and discuss alternative strategies to overcome these constraints. This module can only be an introduction to these complex topics. It will survey major issues at stake and familiarize students with key terminology, topics and references, facilitating further learning on the field. The goal is also to promote critical thinking on the role of education in development and some discussion about how to overcome basic constraints faced by developing countries to advance education of their population.

This module will heavily rely on students' participation. Students are expected to come prepared to class, having read the assigned readings and identified key ideas, facts and concepts and being ready to present them and discuss in class.

**Learning objectives:**

By the end of this module, students will be able to:

- Understand the links between education, gender and development
- Understand the different paradigms guiding education in development for developing countries and the different approaches to be used to understand the links between education, gender and development
- Reflect on the different definitions of development and how this affect the way education, and gender equity are defined
- Identify global trends and regional and intra-regional differentiation when it comes to fair access to education in developing countries
- Identify how different contexts shape different challenges for education and describe some specific strategies and alternatives policies implemented to overcome main challenges for education for all
- Improve their reading and comprehension skills
- Express their own ideas orally and in written and use facts, concepts and theories to debate important issues related to education, gender and development.

## Course Requirements

Full and timely attendance is required for students enrolled in this class. Prior to each session, students are expected to have read assigned readings and to come to class prepared for discussion. In addition to read, students must identify key concepts and be ready to present and discuss them in class. Students are required to timely submit three weekly assignments (a printout copy delivered at the beginning of the class) for sessions one to three. In addition, students will prepare class presentations for sessions four and five based on any of the case studies provided. These presentations will be individual or group depending on the number of students enrolled in the course. The final assignment will be defined during the first sessions. The final grade will be calculated based on class participation in discussion, individual/group presentation, weekly assignments and final exam or paper. Students are expected to maintain cordial and collegial interactions in class. Originality, seriousness and academic honesty are expected during class discussion and when preparing assignments. Students are encouraged to ask questions for clarification and to express their opinion and/or share their experience when related to the topic being discussed.

## Academic honesty

You are expected to be honest in all of your academic work. The university policy on academic honesty is presented in section 5 of the Rights and Responsibilities handbook. Instances of alleged dishonesty are subject to judicial action and might lead to failure of the course and/or suspension from the University if the offense is repeated. Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person –be it a world-class philosopher or your roommate –without proper acknowledge; you must use footnotes and quotations marks to indicate the source of phrases, sentences, paragraphs or ideas found in published volumes, internet or expressed by another student. Consult SID Handbook or the instructor if you need clarification on this topic.

**Required Readings** will be available at LATTE as electronic files. This course will meet on January 17, 24 and 31; February 7, 14 and 28 and March 7.

## Content of the sessions

### **Session 1: Status of education: global trends, regional and sub-regional differences; exploring factors affecting these trends, at the global and macro level within particular countries.**

This session will first introduce the MDG related to education and gender equity and present some basic global trends and data in regard to illiteracy rates, access to education, completion rates for elementary, high school and higher education -disaggregated by gender, age, race and ethnicity and by countries. We will have a discussion on the factors that can explain these trends, at the global and national level (macro).

#### **Required readings:**

- United Nations. 2015. World's Women Report. Trends and Statistics. Chapter 3. Education
- Rihani, Kay. 2006. Keeping the promise: Five benefits of girls' secondary education. AED. Washington, D.C.

#### **Questions for the home assignment based on the required readings (please select two questions to respond):**

1. What progress has been made in terms of reducing illiteracy rates and improving access to primary education and what major gaps are presented in the UN Women's World 2015 report?
2. What regional trends can be identified according to this report? What the situation in terms of enrollments for secondary education is as presented in this report?
3. Why is secondary education for girls so important to achieve gender equality in education, according to Rihani, 2006? What is preventing girls to make this important transition from primary to secondary education?

### **Session 2: The paradigms behind the education policies and programs: the instrumental role of education to achieve development**

This session will discuss the paradigms guiding policy interventions in developing countries. Education has been conceived as a key instrument to achieve modernization and economic growth (by enhancing human capital, by increasing the demand for urban/industrial goods that is necessary to expand domestic markets; by fostering small business and micro-enterprises)

Education also plays an important role in the process of nation-building by homogenizing population of a country through common language and cultural references (Westernization- acculturation); it also plays a role in consolidating democracy (increasing awareness of rights, entitlements, participation etc.). It has been argued since the 1990s that reducing the gender gap in education will result in reduced fertility (due to better access of women to employment, income and decision making) therefore becoming an important element for stabilizing demographic growth (by reducing fertility, delaying marriage/pregnancies and also reducing mortality and morbidity due to improve hygiene and basic health care). Education also has the potential for improving natural resource management (by increasing awareness and sustainable livelihoods). This session will review this paradigm and its assumptions as well as present the process (key international meetings like Jomtien 1990 The World Conference on Education for All (WCEFA)

**Required readings:**

- Heward Christine. 1999. "Introduction: New discourses of gender, education and development." IN: Heward Christine and Sheila Bunwaree (Rds.).1999. *Gender, Education and Development*. London: Zed Books
- Unterhalten, Elaine. 2005. "Fragmented Frameworks? Researching women, gender, education and development." IN: Aikman Sheila and Elaine Unterhalten. 2005. *Beyond Access. Transforming Policy and Practice for Gender Quality in Education*. Oxford: Oxfam
- Arnot Madeleine and Shailja Fennel. 2008. "(Re)visiting education and development agendas: contemporary gender research. In: Fennel Shailaja and Madeleine Arnot (Eds.). 2008. *Gender Education and Equality in a Global Context. Conceptual frameworks and policy perspectives*. London and New York: Routledge.

**Questions for the home assignment based on the required readings (please select two questions to respond):**

- 1) According to Heward (1999) what was the rationale behind the big push for Education for Girls and Education for All in developing countries as promoted by the World Bank Policy document of 1995 and what major global conferences consolidated the adoption of this paradigm as the hegemonic one?
- 2) What is the critique of this paradigm as presented by Heward (1999) and what alternatives elements are proposed to focus on?
- 3) What facts and realizations did help to question the dominant paradigm in regard to education, gender and development, and what new awareness is growing in this field, as presented by Heward, 1999?
- 4) What are the major differences between the WID and GAP approaches when it comes to Education, gender and development, for instance how development, gender are defined and what the role of education, as presented by Unterhalten 2005?
- 5) What is the contribution of the Capabilities approach and of post-structuralism to understand the links between education, gender and development, as presented by Unterhalten, 2005?

**Recommended readings:**

- Inkeles Alex and Donald B. Holsinger. 1974. "The School as a context for modernization" IN Inkeles A. and D. Holsinger (Eds) *Education and Individual Modernity in Developing Countries*. International Studies in Sociology and Social Anthropology Vol XIV. Leiden: E.J. Brill
- World Bank. 1994. *Enhancing Women's Participation in Economic Development. World Bank Policy Paper*. July 1994.
- Jones, Phillip. 1997. "On World Bank Education Financing." *Comparative Education* Vol. 33 No. 1: 117-129. Taylor and Francis Ltd.
- Alexander, Nancy C. 2001. "Paying for Education: How the World Bank and the International Monetary Fund Influence Education in Developing Countries." *Peabody Journal of Education*, Vol. 76, No. 3/4, *Global Issues in Education* (2001), pp. 285-338

### **Session 3: Supply-side constraints to advance education for all: the role of the state**

This session will discuss the constraints faced by developing countries to implement universal access to education and discuss the factors behind the gender and ethnic gap in terms of access and also between enrollments and graduation. Access by class, gender, race and ethnicity will be discussed as well as the different capacities of nation-states to implement universal public education (from budget constraints to lack of enough trained teachers to infrastructure). Phenomena like the increasing privatization of basic education in developing countries will be discussed, as well as its class and gender implications. To facilitate discussion, these constraints will be divided into those coming from the supply side of education and those coming from the demand side for education, recognizing that this is an artificial divide only to facilitate discussion.

#### **Required readings:**

- UNESCO/Development Finance International. 2015. *Trends in Government Expenditure in Public Education 2011-2013* (Paper commissioned for EFA-GMR Education for All 2000-2015: challenges and achievements).
- Stromquist, Nelly. 1999. "The impact of structural adjustment programs in Africa and Latin America." IN: Heward Christine and Sheila Bunwaree (Eds.).1999. *Gender, Education and Development*. London: Zed Books
- Lockheed, Marlaine & Cem Mete (2007). "Tunisia: Strong Central Policies for Gender Equities." IN: Lewis, Maureen and Marlaine Lockheed, Editors. 2007. *Exclusion, Gender and Education. Case Studies from the Developing World*. Center for Global Development. Washington, D.C.

#### **Questions for the home assignment based on the required readings (please select two questions to respond):**

1. What major trends can you identify in terms of the evolution of public spending in education among developed and developing countries as presented in UNESCO 2015 and what implications these trends have for achieving the goal of Education for All?
2. How has the SAP affected enrollments in primary and secondary education, as presented by Stromquist (1999) in terms of some data and the factors explaining the data?
3. Why has SAP affected girls and boys differently in Africa and Latin America according to Stromquist, 1999? What are the factors within households affecting schooling of children of poor households, as presented in this article?
4. What is the importance of public budgets to make education for all a reality in developing countries? What major trade-off developing countries have to face when committing to expand basic education for all without increasing budgets for education?
5. What do we learn from the case study of Tunisia (Lockheed & Mete, 2007) in terms of factors contributing to reduce the gender gap in primary education and factors explaining the emergence of the gender gap after 6th grade?

### **Session 4: the demand-side constraints to education for all**

This session will explore the cultural aspects involved in the decision to send or not to school girls within poor families, as well as the economic constraints against this investment in poor girls' education. Patriarchal gender hierarchies and the traditional gender roles as well as low returns to education for girls will be discussed here as well as the avoidance of education as a vehicle of cultural assimilation. Intra-household factors such as parental attitudes preventing full enrollment and retention for girls and boys, labor demands on child labor (by gender) and lack of income to pay school fees or supplies will be discussed.

#### **Required readings:**

- Global Campaign for Education. 2008. "Ensuring a fair chance for girls." IN: Aikman Sheila and Elaine Unterhalten. 2005. *Beyond Access. Transforming Policy and Practice for Gender Quality in Education*. Oxford: Oxfam
- Rose Pauline and Mercy Tembon. 1999. "Girls schooling in Ethiopia." Heward, Christine and Sheila Bunwaree (Eds.).1999. *Gender, Education and Development*. London: Zed Books

**Questions for the home assignment based on the required readings (please select two questions to respond):**

- 1) What are the factors behind the gender gap in education as presented by the Global Campaign for Education 2008 article?
- 2) What has been done to close the gender gap in education as presented by the Global Campaign for Education 2008 article?
- 3) What do we learn from the case study of Ethiopia (Rose and Tembon, 1999) about the gender gap and what it adds in regard to what is presented in the Campaign for Education 2008 article?

**Sessions 5 & 6 will rely mostly on student presentations of selected case studies**

While most of the focus remains on extending access, there is an increasing body of literature analyzing the problems with the current education systems to improve the livelihoods of graduates and specially to challenge systems of exclusion, based not only on gender but on class, cast, race or ethnicity (curriculum, scheduling, effectiveness of teaching materials and methods). These sessions will discuss specific case studies showing how these systems of social exclusion affect equal access to education for all girls and boys as well as interventions trying to address these problems.

**Case studies posted in LATTE (Students can choose alternative case studies for their presentations)**

- Aikman, Sheila. 1999. "Schooling and Development: Eroding Amazon Women's Knowledge and Diversity." IN: Heward Christine and Sheila Bunwaree (Rds.).1999. *Gender, Education and Development*. London: Zed Books (*About how formal education erodes indigenous learning and teaching and transform gender relations in a context where commoditization of forest resources, the gold rush and the arrival of outsiders has eroded the basis for indigenous livelihoods and cultural reproduction*)
- Oommen, Mora. 2005. "Crossing boundaries and stepping out of purdha in India." Aikman Sheila and Elaine Unterhalten (Eds.). 2005. *Beyond Access. Transforming Policy and Practice for Gender Quality in Education*. Oxford: Oxfam (*About the wide social mobilization that took place in India since 1998 Total Literacy Campaign, which was able to recruit volunteers to teach and register thousands of learners; the articles explores how this experience allowed spaces for women empowerment (women from different castes ) and for the crossing of social and geographic boundaries, by focusing on the Begusarai District, with important presence of "scheduled caste" or low caste, where illiteracy of women and men was massive*)
- King Elizabeth and Dominique van de Valle. 2007. "Girls in Lao PDR. Ethnic affiliation, poverty and location." Lewis Maureen and Marlaine Lockheed, Eds. 2007. *Exclusion Gender and Education. Case studies from the developing world*. Center for Global Development, Washington D.C. (*about how gender disparities in access to formal education play differently for different groups, according to location (rural/urban and to uplands/lowlands), ethnic groups and class or economic status in Laos*)
- Little, P., Aboud, A. and Lenachuru, C., 2009. Can formal education reduce risks for drought-prone pastoralists? A case study from Baringo District, Kenya. *Human Organization* 68(2), pp.154-165.
- Aderinoye, R. A., Ojokheta, K. O. & A. A. Olojede. 2007. "Integrating Mobile Learning into Nomadic Education Programmes in Nigeria: Issues and perspectives." *International Review of Research in Open and Distance Learning* Volume 8, Number 2. June – 2007
- Sultana, R.G., 2008. *The girls' education initiative in Egypt*. Amman: UNICEF.
- Asadullah, M.N. and Chaudhury, N., 2009. Reverse gender gap in schooling in Bangladesh: Insights from urban and rural households. *Journal of Development Studies*, 45(8), pp.1360-1380.
- Muralidharan, K. and Prakash, N., 2013. Cycling to school: increasing secondary school enrollment for girls in India *National Bureau of Economic Research No. w19305.*

**Session 7: Final Discussion and deadline for submitting final assignment**