

Partnerships for Gender Equality in Education A Beyond Access Project Policy Paper

1. Background and rationale

This paper examines partnerships for achieving the MDGs and gender equality in education based on presentations, discussion and actions from the seminar entitled ‘Partnerships for the Gender Equality in Education’ which was held on the 31st January and 1st February 2005 in Dhaka, Bangladesh. The paper and the seminar are framed by the aims of the Beyond Access: Gender, Education and Development project to contribute towards the achievement of the Millennium Development Goal 3 through promoting discussion and dissemination of knowledge and new policy for gender equity in education. Four previous seminars have examined key dimensions of gender equality in education for this aim: curriculum, pedagogy, resources and adult education. This paper examines ways of working across and between the project’s three key constituencies – policy makers at national and international level; researchers and academics; and NGOs and practitioners¹.

The notion of partnership with greater coordination and harmonisation at all levels to achieve a global development agenda underlies the conceptualisation of all the MDGs. With the scaling back of state provisioning through the 1980s and 1990s in accordance with the IMF-World Bank conditionalities the role of the state has been defined as one of ‘enabler’ while civil society has assumed a larger role in implementation and delivery of education. With these changes came also the spread of the agenda for good governance and accountability on the part of state and non-state providers and the participation of civil society in decision making and policy development. In the 1990s with the notion of corporate social responsibility also encouraged links between NGOs and businesses (Rao and Smyth 2005a).

Given the many forms of partnership for achieving development agendas over recent decades, and “the current controversy surrounding the concept as a development ‘buzz word’” (Wright 2005:vii), there is a need to reappraise the history of partnership and explore different innovative and successful partnerships – as well as understand others which may have been less positive. This paper looks first at what partnership means through examples of partnerships for gender equality. It then considers the aims of partnerships for gender equality and their ways of working in a gender equitable way to achieve these aims. The next sections look at issues of power, resources and leadership in partnerships for gender equality and consider participatory development as partnership the challenges of developing new and innovative partnerships to give voice to those excluded by poverty, discrimination and HIV and AIDS. The paper ends with recommendations for developing good strong partnerships for gender equality in education and actions for changing policy and practice.

2. Types of partnership

Partnerships involve different actors coming together for a common goal and the way this relationship is expressed and practiced will depend on how the partnership is conceived, for example whether it is formalised or ad hoc, a meeting of equals or a

¹ These are not mutually exclusive groups and, indeed, there is often movement of individuals between them.

strictly financial arrangement. There are also a wide range of contextual factors which shape partnerships (see Box 1).

Box 1 The context in which partnerships are developed and implemented in the 2000s

- A constructed rights approach
- The global political economy
- Political cultures of Intergovernmental Organisations, NGOs, Governments etc.
- Political will and legislation
- Changes in aid modalities
- International commitments and targets
- HIV/AIDS
- Environmental fragility
- Changing social relations (family, work, ideas etc)
- ‘Obscurantist Forces’

Rao and Smyth in their book, *Partnerships for Girls’ Education*², provide examples of different kinds of partnership which have been set up with the aim of working explicitly for girls’ education. These include high profile partnerships - that is high status, high visibility and geographically extensive - such as the Global Campaign for Education (GCE) and the Forum for African Women Educationalists (FAWE), which are both NGO and civil society alliances. The UNICEF-led UN Girls’ Education Initiative (UNGEI) is a high profile partnership between UN agencies and donors, which is attempting to develop stronger linkages at the national and sub-national levels and enter into new partnerships there. These are all examples of strategic partnerships aimed at moving towards the realisation of the MDGs.

Then there are examples of partnerships at the national level, for example between a variety of NGOs, unions and CBOs, such as E-net a Philippino organisation, and national education coalitions, such Elimu Yetu in Kenya. These kinds of partnership aim to engage citizens more directly in setting and negotiating priorities for policy and for holding governments accountable for EFA including gender equitable education. Partnerships may also be developed to build local ownership of development initiatives or strengthen capacities so that partners can be empowered and have the skills to work for their own goals and engage with local structures and authorities (Hauck and Land in Aikman 2005:94-5). Rao and Smyth (2005b) note that, ironically, poor communities and girls are still not always recognised as legitimate and active partners in coalitions or partnerships that are supposed to benefit them.

The term partnership is also used to denote informal relationships between different ‘stakeholders’ or actors in education. For example, the relationships between parents and schools or schools and communities may not be formalised through a particular partnership but be encapsulated in the notion of stakeholding or sharing some common purpose. However in some cases, a ‘partnership’ may be little more than a forced marriage, for example where communities are expected to provide financial and labour inputs to schooling but are excluded from more substantive decision-making.

² Published January 2005 by Oxfam.

Characteristics of partnership for gender equality

The OECD talks of partnerships as “built upon a basis of a dialogue among various actors (stakeholders) during which the agenda is set jointly and local views and indigenous knowledge are deliberately sought and respected (OECD 1995 cited in Aikman 2005:95). This is a partnership approach for participatory development. This definition of partnership as ‘a jointly agreed agenda towards which partners work through dialogue and respect for different views’, provides a working definition for thinking about different types of partnership and for outlining some principles of good partnership. This first principle is the notion of *equality between partners* based on *respect and trust*. A partnership should be an alliance of different ‘stakeholders’ based on common aims and agendas, and maintained and developed through *good communication and dialogue*. This is therefore a two-way (or more) process which is both *flexible and transparent* and disagreements are negotiated and resolved. What is clear here, too, is that partnerships are dynamic relationships which change over time and with changes in the external environment.

Building partnerships for achieving gender equality in education in the MDGs demands commitment at all levels from international, national and local. And it also involves supporting greater participation at the local, school and community level (see Box 2).

Box 2 Giving local stakeholders a strong voice in Bangladesh

In the education system partnership-building and the participatory approach, transparency in decision-making and a high degree of accountability should become the norm. Openness and sharing of information and dialogue in public forums should be the norm at school, union *parishad* and *upazila* regarding objectives, plans and progress, and budgetary allocations. The process of transparency and participation of all stakeholders should include:

- Periodic sharing of information and plans, monitoring progress of a school’s quality improvement plan, upazila primary education plan and use of funds from the government.
- Building strong parent-teacher associations and encouraging them to take an active role.
- Transparent and public selection of school managing committees and upazila education committees.
- Discussing, sharing and seeking views on governance issues in public forums at the school community, upazila, district and national levels.

Manzoor and Chowdury 2005

As Box 3 illustrates, however, in many places, there is a lot of work to be done to promote a shared understanding of what good partnership should be for gender equality in education and how it can be both a way of working and an end in itself.

Box 3 Partnerships in the discourse and practice of neo-liberal policies in India

In the Indian context the term ‘partnership’ is often used in contradictory ways. The basic notion of equality and participation implied in the term has long been abandoned and used to denote blatantly hierarchical relationships. The last decade has seen the emergence of proxy donors and service providers in the form of large NGOs,

not necessarily involved in programmatic action but functioning as ‘partners’ of hundreds of smaller field-based organisations to whom they redirect funds from donors and corporate houses. Specific tasks involving the mobilisation of communities, say, for enrolment drives or for forming mothers’ committees was farmed out to NGOs, while all the policy and programmatic decision making was diligently maintained as the prerogative of the government.

Ramphal 2005

The Beyond Access project is an example of a partnership. It has been designed and is implemented by representatives of three organisations: DFID, the Institute of Education at the University of London and OxfamGB. DFID is a governmental agency developing policy and commissioning research; the Institute of Education is an academic institution researching and teaching about policy; and OxfamGB is an international NGO implementing education programmes and researching and influencing policy at local, national and international levels. After over two years of working in this partnership we have come to describe it as a triangle balancing concerns with policy, practice and research on gender and education. A relationship based on equality, respect, negotiation and communication, as well as translation of ideas, concepts and discourses, is key to the success of this partnership (see Box 4).

Box 4 Beyond Access – an example of a partnership for gender equality and girls’ education

Sometimes we have a greater need for input and learning from one side of the triangle more than another, and at other times the balance shifts. But we work to keep all three tuned into each other, including the different capacities, insights, expertise and concerns. The partnership has thus required regular and consistent communication, and ongoing commitment to translate between the specialist languages and ways of working of on different sides of the triangle. For all three of us this form of partnership is new and we have had to negotiate our approach according to the different perspectives and contributions we bring from our respective organisations. Sometimes it has taken time to explain the processes and priorities to others in our organisations who do not understand the challenge and the benefits of such a partnership.

Aikman, Challender and Unterhalter 2005 (Introduction to the Seminar)

3. Aims of partnership and for gender equality and girls education

To achieve gender equality in education and the MDGs, partnership needs to be approached in two complementary ways:

- 1) Through a common goal - to achieve MDG 3 and EFA
- 2) Through ways of working - in a gender equitable way to achieve the goals.

This raises questions about shared frameworks of meaning in terms of:

- 1) What is the goal - is it gender parity, gender equality, gender equity – and what do this mean for knowing how we have achieved the goal? (see Box 5)
- 2) What does it mean to work in a gender equitable way, that is to mainstream gender? Is there agreement about the need for inclusiveness, respect and support to allow all partners contributions to be valued³?

³ Tools for assessing partners’ gender sensitivity include for example, ‘Traffic Lights System’ developed by Oxfam International (//)

Box 5 Some different forms and meanings of gender equality

Equality of:

- Resources for equal opportunities and outcomes
- Structures of power and exclusion – institutions with control over areas such as curriculum design and development and pedagogies.
- With difference – equality meaning the recognition of difference.
- Capabilities and human rights - gender equality linked to processes whereby each individual has the ability to realise rights to health and education, and to enjoy political, social and economic freedoms.

The superficiality of the way in which gender imbalances are viewed by many actors today means that partnerships may be very limited in their aims. Indeed in South Asia partnerships for gender equality in education are a new way of working in a region where raising awareness of acting for change to gender injustice and gender inequalities is imperative. Where relations between school and family contribute to maintaining gender inequalities, the MDGs and international targets have not provided a strong impetus for change. On the contrary, the apparent sequencing of gender targets in the MDGs has put a misplaced emphasis on gender parity with the result that it seems as if addressing gender equality and equity can only happen after the achievement of parity. This presents us all with the challenge of moving the agenda from parity to quality education with equality and equity⁴ (see Box 6).

Box 6 Broadening the focus from gender parity to gender equality and equity

The challenges for quality education and gender equality in school and society

- Need to demystify concepts and consider the quality divide. Who is getting what kind of education? We need a comprehensive gender strategy which embraces parity, equality and equity.
- The superficial and apolitical view of gender imbalances in education programmes means simply asking for more pictures of girls in textbooks while ignoring the burden of work of girls in poor families. Ensuring gender equality and quality education for girls means tackling issues outside of the school - e.g. reorganising the household space for girls to have less work.
- Governments are changing their discourse from 'girls' to 'gender' without focusing on gendered power relations and inequalities.

Gender equality means boys and girls/ men and women

- There is still a tendency for governments, donors and NGOs to talk of gender but mean 'women and girls'. But we have to focus on power relations and this means including men and boys.
- In Pakistan, single sex schools are the norm. Young boys are subject to harsh teaching methods and accustomed to solving problems with violence. To attain gender equality, we have to look into masculinities and cultures of violence.

Which girls and which boys are we talking about?

⁴ See Policy Paper 2 and scenarios for a) maintaining the status quo, achieving EFA and 3) achieving social equity in accordance with other international targets including the Beijing Platform.

- Gender discrimination and equalities are not even across society. Some girls are doubly marginalised and discriminated against e.g. indigenous, dalit, scheduled caste girls.
- Living with HIV and AIDS - requires a gender mainstreaming approach to address the embedded gender issues.
- Class differences still important in the UK – inequitable systems for girls from poor and disadvantaged backgrounds.

A focus on gender parity means measuring change in quantitative indicators. Numbers of girls as compared with boys enrolling in school may be complemented by a focus on other tangibles and measurables such as quality of infrastructure and facilities, numbers of textbooks and teaching/learning materials available to teachers and students, and the measurement of performance through exam results and numbers of girls graduation from primary school. Evidence from the UK and Anglophone European countries, where girls perform as well as if not better than boys in exams, is taken to mean that gender equality has largely been addressed and quality education achieved for all. This is accompanied by policy concerns with widening social class access and participation in higher education without attention to gender. What research suggests, however, is that, among other things, women remain constrained in terms of securing graduate and professional employment on a par with men by responsibilities for family and bringing up their children (David 2005).

Gender equality and equity for a quality education for all

While important, these measurements are not nearly enough. They ignore dimensions of educational quality which are crucial for the achievement of gender equality in schooling, such as the content of the learning materials and curriculum, the nature of the pedagogy and teacher-pupil relations, gender sensitive use of resources – both financial and in terms of people, such as members of the community and their local languages and culture, geographical and economic context. A quality education is not therefore acquired in isolation from the wider environment in which students live. It embraces education as a transformative process that promotes social change and contributes to building a just and democratic society. A quality education rejects gender discrimination and social injustice. Quality education cannot be achieved without gender equality and equity.

Many countries are making progress on gender parity, such as Bangladesh, but a limited concept of parity means that more challenging dimensions of gender equality and equity are not being monitored and measured, including developing new and innovative ways to do this⁵

4. Establishing and maintaining partnerships

Rao and Smyth note that it is not surprising that notions of partnership which on paper seem simple and attractive are not easy to realise in practice (2005a). To understand partnerships and their workings we must take into account power relations between different groups and institutions in society, as well as the processes by which those can be negotiated (Rao and Smyth 2005b:144). Factors influencing the negotiation of power include access to and control over resources such as funding, time and

⁵ The Scorecard approach developed by the Beyond Access project is one such innovative way, see Unterhalter et al 2004.

capacity/know how. They also include the utilisation of power and influence for strong leadership on gender and girls' education and political commitment and action for change.

Box 7 Changing the goal posts – political continuity and sustainability

The Literacy Campaign in India had consciously promoted a different self-image of women...and the emphasis on mobility, singing, acting and speaking in public was something they had never imagined they could do.

However, the right wing government that came later halted most of the District campaigns, replacing the mobilisational design for empowerment with an essentially managerial format. For instance, utilising the 'services of employees' and teachers of home science colleges, to 'supervise' the task conducted by 'instructors' or 'functionaries' in place of 'volunteers' and 'activists' was symptomatic of the changed politics and priorities of the government. Subsequently NGOs that had willingly partnered in designing and implementing the Campaign were systematically distanced and even denigrated, while the programme was allowed to stall.

Ramphal 2005

Leadership and political will

Bangladesh provides an example of a country where the government has shown leadership. Progress in expanding education opportunities with gender parity has been the result of a combination of factors which include proactive policy and action by the government, the contribution of the NGO community, especially in social mobilisation and awareness raising, and the involvement of society as a whole (Manzoor and Chowdhury 2005). The government efforts have been complemented by vibrant NGO involvement in providing primary education, especially for children – and predominantly girls - left behind by the public sector schools (see Box 8).

The commitment to allocating resources and specific measures at the national level has to be communicated forcefully to all actors including policy makers and implementers, local bodies, school management committees, teachers, parents, donors and international partners – not forgetting students themselves (ibid).

Box 8 Leadership and NGO collaboration for gender equality in education – the case of Bangladesh

The Bangladesh government enthusiastically adopted the EFA agenda in 1990 at Jomtien and passed a compulsory primary education law with increased resource allocation and efforts to mobilise public support. Measures have included:

- Provision of free textbooks for all children at primary level.
- Food for education – distribution of grain (later replaced by cash) for children identified as poor.
- Monthly stipends and tuition waiver for rural girls at secondary level which became an incentive for girls to go to primary school.
- Competency-based curriculum in an effort to enhance relevance and quality of education.
- Increased proportions of women in teaching with 60% reservation for women in recruitment to government primary schools.
- Mobilisation of external assistance for major primary education development activities.

NGO supported activities include:

- Non-formal primary education pioneered by BRAC and other NGOs catering for 1.5 million children, especially girls.
- Social mobilisation in support of girls' education and against traditional gender perceptions.
- Health and family planning programmes which, apart from benefiting women, have expanded opportunities for women to work outside the home.
- Skill development programmes, adult and NGOE programmes including content about laws and legal rights and life skills.

(Manzoor and Chowdhury 2005)

Governments can provide strong leadership for change and promote collaborative ways of working with civil society and the private sector, or complementary ways of working towards a common goal. In some cases these ways of working are underpinned by critical and constructive relationships, which may or may not be formalised into partnerships.

Leadership and political will at the country level are essential for successfully addressing gender inequality in education and addressing HIV and AIDS (Clarke 2005). Gender inequality is a major driver of HIV epidemics and, though this inequality is multi-faceted, disparities in education are significant causal factors. Strong leadership at the national level can influence change at other levels, while civil society has a key role to play in pressuring government to provide skills and resources that are traditionally lacking in education sectors.

Box 9 HIV and AIDS

The context of HIV and AIDS demands strong leadership at national level and within and across civil society to help forge new and inclusive partnerships and broader participation in curriculum design and policy development and this includes child participation.

Governments need to develop comprehensive, nationally owned sector-wide strategies which include specific attention to ensuring gender equality in education and plans for comprehensive responses to HIV and AIDS. They need to address effectively in a gender sensitive approach a range of interventions: HIV prevention; stigma and discrimination; workplace issues; children affected by AIDS and the impact of AIDS on sector staff, especially teachers.

More research is needed in education from a gender perspective including on classroom practices and school environments into gender. Civil society has a key role to play in education which is often not sufficiently appreciated by governments. Its role includes putting pressure on government to deliver and to support its efforts. There is a lack of emphasis in the education sector on gender analysis, gender training, capacity building and networking. This is what mainstreaming should be about.

More inclusive partnerships are required with the business community, faith based organisations, NGOs, the media and women's organisations and networks of PLHAs. And both national governments and international donors need to demonstrate great

commitment to addressing HIV and AIDS through education with adequate attention to gender issues and related capacity building.
Clarke 2005

Power and resources

For a partnership to work well there needs to be open acknowledgement of the differences in power that different partners wield. Partnerships may be undermined by governments which can't take criticism, or where questions of aims and policy directions are dominated by government, corporate bodies, donors or mega-NGOs, while local 'partners' are relegated to carrying out specific doable tasks. To what extent is there negotiation over areas such as the curriculum and who decides what is valuable knowledge when civil society and local communities are excluded from curriculum development processes. What are the power dynamics of school management committees and whose voice is heard?

Many structures have been and are being developed and established to promote participation at local levels – SMCs, Village Education Committees, PTAs – so that different constituencies at local levels can have ownership, can be accountable to their communities and can hold government accountable. To what extent are these structures co-opted by powerful individuals or groups, where are girls' and women's voices, and can they be called 'partnerships' where relations are based on respect, negotiation and clear and open communication?

Resources as most often seen as money and sources of funding, but we should also be aware of different skills, knowledge and power which different partners bring to a partnership and how these are recognised and used to achieve the specific partnership's aims. Time is an important resource which some partners may have more of than others and use in different ways. While an international donor may have a short deadline need to spend money, a national government may be working to a broader timeframe or constricted by budgetary structures and timebound allocations. NGOs and CBOs may be working to imposed project conditions but committed to changing ideas and beliefs of learners, parents and community leaders – a process that cannot necessarily be squeezed into a one or two-year project. Changes in deeply embedded beliefs about women's inferiority and long discriminatory practices take time and different approaches. There is a need for NGOs to be partners with communities and who are there for the long term to support sustainable changes that allow women and girls the freedoms and rights to which they are entitled (See Box 10).

Partnership for participatory development

Community participation in partnership and capacity building at community, school and family levels for developing partnerships and participation are key to achieving change and gender equality. The role and commitment of students themselves in helping achieve educational goals is paramount. And there are structural changes which need to happen to facilitate change at the grassroots level including, in the Bangladesh context for example, decentralisation of decision-making and control of resources. Without girls' and women's responsibility and participation in planning of primary education at the local level and a lack of management authority with accountability at school level serious barriers to gender equality will remain (Manzoor

and Chowhury 2005). Without gender sensitive ways of working girls and women's equality will be compromised.

Even in countries where there is good progress towards or achievement of gender parity in education there are still serious problems of gender inequality linked to 'syndromes of poverty and disadvantage' that are linked with deprivation and poor quality of education⁶. Where this exists girls and women are most likely to be disadvantaged. The challenge for us is to find ways – through partnerships based on equality, respect and dialogue - for those excluded by poverty and discrimination to take up opportunities for influence and control, and to exercise this agency through institutions, spaces and strategies that they make and shape for themselves (Cornwall cited in Aikman 2005 p.95).

Another type of discrimination is evident in education systems which favour employing women with few formal qualifications as para-teachers. They are perfunctorily trained and employed as contact workers for a fraction of the salary of a regular teacher. This 'age-ism' has serious implications for women's professionalism, the strength and status of their voice in the education system and rights a unionised teachers. A comprehensive policy framework linked to legislative reform is essential for securing women's labour rights (Ramphal 2005).

Box 10 Small and effective partnerships for sustainable change

Community Partnerships with Dalit communities, Mumbai,

Effective community partnerships *can* be developed. This happens through working with respect for community members and through sustained and long term efforts for change for gender equality. Gender inequality is so deep rooted that we need to be patient for partnerships to work and change needs to come from within the women and men themselves - governments and large NGOs should respond to this. Community partnerships bridge the grand ideas from policy makers at top with grassroots planning and action.

For NGOs or CBOs working at the community level, the nuanced details of men and women's lives need to be appreciated if partnerships are to be effective. Community partnerships can be developed in small units and then scaled up. These micro level efforts give us insights for macro policies. We must also recognise teachers - the change agents - come from the same communities and need long-term training to challenge and change their own values.

We need to trust people's power and allow them to operate at all levels and can carry out their own research and advocacy work, given the right support. This requires us to rethink how we measure change and develop new indicators.

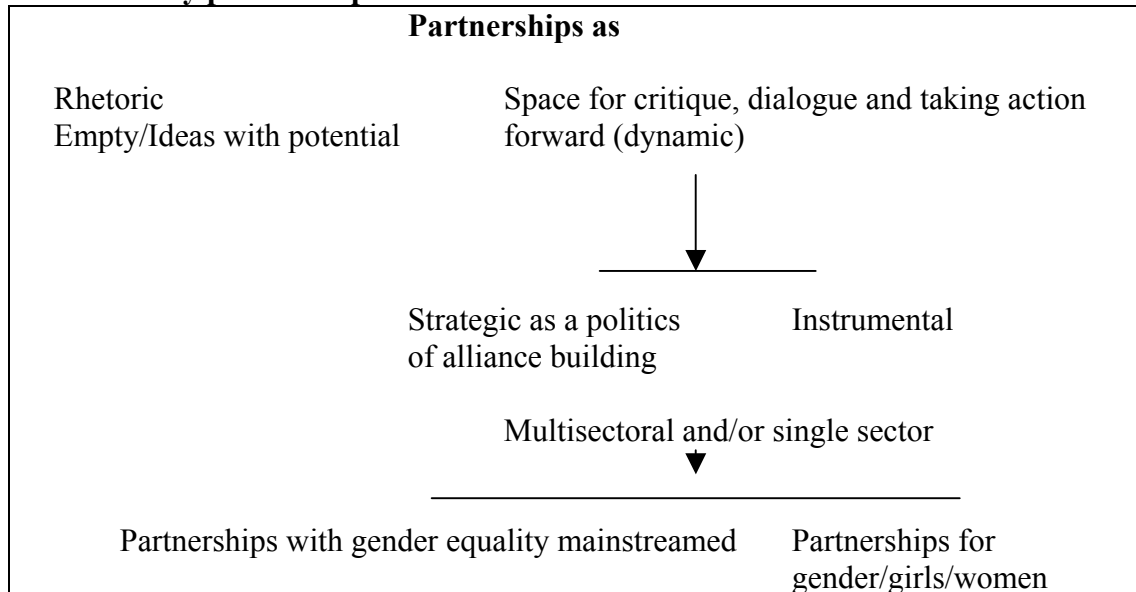
Pers comm.Kandekhar 2005; 200/

Do we want another box or something with an example of Sujata's partnership for HIV/Aids or masculinities research ??

⁶ Manzoor and Chowdhury (2005) identify such syndromes in Bangladesh noting that it is linked here with issues of child labour, private tutoring, low class attendance, first generation learners, children of non-Bangla minority groups.

This paper has raised many different types of partnership. Box 11 attempts to bring together the different concepts and experiences of partnership which have been discussed so far:

Box 11 Why partnerships for the MDG?



6. Making partnerships work for gender equality

This paper calls for a) making those partnerships which already exist work more effectively and b) the development of new and innovative partnerships that are also more inclusive.

Actions for inclusive partnerships for gender equality:

1. Governments and donors:

- HIV and AIDS and ensuring a multi-sectoral response (social welfare; health).
- Government recognising the key role that civil society has to play in gender equality and education development.
- UN agencies working more collaboratively with civil society especially education coalitions and networks (e.g. making UNGEI more effective at the local and national levels).
- Working with partners outside of the education sector (e.g. with edutainment radio programmes for combating HIV and AIDS in South Africa).
- Government and NGO facilitation of participation of parents and families.

2. Civil society organisations and NGOs

- Civil society organisations carry out more effective advocacy and lobby for policy and practice change (e.g. example of TAC in South Africa on HIV and AIDS) and for education for girls and boys, women and men which is transformative.
- Organisations and institutions for high profile campaigns which focus attention on gender inequality in education and society (e.g. Oxfam South Asia Campaign 'We Can'; and Actionaid campaign 'Ending Violence Against Girls' in School).

- With academics and researchers for new kinds of collaborations (e.g. Education Watch, Bangladesh).
- Across civil society to link education NGOs and networks with the women's movement and organisations.

3. Academics and researchers

- Across departments within universities to link education research with women's studies.
- With NGOs to break the hegemony of the state in the areas of pedagogies, assessment, curriculum etc.
- Develop partnerships with NGOs and government to link national and local levels.
- Partnerships for working in different geographical contexts and break 'gender' down in to specifics, e.g. understanding boys and violence and drop out in rural and urban situations.

Actions for enabling partnerships for gender equality

- Look creatively at programmes' interconnections
- Creating and establishing common experiences for developing a partnership
- Develop champions for gender equality in teacher education and curriculum
- Use existing networks for building collaborations.
- Use accountability as a catalyst for action
- Listen to children's voices, and create opportunities for them to speak
- Broaden existing education partnerships to deal with equality for girls and women
- Listen to teachers
- Work at different levels downwards and upwards
- Pause for reflection on partnerships before going forwards
- Support participatory decision-making around quality and gender equality indicators
- Develop creative ways of monitoring and evaluating processes and outcomes in partnerships for gender equality
- Build alliances across sectors

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**Appendix 1: Specific partnerships for gender equality in education
(workshop matrix)**

	Proposals	Support Needed
The NGO - PROMOTE	Sharing learning with other projects in Bangladesh. Unbiased evaluation.	Multilaterals Beyond Access DFID
Teachers	Build support within a community for gender and education work	From NGOs and women's movements to build environments for teachers' vision.
NGOs	Strengthen national, international, local and regional networks	From donor organisations to access funding and recognise bridging functions.
Donors	Open to partnerships of different forms; reciprocal coherent policy Framework Develop 'rules of the game' – common framework	Lead donor/champion at country level. Reasonable use funds.
Researchers	Balance sheet on MDGs Look at successes/failures	Funding for a research process