



RESEARCH AND POLICY

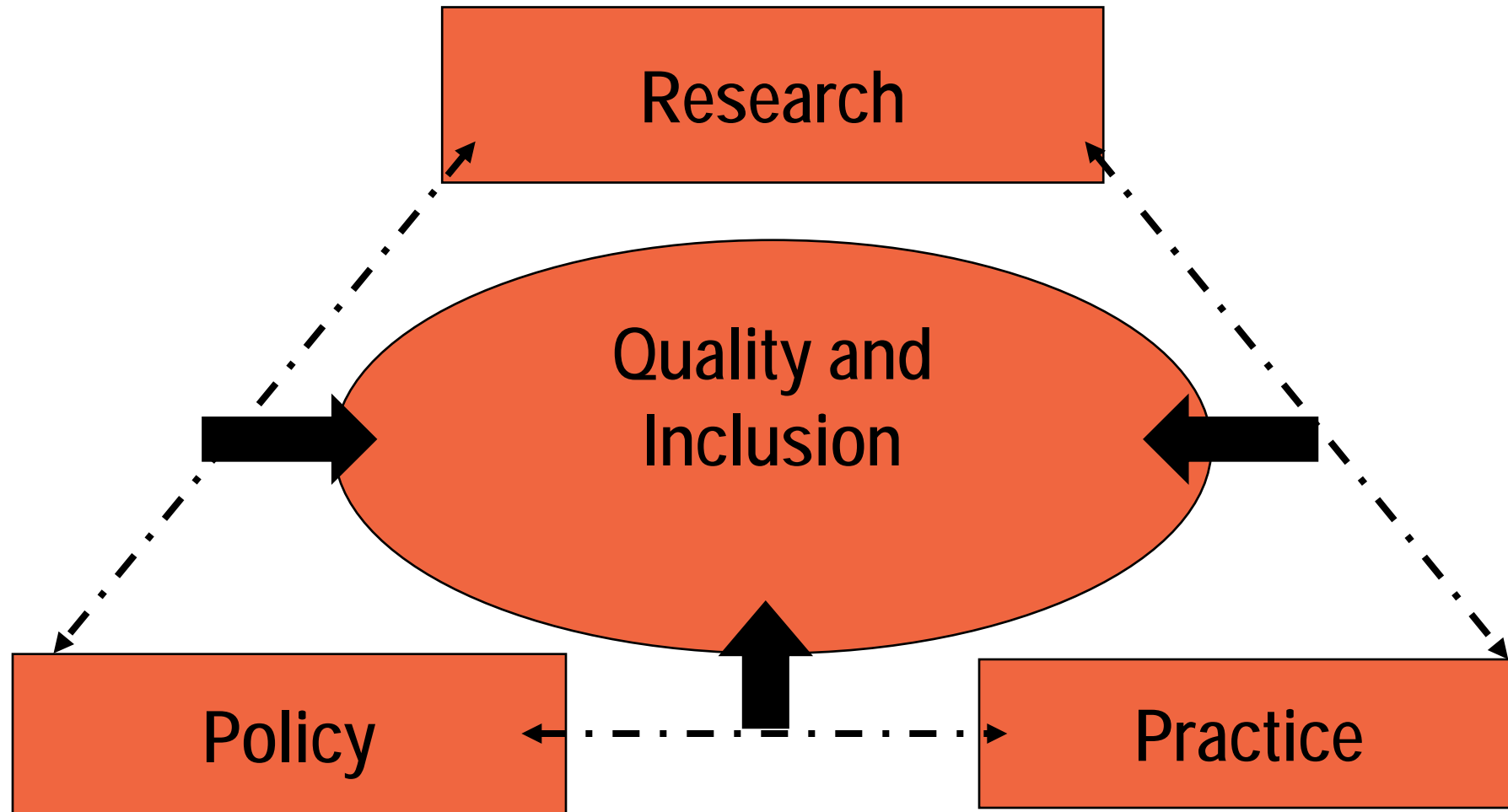
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University of Sussex, UK

Education for Development: Quality & inclusion for changing global human capital needs. 18th March 2016, Lima, Peru

RESEARCH & POLICY (& PRACTICE)

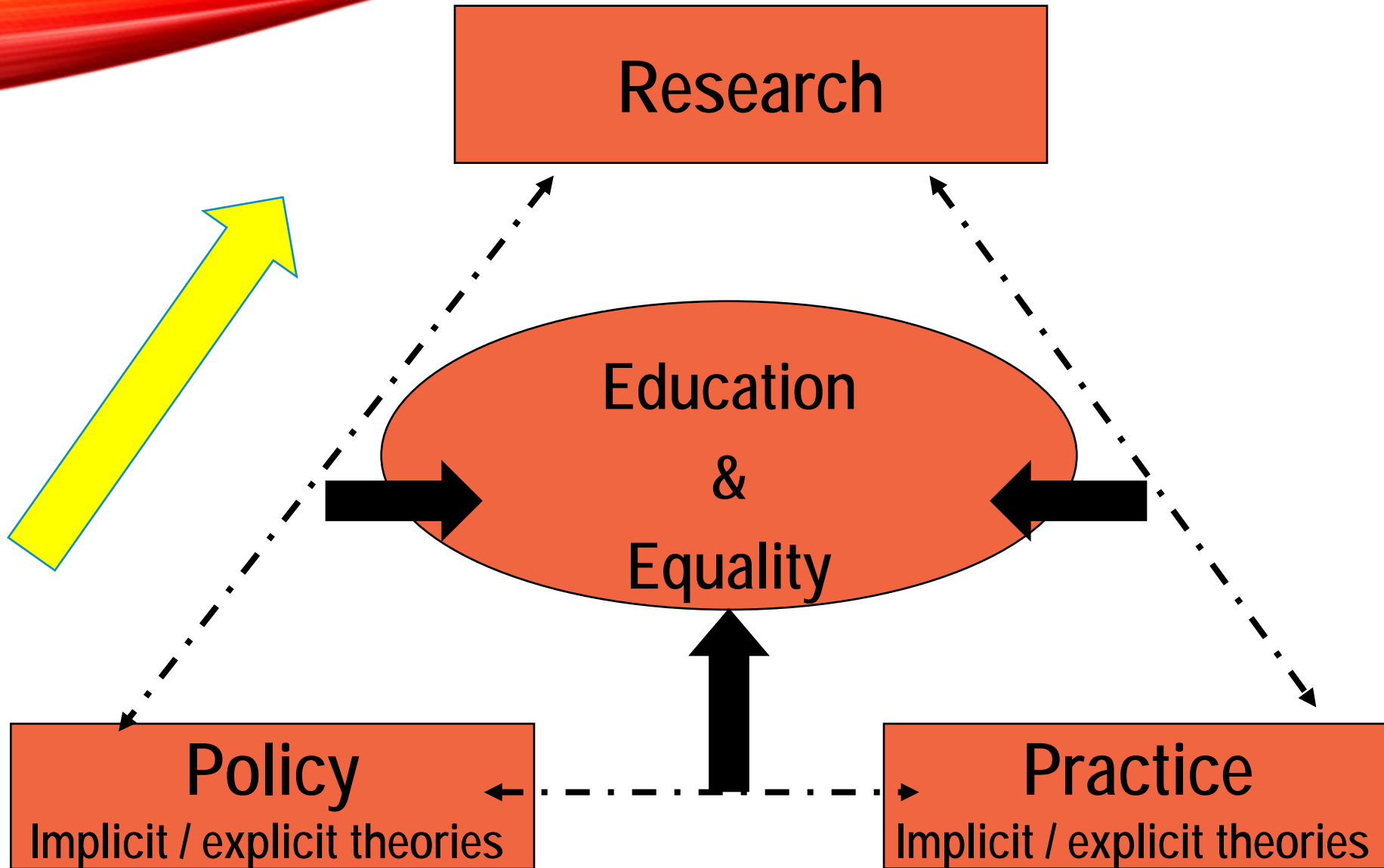


Country	HDI rank	Inequality in Education	Inequality HDI c/f HDI rank	GINI (0=EQ)	GINI (2011 PPP \$)
VERY HIGH HUMAN DEVELOPMENT					
Norway	1	2.3	0	26.8	64,992
Australia	2	1.9	-2	34.0	42,261
United States	8	5.3	-20	41.1	52,947
Argentina	40	8.1	-8	43.6	22,050
Chile	42	12.6	-13	50.8	21,290
HIGH HUMAN DEVELOPMENT					
Brazil	75	3.6	-20	52.7	15,175
Peru	84	23.3	-10	45.3	11,015
Ecuador	88	21.1	-4	46.6	10,605
Colombia	97	21.3	-10	53.5	12,040
MEDIUM HUMAN DEVELOPMENT					
Bolivia	119	24.7	-5	46.6	5,760
LOW HUMAN DEVELOPMENT					
Pakistan	147	44.4	0	29.6	4,866
Niger	188	35.0	3	31.2	908
http://www.education-inequalities.org/					

Country	HDI rank	GII rank	Mean years of schooling			GNI (2011 PPP \$)
			ALL	F	M	
VERY HIGH HUMAN DEVELOPMENT						
Norway	1	9	12.6	12.7	12.5	64,992
Australia	2	19	13.0	13.1	12.9	42,261
United States	8	55	12.9	13.0	12.9	52,947
Argentina	40	69	9.8	9.8	9.8	22,050
Chile	42	22	9.8	9.7	9.9	21,290
HIGH HUMAN DEVELOPMENT						
Brazil	75	97	7.7	7.8	7.5	15,175
Peru	84	82	9.0	8.5	9.6	11,015
Ecuador	88	41	7.6	10.8	10.9	10,605
Colombia	97	92	7.3	7.4	7.3	12,040
MEDIUM HUMAN DEVELOPMENT						
Bolivia	119	94	8.2	7.5	8.9	5,760
LOW HUMAN DEVELOPMENT						
Pakistan	147	121	4.7	8.0	10	4,866
Niger	188	154	1.5	0.8	2.0	908

HOW DOES THIS RESEARCH CONSTRUCT THE SOCIAL?

- Largely quantified, presented at a macro-level
- Aggregates whole countries / groups to homogenises
- Compares and creates hierarchies
- Decontextualizes and makes local social relations & their effects invisible
- **The theoretical framing (of concepts like gender) and processes of research (methodologies) are in the background and assumed**
- **The reduced visibility of research leaves the assumptions of the policy agendas 'untroubled'**
- So



REPRESENTING GENDER? COLLAPSING COMPLEXITY

Regional percentage of repeaters by gender, 2009

Region	Female	Male
Arab States	5.7	8.0
Central and Eastern Europe	1.5	0.9
Central Asia	0.1	0.1
East Asia and the Pacific	1.3	1.8
Latin America and the Caribbean	8.2	8.7
North America & Western Europe	1.3	0.3
South and West Asia-1	4.8	4.9
Sub-Saharan Africa	8.9	10.5
World	4.6	5.2

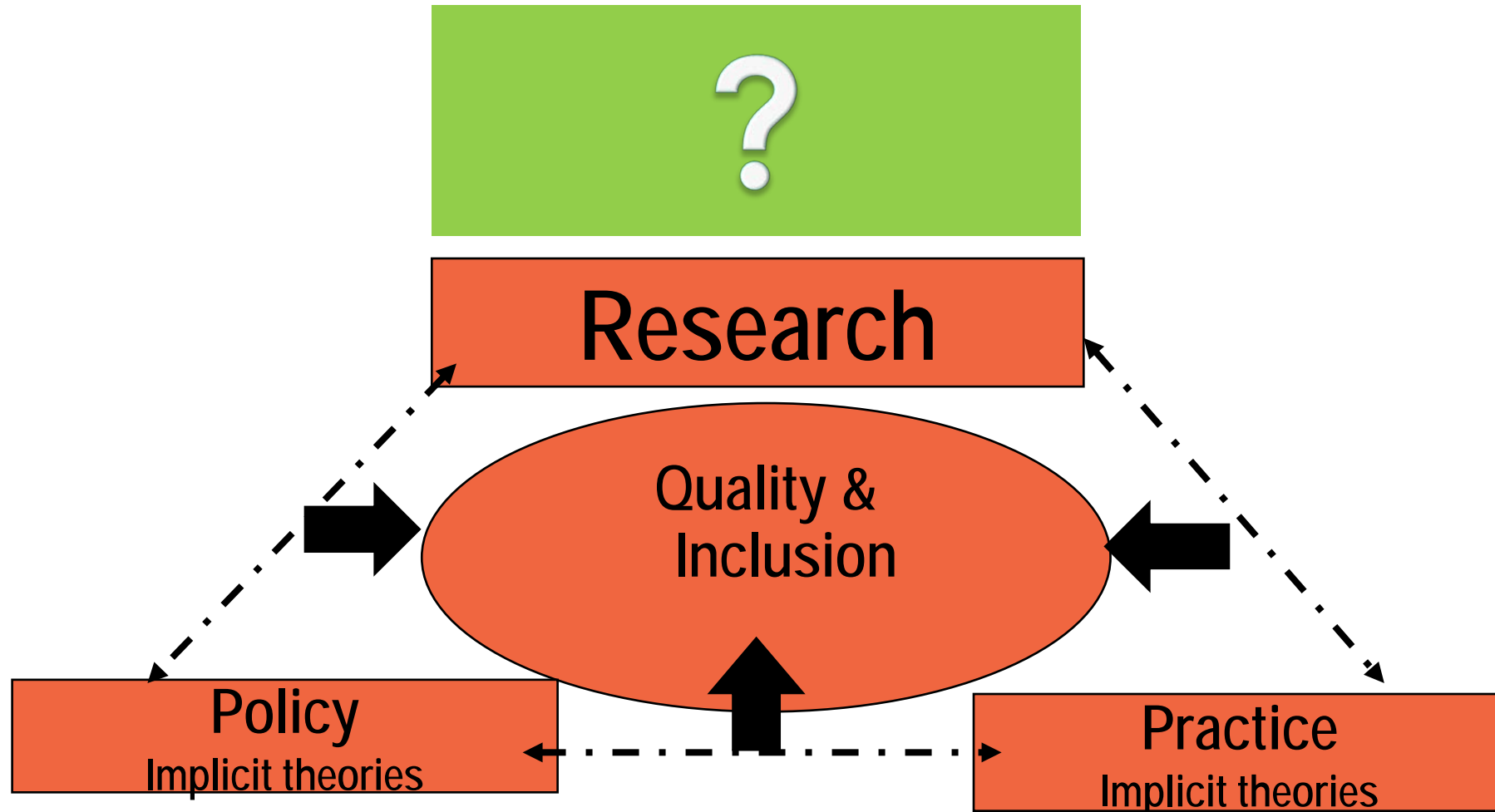
Source: UNESCO Institute for Statistics

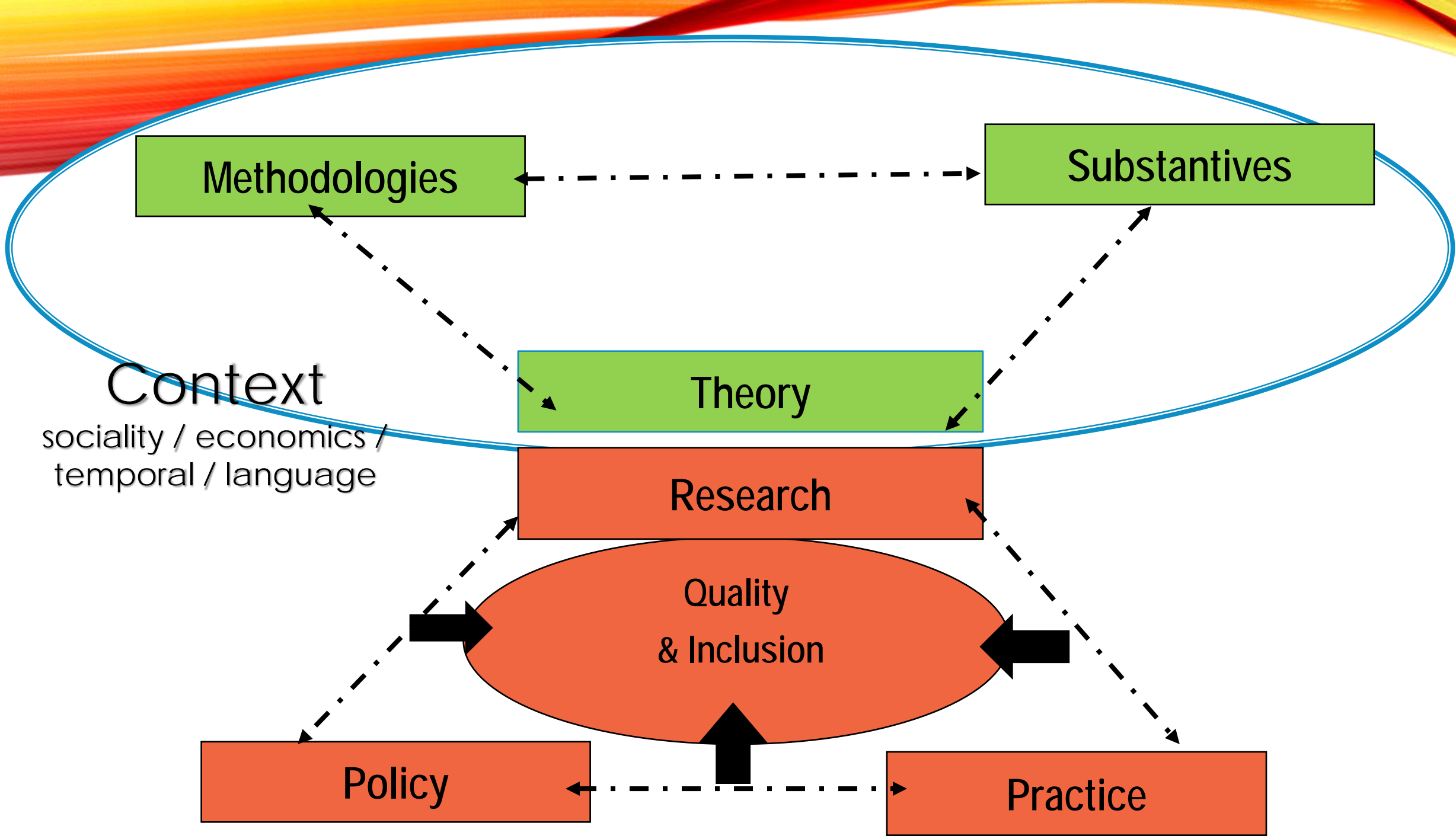
THEORIES OF GENDER IN RESEARCH, POLICY AND PRACTICE

Are mostly informed by static binary gender categories which:

- ... normalise specific forms of femininities, masculinities and gender relations
- ... re-construct gender as natural, neutralised & globalised
- ... are exclusionary as they obscure the conditions and experiences of everyday life
- ... silence the very inequalities and exclusions they attempt to illuminate
- ... **use explanations that re-assert / reinstate gender stereotypes that are universalised and used as the basis for policy or practice intervention**

SO WHAT (OF) RESEARCH? ITS HIDDEN LIFE?





IMPLICIT GENDER THEORIES - DECONSTRUCTION

Binary

Female



Male

Re-theorising beyond binaries

From

- biology to social construction
- natural to learned & performative
- binary to inter-complexity
- sex (?) to gender & sexuality
- categories to social relations
- outcomes to processes
- macro to everyday

POLICY CONSTRAINED RESEARCH: IMPLICATIONS FOR THEORY & FOCUS

- Categorising and counting produces differences /gaps to re-assert the real
- Solidifies and reifies theories across historical time and space
- Reproduces colonial /privileged knowledges and languages

- Decontextualizes and individualizes inequalities
- Excludes the local social arena which is the locus /focus of change
- Produces deficit in the context / population (not the research frames)

- Neutralises research processes
- Reduces spaces for critique and theoretical developments

WHAT DOES THIS MEAN FOR RESEARCH CAPACITY DEVELOPMENT?

A sustained need for researchers with skills of:

- design and data gathering,
- theoretical critique and research reflexivity,
- writing and communicating research

Researchers with

- access to local contexts, languages, knowledges
- who can explore and make visible local social relations and logics
- excavate the how and why of social phenomena

TO WHAT EFFECT?

- This research capacity development (for everyone!) can:
 - 'Undo' the accounts of 'deficit' in the local community / context
 - Reflect on theoretical assumptions that structure education (age/gender categories)
 - Critique theories and reshape frameworks for research
 - Identify spaces for intervention for inclusion / quality in the specifics of the local

AND FINALLY ...

Re-invigorated research can:

- change in conceptualisation / theorisations to open different methodological spaces to inform policy and practice in different ways
- better address some of the most intractable problems:
 - early marriage
 - child labour
 - school 'girl' mothers

BUT we always have to deal with the power of the dominant discourse that silences/ erases accounts from the margin