INTERNATIONAL RESEARCH EXPERTISE ON GENDER, WOMEN’S EMPOWERMENT AND EDUCATION AT THE UNIVERSITY OF EAST ANGLIA (UEA), UK

The School of International Development (DEV) (http://www.uea.ac.uk/dev) at UEA is nationally and internationally recognised for its strong academic record in research on gender and development, alongside other important areas of sectoral expertise and interest. Faculty members draw on both their academic and analytical expertise, and their on-going practical experience in the field, to inform their research and consultancy work. The research work is deliberately multidisciplinary, drawing on cross-cutting expertise from within the department itself, and from colleagues within other Schools. DEV is particularly successful at securing Research Council funding, as well as research funding from DFID, the World Bank, FAO, and UNESCO. Inter-school networking is frequent, and in this case strengthens research expertise in Gender, Women’s Empowerment, and Education. DEV is supported by International Development UEA (http://www.uea.ac.uk/dev/co), a not-for-profit company affiliated to the School (DEV is the shared acronym). International Development UEA manages the externally-funded research, consultancy and capacity building activities undertaken by DEV faculty members.

DEV research on Gender and Development is concerned with social change, specifically the social and gendered dimensions of poverty reduction, inequality and social injustice. Researchers conduct original theoretical work on gender and development, incorporating relational and subjective approaches to well-being, intra-household relations, and inter-generational relationships. Additional themes within the group comprise research on land, health, education, ageing, and governance and corruption. Details of DEV’s Gender and Development work can be found at www.uea.ac.uk/dev/gender

The Centre for Applied Research in Education (CARE) (http://research.edu.uea.ac.uk/care) at the School of Education and Lifelong Learning (EDU) is an internationally recognised research and training centre. CARE was founded in 1970 to forge new links between research and educational practice in the context of curriculum reform, a tradition that remains central to the work of the Centre. Though CARE’s primary function is research, with a particular reputation for methodological innovation in action research and educational evaluation, the Centre has an active PhD community. CARE remains a small, specialized, internationally-recognised applied research centre with a wide reach, having carried out projects in Namibia, India, China, US, Europe, Australia and elsewhere. CARE is part of the School of Education and Lifelong Learning, which has a strong track record in teacher education (in both primary and secondary), as well as MA courses for teachers wishing to enhance their teaching through research.

ENGAGEMENT WITH USERS

Influencing Policy
Gender analysis is a core component of the work of many members of DEV and CARE. Early work in this field includes the DFID/ESCOR workshop on Women’s Empowerment and Natural Resource Management in India (2001), organised and co-hosted by DEV; other regional work includes research into a livelihoods analysis of the extreme poor in Bangladesh (2001/4) which included a livelihoods analysis of poor adolescent girls. DEV provided gender appraisal and evaluation inputs to the Aga Khan Rural Support Programme in Pakistan (2000/1) during AKRSP staff training. Work for DFID in 2003 on the experiences...
of gender mainstreaming in DFID reviewed progress in gender mainstreaming through the analysis of eight case studies.

Between 2002-2004 we provided gender and social development inputs to education programmes in Bangladesh, helping also to appraise/review these programmes at regular intervals. Several members have been involved with the work of the Beyond Access: Gender, Education and Development project specifically focused on influencing policy through a range of strategies including working with the media, policy briefings, seminars and publications. Over the last five years, we have been involved with providing inputs to UNESCO and the Global Monitoring Report, engaging with the activities of the UN Girls’ Education Initiative and helping strengthen South-South partnerships in monitoring how far gender equality concerns have been integrated into the Education for All agenda.

A recent consultancy (2010) on ‘DFID Uganda Diversity and Gender Audit and Scoping Study’ examined the policy and programming environment on diversity issues in Uganda. The effectiveness of DFID Uganda’s existing programme on diversity and gender issues were reviewed, alongside a review of the knowledge, attitudes, and behaviours of DFID staff on diversity and gender equality.

**Capacity Building**

International Development UEA has run the successful Gender and Development short course over the last decade, attracting both the non-governmental and governmental sectors worldwide. The courses are two weeks long and meet generic and specific training needs. Provision is also made for tailor made courses to meet the specific needs of single ‘Visiting Professional’ programme staff. Courses are run at UEA Norwich and we respond to requests for in-country gender and development training as required. Participants develop strategies and action plans for gender mainstreaming and action-learning over time. Dr Penelope Plowman is course Director, and DEV faculty and associates teach on the course. For details of the Gender and Development Short Course see [http://www.uea.ac.uk/dev/co/prodev/goc](http://www.uea.ac.uk/dev/co/prodev/goc)

**Example of Gender and Development Short Course for Development Professionals:**

**Target audience:** Development practitioners

| Examples from 2010 course: Social Development Officer – HELVETAS Nepal; Senior Programme Officer (Public Finance and Governance) DFID; Programme Officer, UNDP, Guatemala; Gender and Social Development Officer, National Planning Authority, Uganda; Business Consultant Katalyst, Bangladesh. |
| Participants for 2011 course: UNDP Gender Unit, Kosovo; FAO Tanzania; Gender Advisor USAID; Project Officer, Norwegian Water Resources & Energy Directorate; Uganda National Planning Authority; UNFPA Southern Sudan, Gender Officer. |
| In the period 2008 – 2010 a large group of management and staff came from the Department of Women Affairs, Nigeria. |

**Course aim:** To build knowledge about gender and gender analysis for development practice and organisational change.
**Course content:** Conceptual and practical skills: core concepts of gender analysis for programme/policy work; gender and the project cycle; data and indicators; monitoring and evaluation; gender and understanding organisations; leadership, ‘change agents’ (focal points/champions) and strategies for improving practice.

**Methodology:** The course is participatory and experiential. Participants come with a wealth of experience and this is shared through individual reflection using free writing exercises; personal learning journal; group work, role plays and case studies. At the end of the course participants present their own case studies and action plans.

**Other example of training/capacity building**

**Linking theory and practice in the context of organisations:**
DEV runs a practice course for Masters students studying gender e.g. gender and international development, gender and education. The content and participatory methodology of this course is relevant for students, practitioners, managers, leaders and staff seeking to build capacity and transform educational organisations e.g. departments of education, schools, education NGOs.

About the course:
This one week course, entitled, ‘Implementing organisational change: Practical techniques and approaches for gender specialists’, aims to develop practical training skills and insight for implementing a gender equality framework inside organisations. The objectives of the course are to understand some of the key concepts underlying organisational change, some of the key concepts underlying the techniques of working with gender in organisations and to apply techniques for building gender knowledge and skills inside organisations. The approach is participatory and uses group exercises, individual reflection (learning journal), case studies from practice and role plays and is organised around five steps for building gender knowledge and skills in organisations. The course models participatory practice and action learning.

CARE has also run short courses to introduce educationalists to research approaches designed to enhance their practice and produced distance learning materials on research methods for educational practitioners in NGOs and outside higher education. These include: PREST (Practitioner Research and Evaluation Skills Training in Open and Distance Learning); and the International Research Foundation for Open Learning, Cambridge/ Commonwealth of Learning.

**Academic and Research Skills**
DEV has an international reputation for the strength of its gender teaching and research. The popular MA in Gender Analysis of International Development emphasises the development of research skills that are essential not only for further academic research, but also in practical development work. It includes units on gender concepts; livelihoods; social policy; and research techniques for social analysis. DEV also runs a popular MA in Education and Development (MAED), a focus of which is to examine international and national educational policy and practice with a strong emphasis on equity, quality, diversity and educational transformation. Students choose from units offered in other postgraduate development courses, such as Gender Concepts for Development. The MAED also offers a Methodology for Education Research and Evaluation module, taught in conjunction with the School of
Education and Lifelong Learning, providing grounding in qualitative methods relevant to educational research. Visit www.uea.ac.uk/dev/courses for more information.

DEV specialises in the use of ethnographic approaches and qualitative methods to understand the complexities of gender relations across educational and learning contexts. One innovation is the Qualitative Diary Method for understanding organisations and change. Participants use diaries and dialogue to get to know their own organisations and build effective strategies for change. This application of the Qualitative Diary Method, is applicable for researching organisational culture and change inside schools, universities and departments of education for example.

**Information Dissemination**

DEV has had an active Gender Research Group which, since 1990, has engaged in theory-led and evidence based research. In 2000 the Gender, Research and Training team in DEV established the Development-Gender (GREAT) Network - an email forum designed to facilitate networking between researchers, and disseminate new and current research areas.

The Literacy and Development Research Group (LDG) (www.uea.ac.uk/ssf/literacy), comprises faculty from DEV and CARE, working together on shared research, and dissemination. The LDG Education and Development Seminar Series has included presentations on ‘Doing Educational Research with Marginalised and Vulnerable Groups’; ‘Researching Absent Voices: Girls’ schooling in early 19th Century West Africa’, and ‘Invisible Voices: Exploring a Whole Organisation Approach to Gender and Literacy’. LDG also hold international research seminars, several of which explored gender debates within education: Literacy inequalities (2009), Literacies, identities and social change (2008), ‘Migration, Education and Socio-Economic Mobility’ (2007) and a conference on. ‘Gender and Adult Education’ (2004), organised as part of the DFID-supported Beyond Access project. These conferences have brought together researchers in the fields of education, economics and anthropology and had a gendered focus. Papers presented at these conferences have been published as special issues of high quality, peer-reviewed journals such as the Journal of Development Studies, International Journal of Educational Development and Compare.

Dr Sheila Aikman has been a co-editor of ‘Equals’ the Beyond Access: Gender, Education and Development Newsletter since 2002, a Newsletter with a global practitioner-based readership and which is one component of the project’s wider advocacy and dissemination strategy.

**RESEARCH ACTIVITIES**

The following examples demonstrate the interdisciplinary and cross-school nature of research on gender, women’s empowerment, and education within DEV and CARE.

**Gender and Women’s Empowerment**

**The Intra-Household Allocation of Resources; ESRC/DFID (2007-2010)**

This research is drawing on anthropological expertise, and experimental economics, to gain a better understanding of the gendered nature of decisions taken within the household. It will test various economic models of intra-household resource allocation, with a view to contributing to, and influencing, gender equitable anti-poverty programmes.
Research on a Micro-Level Analysis of Violent Conflict (MICROCON), EU, FP6 (2007-2012) This project headed by the Institute of Development Studies, Sussex includes a sub-project run out of DEV/UEA using community-based pedagogies to reduce violence and increase community cohesion in the post-war setting of Northern Uganda. A gender focus is central to the project, particularly working with men on changing concepts of masculinities but also with women and youth.

Linking Migration, Reproduction and Wellbeing: Exploring the Reproductive Strategies of Low-income Rural Migrants in Vietnam; ESRC/DFID (2008-2009) This research explores the reproductive strategies of poor migrants and how these affect their experience of migration. The research looks at the mental, emotional and social implications of reproductive behaviour among migrants. Areas of study include how reproductive aspirations fit into migratory strategies, how poor migrants manage reproduction and how institutional factors enable or constrain that management. The research is looking at the life histories of 80 low-income rural-urban migrants in Hanoi and Ho Chi Minh City; the two locations present different challenges to migrants, with the latter having higher institutional barriers and drawing migrants over longer distances.

Religion, Identity and Violence in Kaduna State, Nigeria; Arts and Humanities Research Council (AHRC) (2007-2008) An earlier project was funded by the DFID Citizenship Development Research Centre’s programme on citizenship and violence. The current work, which follows on from this is part of the Research Councils’ Religion and Society Programme, headed by the University of Lancaster. This research explores issues around sectarian violence in Kaduna State, Nigeria. It looks particularly into the relation of masculinities, religion and culture to violence in deprived communities, particularly in identifying the flash points that bring young men to participate in the communal violence that has occurred in recent years and experimenting with learner-centred pedagogical methodologies that can bring them to question and reject such participation in the future.

Marriage, Power and Wellbeing; DFID/ESRC (2006-2008) Power relations within marriage and the comparative wellbeing of spouses are studied in this project in eastern Uganda. It seeks to understand the gender gaps between wellbeing of spouses, and their perceived and actual contributions to joint livelihoods. Multiple quantitative and ethnographic methods, and experimental economics are used, and the project will help establish which methods are best for the study of gender relations within domestic groups. The project has also compared its own data with that of a local NGO that has been collecting case histories of marital dispute resolution.
Gender and Growth

These studies explored the various pathways mediating growth and gender relations, predominant among which are education and employment.

Gender and Growth Assessment, Nigeria; DFID (2008)
This research is analysing the gendered impacts of growth in Nigeria over the last decade. The assessment involves statistical analysis, a review of the grey literature on the impacts of growth processes in different regions of the country on men and women, and four sub-national case studies in Lagos, Kano, Bauchi and Cross Rivers.

Gender, Caste and Growth Assessment, India; DFID (2007)
This research looked at how women and men and members of different caste groups interact with the economy; the ways that they benefit from growth or are excluded and how the impact changes when gender and caste intersect. The research asked: What are the barriers to shared economic growth? To what extent and in which direction do the policies and practice of different institutions influence growth? What changes to informal and formal institutions are required in order to improve both economic efficiency and increase the well-being of people in all social groupings? Following a review of the existing literature and statistical analysis, field work was conducted in the states of West Bengal and Uttar Pradesh to gain a deeper insight into the interactions between formal and informal institutions on the ground.

Gender and Education

Migration, Education and Social Protection, research project; Development Research Centre on Globalisation, Migration and Poverty, University of Sussex (2006-2009)
This project builds on earlier research in Bangladesh and India and seeks to develop a deeper understanding of two key issues: a) the differences between India and Bangladesh in terms of household level decision-making - in particular, of gendered educational choices, and their linkage to subsequent migration patterns; and b) why state social security provision might lower the probability of migration. Several articles on educational choices and the construction of identities in the context of poverty and migration have now been published, pointing to the gendered imperatives behind particular educational choices and their justification in the local contextual settings.

Gender Equality in Education Project, Oxfam GB (2006-2008)
This project aimed to build a specific gender awareness and expertise in the work of education NGO coalitions and advocacy work for Education For All in four countries (Kenya, Ghana, Malawi and Bangladesh). It is a complementary project to the Commonwealth Education Fund, a 15 country programme (2001-2008) supporting national civil society education coalitions to advocate and influence policy change for the achievement of EFA.

The UN E4 Engendering Empowerment: Education and Equality conference which took place in Dakar in 2010. The Beyond Access team based at the Institute of Education, London together with resources from the School of International Development, University of East Anglia, designed and ran a series of workshops through this conference aimed at setting a new agenda for girls’ education and gender equality in education for the next decade. It built on the work of the Beyond Access: Gender, Education and Development Project coordinated by the Institute of Education, University of London and in coordination with
Oxfam GB (2003-2008). Through promoting dialogue and exchange of knowledge and learning between these constituencies this work is challenging the narrow framing of the MDG targets and questioning gaps between policy and practice.

**Participation and Education**

**Exploring the Global Dimension; Camfed (2008)**
This participatory research study took place in Cambridgeshire schools with teachers and young people to explore their views and understandings of development education and the global dimension of the curriculum.

**Children as Decision Makers; ESRC-funded seminar series (2006-7)**
The seminar series focused on how children can actively participate in decision-making in schools and other educational contexts and brought together educators, activists and researchers working in countries in the South and North. The series built upon previous research into student voice and decision-making, citizenship education and work with children as researchers. Starting from the position that children’s participation in educational decision-making is problematic, the seminars explored methodological issues around practices, policies, structures and forms of communication intended to enable children to participate in decision-making, as well as ethical and political questions around the transformation of power relationships between adults and children.

**Children Decide: power, participation and purpose in the primary classroom; CfBT Education Trust (2004–2006)**
The aim of this project was for teachers and children to develop a more collaborative approach to making decisions that affect children’s lives in primary schools. Through children taking the lead in conducting action research on decision-making in their own classrooms, the project explored practical opportunities for children and teachers to improve decision-making processes, particularly around effective learning and teaching. An action research approach was developed, with the children working as researchers, so that findings could lead directly to more collaborative decision-making approaches in their classrooms and in the school as a whole. The project consisted of fieldwork in six UK schools, orientation workshops on research skills and decision-making practices, and meetings to share findings between teachers, children and policy makers.

**Empowering Children through Visual Communication; CfBT Education Trust (2002-2003)**
This project explored how visual means could be used to improve communication amongst children and between children and adults in primary school. Drawing on PRA methodology, the project encouraged children and teachers in Norfolk primary schools to experiment with visual ways of enhancing communication within school council meetings.
SENior stAFF EXPERTISE IN GENDER AND EDUCAtion

Dr Sheila Aikman – Senior Lecturer in Education and Development
Dr Aikman has been working in the area of gender and education for over 20 years from both a research and practice perspective, and has worked both in the academic sector as well as the NGO sector, formerly as Education Policy Adviser for OxfamGB (2001-2008) supporting education NGOs to develop gender analysis skills and ‘mainstreaming’ strategies in their organisations and management structures as well as in their educational programming (including programme design, implementation and M & E). She designed and directed the DFID/Commonwealth Education Fund multi-country Gender Equality in Education Project, promoting NGO gender ‘mainstreaming’ and analysis in the context of Education For All (2006-2008). She was also co-director of the ‘Beyond Access: gender, education and development’ (2003-2008) project, a collaboration between Oxfam GB and Institute of Education, University of London. Her research interests encompass gender equality in education, women’s empowerment and quality education in contexts of social and cultural marginalisation and poverty and she researchers in the areas of curriculum, pedagogy, rights and policy.

Dr Kathleen Fincham - Lecturer in Development Practice and Training
Dr Fincham has worked in the fields of Gender and Education as a teacher, teacher trainer, curriculum developer, gender analyst, materials writer, project manager and programme director in public, private, higher and non-formal education, government, NGOs and the United Nations in Canada, the UK, China, Hong Kong, Japan, Singapore, Morocco, United Arab Emirates, Ghana and Lebanon. This included two years with WUSC/CIDA, four years with UNICEF Canada and short-term consultancies with UNGEI. Dr Fincham’s research focus encompasses the production, regulation and intersectionality of identities (specifically gender, ethnicity, religion, class and nation); discourses and practices of ‘citizenship’; institutional power, processes and outcomes; inter/intra community relations; social inclusion/exclusion; social cohesion; educational and social mobility and power and resistance in the contexts of socio-economic transition, migration and diaspora, with a particular focus on the Middle East and North Africa.

Dr Colette Harris – Senior Lecturer in Conflict, Governance and Development
Dr Harris’s research interests comprise violence and conflict, governance, post colonial state building, migration and reproductive health, all explored through ways in which gender identities and a masculinist focus affect these issues. Previous research in Tajikistan looked at issues around gendered power relations, and current research is located in post-conflict affected countries in Africa. Much of Dr Harris’ current research is involved with establishing community-based educational projects in which gender identities and relations are a central focus with the aim of producing social change. The idea is that women’s empowerment arises when the entire community is empowered but with a specific focus on the importance of changing masculinities.

Dr Nitya Rao – Senior Lecturer in Gender Analysis and Development
Dr Rao has worked on women’s empowerment issues for over 20 years as an organiser, trainer, researcher and policy advocate on women’s empowerment, and education in South Asia, with particular expertise in India. She has provided leadership to several grassroots interventions with women, including Mahila Haat (2002-2008), Ayoaidari Trust (1998-2008) and Mahila Sewa Trust’s Jabalpur Women Bidi Workers Project (1985-91). In each instance, she has been involved in developing local capacities – organisational, research and
documentation and strategic planning. Her research interests have encompassed women’s land rights in India, informal employment, literacy and education, and gendered migration patterns and its relationship with educational choices and outcomes. This includes undertaking a range of action research projects, for example with women quarry workers in Pudukkottai (involved with the literacy programme), and members of SHGs in Madhya Pradesh and Jharkhand with a view to their empowerment, and also documentation of institutional strategies to sustain processes of empowerment as in the case of REFLECT groups in Bangladesh. Dr Rao is currently providing ethnographic research inputs into the ESRC/DFID research project on ‘Intra Household Allocations’, and collaborating with economist colleagues on the DFID supported research on gender and growth in India (2007) and Nigeria (2008).

Professor Anna Robinson Pant – Professor of Education, Centre for Applied Research in Education (Director)

Prof Robinson-Pant has significant experience in educational research, planning and training in South Asia. Prior to her position in CARE, she worked for a variety of international and local development agencies with a particular interest in promoting gendered approaches to education. Previous work in this area includes writing a manual for African publishers to promote gender sensitive editing (ADEA/DFID), a study on the links between women’s literacy and health outcomes in Nepal (Centre for Development and Population Activities) and policy-focused research on gender and skills development (Y Care International). Her 2004 edited volume ‘Women, Literacy and Development’ (Routledge) and ethnographic study (‘Why eat green cucumber at the time of dying? Exploring the links between women’s literacy and development in Nepal’, Unesco IOE 2001) drew attention to participatory and ethnographic research approaches in literacy, and challenged the dominant view of ‘literacy for women’. Ongoing work and research in education and development continues with the cross-school Literacy and Development Group through her research on academic literacies. As Editor of Compare: a journal of comparative education, she was active in supporting new writers, particularly from the South, in publishing their work and ran an annual writer development programme. Prof Robinson-Pant contributes to policy debates through regular commissioned research and advisory roles for the UNESCO Global Monitoring Report on Education for All and contributed to the UN Literacy Decade Mid-term Review, focusing particularly on gender inequalities. Building on her earlier work on participation at IDS, she has directed action research projects in the UK, introducing PRA to teachers in UK primary schools as an approach for enhancing inclusion of marginalised groups in educational decision making. Various international development agencies are currently discussing ways of developing approaches from these child-led action research projects within their existing programmes.

Dr Penelope J. Plowman – Honorary Research Fellow, International Development

Dr Plowman specialises in qualitative research and capacity building for organisational analysis and change. For her doctoral research she used the Qualitative Diary Method and photographs, as part of an ethnographic case study, to examine gender, organisational culture and change. Her research interest and support to organisations includes participatory processes for reflection, capacity building and action learning. She is experienced in the areas of policy, project and programme work to address gender-based violence as a barrier to education (e.g. Action Aid and UNICEF). She works as a teacher, mentor, researcher and evaluator internationally. Recent support to organisations includes a three-year gender mentoring programme to build knowledge and skills, DFID Southern Africa Office; gender training Madhya Pradesh Rural Livelihoods Project, India (DFID) and capacity building rural
development NGO, South Africa. Dr Plowman runs training courses at International Development UEA for development professionals and students and teaches at the University of Johannesburg, Development Studies. She briefs and trains on the Qualitative Diary Method. Examples include seminars at International Development UEA; Diversity and Equality in Careers and Employment (DECERe) UEA; the Post Graduate Center: Research and Innovation and the Centre for Education Rights and Transformation (CERT), University of Johannesburg, and training support to researchers at the Center for Health Policy, University of Witwatersrand Johannesburg. Dr Plowman divides her time between Norwich and Johannesburg. To follow Dr Plowman’s research, training, briefing and blog on qualitative research and the diary methodology go to http://eastanglia.academia.edu/PennyPlowman

EXPERTISE IN GENDER ANALYSIS

Professor Cecile Jackson – Professor of Development Studies
Prof Jackson is internationally renowned for her work on gender and development. She has researched extensively on gender and poverty, and contributed significantly to theoretical debates on gender analysis. A key current interest is in well-being as a social relational phenomena, as opposed to an individual attribute; this links in with her commitment to researching gender in terms of social relations, the backdrop therefore to understanding social change.

Dr Bereket Kebede – Senior Lecturer in Economics
Dr Kebede’s research expertise on intra-household allocations, and experimental economics means that he works closely with other DEV colleagues working on gender and women’s empowerment issues – particularly on the DFID/ESRC ‘Intra Household Allocation of Resources’ research project. Other research interests include the links between poverty, child labour and schooling in rural Ethiopia.

Dr Catherine Locke – Senior Lecturer in Development Studies
Dr Locke is a sociologist with a special interest in gender. Her work focuses on issues around reproduction, migration and gender analysis. Current research is taking place on the reproductive lives of male and female migrants in Vietnam, and young people’s economic empowerment in Zambia.

Dr Richard Palmer-Jones – Reader in Economics
Dr Palmer Jones is an economist specialising in poverty, agriculture and natural resources, and currently working with Dr Rao on the Gender and Growth Assessment in Nigeria.

Dr Elissaios Papyrakis – Lecturer in Economics
Dr Papyrakis has been researching the interlinkages between globalisation and gender equality, with an emphasis on wage disparities, employment opportunities and division of assets. Recently, he has been exploring gender inequality in education across mineral-rich economies and potential repercussions for their long-term economic growth.

Professor Janet Seeley – Professor in Gender and Development
Prof Janet Seeley is internationally known and respected for her research and applied work in gender and development. She previously worked for DFID as Social Development Advisor in Uganda, India and Nepal, and since then has undertaken gender analysis in a variety of settings for different organisations including donor funded natural resource and health
projects, and programmes and projects supported by civil society. Examples include: Aga Khan Rural Support Programme, Pakistan; Andhra Pradesh Rural Livelihoods Programme; AusAID funded projects in Papua New Guinea; CARE Bangladesh; and HIV and AIDS related programmes in Africa. Prof Seeley was Principal Investigator on the (2005-2007) Medical Research Council (MRC) and ESRC funded ‘Livelihood Trajectories and HIV and AIDS in South West Uganda – a Longitudinal Study of Rural Livelihoods’ project, assessing the impact of HIV infection on households over a 15 year period. One specific objective was to assess the impact of HIV infection of parents on the subsequent survival, social, educational, and economic trajectories of children. The outcomes of the research will feed into policy formulation and programme interventions related to, amongst other issues, the specific needs of orphaned children. Prof Seeley’s research projects related to health, migration and rural livelihoods have all included aspects of enquiry into gender equality and gender relations, of which skills and education have been an important part.

**Dr Arjan Verschoor – Reader in Economics**

Dr Verschoor has significant, and respected, expertise in the use of experimental economics in developing countries. He is a key researcher in the DFID/ESRC ‘Intra Household Allocation of Resources’ research project with social scientist colleagues, and worked with Dr Rao on the India based DFID ‘Gender, Caste and Growth Assessment’ project. He carried out DFID funded research for a desk based study of gender and trade in 2007, and DFID supported his work on a literature review of gender and growth in 2006.

**PUBLICATIONS**

**2012**


Harris, C. (forthcoming) ‘Masculinities and religion in Kaduna, Nigeria: a struggle for continuity at a time of change’. *Journal of Religion and Gender, special issue on masculinity and religion*


Rao, N. (forthcoming 2012) ‘I want to be respected’: Migration, mobility and the construction of alternate educational discourses in rural Bangladesh. *Anthropology and Education Quarterly* 43


**2011**


**2010**


2009


2008


13


2007


2006


2005


2004


2003

2000/2001

