CALL FOR PAPERS - *Gender & Development*: Education and Learning

The March 2014 issue of the international journal *Gender & Development*, (published for Oxfam GB by Routledge/Taylor and Francis, www.tandfonline.com/gad) will look at Education and Learning from a gender justice and women’s rights perspective. *G&D* is currently read in over 90 countries, published as an online/print journal at www.tandfonline.com/gad. Content is also free online at www.genderanddevelopment.org

Over the past forty years, huge progress has been made to get girls into school, and keep them there, to secondary level and beyond. Efforts have been made to counter social and economic barriers to girls attending and staying in school; curricula have been developed to challenge gender stereotypes and inspire girls and boys to achieve their full potential; NGOs have worked with states to deliver particular supporting services. Despite these efforts however, in some countries and contexts there is still a large gender gap.

Where girls do get to school and stay in school, they often do better than boys. What impact does education have on them, and on surrounding society? Part of the reason for the huge push on girls’ education has been policymakers’ belief in it as a passport enabling women to deliver a dizzying array of other development ‘goods’. Educated women have been associated with increased child health and welfare, lower fertility, increased female formal employment: and ultimately greater national prosperity. Yet these links cannot be assumed. In contrast, feminists emphasise that education and learning are human rights. Education can increase the agency of women and girls to make their own choices; promote critical thinking and challenge learners of both sexes to overcome gender stereotyping; and provide a context in which the choices girls and women would ideally like to make are actually feasible. This requires sustained effort from states, funders and NGOs to challenge gender inequality and promote women’s rights.

This issue hopes to explore these concerns in grounded case studies of real experience from developing countries. **All articles need to draw on first-hand research and to focus on the implications for future policy and practice, and to be written in accessible, non-theoretical English for our wide audience of policymakers, researchers, advocates, campaigners, practitioners and activists.**

- Education from a gender justice human rights angle - research into the links between education and gender justice/women’s rights goals (increased power in marriage; challenging gender-related cultural practices and expanding horizons)

- Transforming curricula, aiming for ‘education for empowerment’ rather than ‘schooling for subordination’ – i.e.challenges gender inequality and stereotyping and promotes equality via formal schooling for both sexesProtecting girls in schools from fear, intimidation, violence and coercion: we’d like an article(s) focusing on how education providers including NGOs are working on this area Delivering education and learning through alternative delivery systems (for example new technologies including IT and mobile phones in education, overcoming
distance and other barriers, participatory and peer-based approaches – an example of a programme which uses these). ‘Learning through the lifecycle’ – examples of learning initiatives targeted at adults and their impact. The link between early childhood education and girls later attending school. Do they enable learners to leap over the barrier that lack of schooling represents in their lives? If not, why not? What methods are development organisations using and developing? Specialised learning programmes promoting particular development goals (for example, sexual and reproductive health, via sexual health education) and their outcomes – an example of work on this.

- Inter-generational relations and support for education and learning – between parents-children (do mothers who got a chance of education home-educate daughters in places where female schooling is now banned, for example participation and voice of parents/mothers and community members in the school; gender sensitivity of school management, supervision and state support

- When is education not empowering? the dangers of instrumental arguments for female education: research in particular locations exploring (and problematising) the links between women’s education and (an)other development outcome(s).

Development and feminist policymakers and practitioners, and researchers, are all invited to share insights in this issue of Gender & Development. Please send a paragraph outlining your proposed idea for an article for this issue to csweetman@oxfam.org.uk as soon as possible, and before the commissioning deadline: 7 June 2013. If we are able to offer space for your contribution, we will write to you by 22 June 2013 to say so. Commissioned articles will need to be completed for a deadline of 30 Sept 2013.

G&D has an editorial policy of publishing in clear, jargon-free English, in order to be of use to the widest possible readership. All articles need to be based on first-hand experience, or research on-the-ground in particular country contexts, and have direct relevance to development policy and practice. Don’t worry if you have not written for a journal – we will help you with style and language!

For full guidelines and more information on the journal visit www.genderanddevelopment.org