ECONOMIC AND SOCIAL RESEARCH COUNCIL
END OF AWARD REPORT

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For awards ending on or after 1 November 2009

This End of Award Report should be completed and submitted using the **grant reference** as the email subject, to **reportsofficer@esrc.ac.uk** on or before the due date.

The final instalment of the grant will not be paid until an End of Award Report is completed in full and accepted by ESRC.
Grant holders whose End of Award Report is overdue or incomplete will not be eligible for further ESRC funding until the Report is accepted. ESRC reserves the right to recover a sum of the expenditure incurred on the grant if the End of Award Report is overdue. (Please see Section 5 of the ESRC Research Funding Guide for details.)

Please refer to the Guidance notes when completing this End of Award Report.

Grant Reference	RES-167-25-0260		
Grant Title	Gender, education and global poverty reduction initiatives		
Grant Start Date	**1 October 2007**	**Total Amount Expended:**	**£507,100.29**
Grant End Date	**31 March 2011**		
Grant holding Institution	**Institute of Education, University of London**		
Grant Holder	**Elaine Unterhalter**		
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Co-Investigators (as per project application):		**Institution**	
Dr. Jenni Karlsson		**University of KwaZulu Natal**	
Ms. Veerle Dieltiens		**University of the Witwatersrand**	
Professor Jane Onsongo (Research Assistant)		**Catholic University of Eastern Africa**	
Mr C Yates		**Institute of Education**	

1. NON-TECHNICAL SUMMARY

Please provide below a project summary written in non-technical language. The summary may be used by ESRC to publicise your work and should explain the aims and findings of the project. *[Max 250 words]*

The Millennium Development Goals build on earlier attempts at global co-ordination to realize reductions in poverty and improvements in health, education and gender equality. They present an opportunity to bring governments and citizens together to effect change. This study investigated how these global aspirations were interpreted and the actions taken in two countries - South Africa and Kenya. Detailed investigations took place in each country between 2008 and 2011. Data was collected in the national Department of Education, a provincial department, a school serving a poor neighbourhood, a rural NGO, and an urban NGO working with international organisations. The study found that despite policies and programmes in place to enrol large numbers of children and support the poorest, these are not well sustained. In both countries there is limited capacity and professional knowledge for work on poverty and gender. Many stereotyped views about the poor, and particularly poor girls and women abound, and this undermines effective policy implementation for girls' schooling and poverty reduction. NGOs and international organizations have done important work complementing that of governments, but they too lack staff with adequate knowledge of gender, education and poverty. They have tended to focus their work on local interventions or on participating in global discussions, but have given inadequate attention to regional and provincial level work. Further professional training is needed on the connections between poverty, education and gender for teachers and staff in all the organizations that will implement the MDGs.

2. PROJECT OVERVIEW

a) Objectives
Please state the aims and objectives of your project as outlined in your proposal to the ESRC. *[Max 200 words]*

The project aims to examine empirically initiatives which engage with global aspirations concerning gender equality, schooling and poverty. It looks at how these are understood, who participates in implementation, what meanings are negotiated, what constraints experienced, in what ways these are overcome, and what concerns about global obligations emerge.

Research questions are:
- What are the connections or disjunctures between global, national, regional and local policy and practice regarding gender, education and poverty reduction?
- What conditions the interplay between global policy goals in gender, education and poverty reduction and interpretations and action undertaken in a range of different sites?
- What forms does implementation take?
- What ideas and actions strengthen and undermine different forms of practice to realise goals?

Objectives are:
  i)   to examine in what ways global, national, regional and local ideas and actions regarding gender equality in education and poverty reduction connect and disconnect
  ii)   to explore relationships to bring about change in policy and practice
  iii) to work with organisations at national, provincial and local level to examine how and why certain conditions, interpretations and actions regarding gender and education impact on poverty reduction and how to enhance policy, advocacy, debate, and implementation.

b) Project Changes

Please describe any changes made to the original aims and objectives, and confirm that these were agreed with the ESRC. Please also detail any changes to the grant holder's institutional affiliation, project staffing or funding. *[Max 200 words]*

No changes were made to the original aims and objectives.
The involvement of some members of the research team with the international conference organised by the UN Girls' Education Initiative (UNGEI) in 2009-2010, a key site for dissemination of some of the project ideas, led to a request to the ESRC for a no cost extension to March 31 2011.
A change took place in project staffing in March 2008 when Professor Shirley Pendlebury, who was to act as a consultant to the project in South Africa, took up a post at the University of Cape Town, with no time allocated for this research. The funds associated with her post were re-distributed to other co-investigators to allow for annual dissemination meetings in each country. A second staffing change took place in August 2010 when the co-investigator in Kenya, Professor Jane Onsongo was seconded from the Catholic University of Eastern Africa to work in the Kenya Anti-Corruption Commission. Final analysis, writing up and dissemination activities were undertaken by the research officer in Kenya, Herbert Makinda, and a number of consultants employed by the project to complete this work.

c) Methodology

Please describe the methodology that you employed in the project. Please also note any ethical issues that arose during the course of the work, the effects of this and any action taken. *[Max. 500 words]*

Comparative case study was used in Kenya and South Africa to investigate similar kinds of relationship – negotiations with global policy agendas on gender, education and poverty reduction – in somewhat different sites. A selected range of units of analysis were examined for hierarchies in which policy and practice are related from global levels, ranked 'above' the national and local level (vertically) and forms of connection, exclusion or boundary setting between different kinds of organisation (horizontally). Both countries have in place policies on poverty, education and gender equality, and are active global policy players. However, they differ in their engagements with global policy transfer, histories of attention to gender. There was thus potential to look at how the cases did and did not vary, and the explanatory weight

that could be accorded to local conditions.

Five case studies were conducted in each country: the National Department of Education, South Africa, Ministry of Education in Kenya, a provincial department in each country, a matched school attended by children from a peri-urban community with high levels of poverty, a rural NGO working on education and poverty, and a global NGO engaged with the global policy agenda and local implementation.

Views in a number of global organisations were gathered through an adjustment to the original research design allowing for 12 in-depth interviews with staff in multi-lateral and bilateral organisations and 4 large global NGOs working on schooling.

Research methods comprised documentary analysis, interviews, observations, field notes, and focus group discussions. Documents written over the last ten years including websites, policies, and publications of all the organisations were analysed. One hundred and thirty three hours of interviews and group discussions were recorded and transcribed. Observation and analysis of site dynamics were made using ethnographic methods. Report back meetings on preliminary findings in all the ten case study sites took place after the first round of data collection and were recorded and transcribed. In a second round of data collection up to a year later participants were interviewed regarding changes that had taken place. A small number of interviews were conducted with children at the peri-urban schools and rural NGO projects.

One ethical issue concerned anonymisation of government employees. This was solved by cleaning the final dataset. It is not obvious where staff work and there is only some indication of seniority. A second ethical issue concerned the late addition of interviews with children to the research design to reflect on views of policy users. Some harsh approaches to children by teachers or NGO workers were observed when requests to participate in interviews were made. While this yielded interesting information regarding lack of gender awareness, researchers were aware of the distress experienced by some children. They tried to allay fears and discuss the problems with   relevant adults. But incidents took place at the end of the project and discussion was slightly cursory and not as satisfactory as if children's views had been given a more central place in the research design.

d) Project Findings

Please summarise the findings of the project, referring where appropriate to outputs recorded on the ESRC website. Any future research plans should also be identified. *[Max 500 words]*

The study found only partial connection between global aspirations for gender equity, poverty reduction and education expansion and policy used in particular global, national, regional and local sites (Unterhalter et al, 2011; Unterhalter and North, 2011). The closest connection was made by some global organisations (Unterhalter and North, 2012 forthcoming). Shared values are expressed by national government officials in South Africa (Dieltens et al, 2009; Unterhalter and North, 2011) but officials in Kenya, under pressure from particular forms of aid relationship, evinced only a superficial engagement with wider global gender equality and poverty reduction aspirations (Unterhalter, 2010; Unterhalter and North, 2011). In both countries in state and non-state organisations disjunctures were documented between policy formulated at global and national level and that put into practice in provincial, district and local

sites.

The interplay between global policy goals and local interpretations and actions is partly the outcome of national and local histories, but is also associated with the MDG emphases on results, meeting limited universally agreed targets, while bracketing many contentious issues of value. The MDG project provides a global glue to support partial forms of poverty reduction, gender equality and expanded education. This focus on results was successful in bringing together different kinds of institutions and organisations (Waage et al, 2010). But in this process discussions of value associated with rights, gender equity or poverty did not evaporate from particular sites. They resurfaced drawing on local meanings and histories, organisational hierarchies, and boundaries often at odds with the wider global policy agenda. Many officials, teachers or NGO workers do nothing on gender or poverty because they have not been instructed to do anything. They do not have adequate professional development to consider gender inequality, poverty and their interconnections (Karlsson, 2010; Dieltiens et al, 2009; Unterhalter, 2009; Unterhalter et al, 2010). Opportunities for state and NGO discussion are rarely made. NGOs carry out aspects of state policy, with limited opportunities for critical dialogue.

Many meanings of gender equity, poverty reduction and education are in play. The most frequently expressed are those that do least to call into question power relations associated with inequalities concerning gender, poverty and wellbeing. In every case study, a view that gender meant simply girls and boys co-incided with harsh critiques of young girls' sexuality, poverty, and experience of inequality (Unterhalter, 2012 forthcoming). In every research site there were limited opportunities to review and discuss different approaches to thinking about gender and poverty, and many concerning instances of blaming the poor for their difficulties (Unterhalter et al, 2011).

The wide remit of the Beijing Platform has not been well transferred. Attempts to jump-start this through gender mainstreaming, gender desks or gender focal points has been inadequately resourced in money, time, levels of training, and the leadership level associated with these posts (Unterhalter and North, 2010; Karlsson, 2010).

Future research plans to look at the engagement of South African decision makers and women's organisations with a post 2015 poverty, education and gender equality agenda have been developed.

e) Contributions to wider ESRC initiatives (eg Research Programmes or Networks)
If your project was part of a wider ESRC initiative, please describe your contributions to the initiative's objectives and activities and note any effect on your project resulting from participation. *[Max. 200 words]*

The project was part of the DFID/ESRC International Development (Poverty alleviation) Research Scheme and contributed to its objectives documenting ways in which agendas on poverty alleviation, gender and education expansion do not currently work together in many sites. A new research area concerned with poverty, gender and education has thus been identified. The importance of improved professional education in poverty, gender and education for government officials, teachers and NGO workers has been highlighted. Rigorous methods of social research were used in a multi-case study investigation. This will enable

methodological discussion of comparative case study, not yet a prominent feature of research in education and international development. Research design involved policy actors reflecting on findings through a quasi action-research methodology. This contributed to the Scheme's concern with involving policy actors. Co-investigators from South Africa and Kenya established useful links. Regular participatory team discussions developed capacity for all members in line with the Scheme's concern with diverse research centres. Benefits associated with participation in the Scheme were a useful tracking of project outputs, advice on project management, and encouragement of enhanced ambition to seek out and make use of opportunities for involvement with global and national policy and practice.

3. EARLY AND ANTICIPATED IMPACTS

a) Summary of Impacts to date
Please summarise any impacts of the project to date, referring where appropriate to associated outputs recorded on the ESRC website. This should include both scientific impacts (relevant to the academic community) and economic and societal impacts (relevant to broader society). The impact can be relevant to any organisation, community or individual. *[Max. 400 words]*

The study identified a gap in current research and policy literature concerning how gender, education and poverty interact. Published works look at this theoretically (Unterhalter, 2009a), empirically (Unterhalter et al, 2010, Unterhalter and North, 2011), and through cross disciplinary investigation (Waage et al, 2010; Unterhalter and Dorward, 2011). Comparative case study, not widely used as a method in education and international development, demonstrated the value of looking at similar issues in different sites, overcoming some problems of localism (Unterhalter, 2009b; Unterhalter et al, 2011). Enhanced research capacity in partners is evident in publications (Dieltiens et al, 2009; Karlsson , 2010) and collaborative work by the research team (Unterhalter et al, 2010; Unterhalter et al, 2011). A global network on gender, schooling and poverty was assembled when members from the project organised the UN Girls' Education Initiative E4 conference in Dakar in May 2010 (Vaughan, 2010). Plans for special issues of journals (Compare and Theory and Research in Education), book proposals (edited collection and monograph), and a bid to the British Academy for exchange seminars with the University of Kwazulu Natal will sustain this. The Global Campaign for Education (GCE) global action week (April 2011) focussed on girls' education and used project material in developing this focus. In Kenya findings from the research were presented to a GCE civil society network as part of Action week . Findings are being fed into two large Comic Relief funded five year projects in Ghana, Nigeria and Tanzania looking at girls' education. The research precipitated work on sharpening the focus of the global network on girls' education through input into the Dakar Declaration on girls' education and gender equality (UNGEI, 2010). In South Africa members of the research team were associated with a gender audit commissioned by the Department of Basic Education and this has contributed to building further discussion of gender mainstreaming in the country.. Findings from the study were presented at a side event at the Commission on the Status of Women (CSW) in New York in March 2011 (Karlsson, 2011) and some of the recommendations from the study are to be traced in the conclusion adopted. A network has been assembled by the London International Development Centre to look at research contribution to a post 2015 MDG agenda. Findings from the study were presented at an initial meeting. Further research and contribution to the Beyond 2015 webiste is planned.

b) Anticipated/Potential Future Impacts

Please outline any anticipated or potential impacts (scientific or economic and societal) that you believe your project might have in future. *[Max. 200 words]*

The future anticipated impact from the project is likely to be evident in :
i)   contributions to the evaluation of UNGEI, currently underway,
ii)   the development of an inter-disciplinary network to conduct research on global co-ordination on gender, education and poverty beyond the MDGs (research bids co-ordinated by LIDC being discussed)
iii)   work with UNESCO on the implications of the findings for their organisation
iv)   Work with IIEP on refining approaches to measuring gender, education and poverty
v)   Engagements with the current DFID challenge on girls' education.
vi)   planned books, journal articles and professional publications serving to widen and deepen this emerging research area.

You will be asked to complete an ESRC Impact Report 12 months after the end date of your award. The Impact Report will ask for details of any impacts that have arisen since the completion of the End of Award Report.

4. DECLARATIONS

Please ensure that sections A, B and C below are completed and signed by the appropriate individuals.
The End of Award Report will not be accepted unless all sections are signed.
Please note hard copies are NOT required; electronic signatures are accepted and should be used.

A: To be completed by Grant Holder

Please read the following statements. Tick ONE statement under ii) and iii), then sign with an electronic signature at the end of the section (this should be a image of your actual signature).

i) The Project

This Report is an accurate overview of the project, its findings and impacts. All co-investigators named in the proposal to ESRC or appointed subsequently have seen and approved the Report.	x

ii) Submissions to the ESRC website (research catalogue)

Output and impact information has been submitted to the ESRC website. Details of any future outputs and impacts will be submitted as soon as they become available.	x
OR	
This grant has not yet produced any outputs or impacts. Details of any future outputs and impacts will be submitted to the ESRC website as soon as they become available.	☐
OR	
This grant is not listed on the ESRC website.	☐

iii) Submission of Datasets

Datasets arising from this grant have been offered for deposit with the Economic and Social Data Service.	x
OR	
Datasets that were anticipated in the grant proposal have not been produced and the Economic and Social Data Service has been notified.	☐
OR	
No datasets were proposed or produced from this grant.	☐