

## Capability and Education Thematic Group Bibliographic Database

Work in Progress  
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### Books

**Aikam, S. and Unterhalter, E.** (eds) (2005) *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. (Oxford: Oxfam Publications). Available online at: <http://publications.oxfam.org.uk/oxfam/display.asp?isbn=0855985291>  
Examines the extent and the causes of gender inequality in education in relation to the Millennium Development Goals. Presents a theoretical framework for the promotion of changes in education policy and practice and for the achievement of gender equality in education.

**Flores-Crespo, P.** (2005) *Educación Superior y Desarrollo Humano. El caso de tres universidades tecnológicas*. (Mexico: ANUIES)  
ISBN 970-704-074-2

**Gold, A.** (2004) *Values in Leadership*. (London: Institute of Education, Series: Issues in Practice).

Monograph written for leadership practitioners. Aims at encouraging strategy for developing reflexivity in school leaders and values-led responses to conflicting demands. Refers to the insights of Nussbaum's capabilities approach in helping processes of decision-making, choice and the enactment of values in school leadership.

**Walker, M.** (2005) *Higher Education Pedagogies: A Capabilities Approach*. (Maidenhead: SRHE/Open University Press and McGraw-Hill)

Sets out to generate new ways of reflecting ethically about the purposes and values of contemporary higher education in relation to agency, learning, public values and democratic life, and the pedagogies which support these. Offers an alternative to human capital theory and emphasises the intrinsic as well as the economic value of higher learning, whilst showing the importance of justice as a value in higher education. Places freedom, human flourishing, and students' educational development at its centre. Takes up the value Sen attributes to education in the capability approach, and demonstrates its relevance for higher education. Offers illustrative narratives of capability, learning and pedagogy, drawing on student and lecturer voices to demonstrate how this multi-dimensional approach can be developed and applied in higher education. Suggests an ethical approach to higher education practice, and to teaching and learning policy development and evaluation.

**Walker, M. and Unterhalter, E.** (eds.) (Forthcoming) *Sen's Capability Approach and Social Justice in Education*. (London: Palgrave)

Introduces Sen's capability approach and explores its particular significance for theory, policy and practice in education. Argues that education is crucial in the capability approach, which

has the potential to offer both a critique of dominant human capital approaches to education, and a framework for social justice in education.

## Chapters in Books

**Patel, I.** (2003) 'Literacy as Freedom for Women in India' in Namtip Aksornkool (ed). *Literacy as Freedom: A UNESCO Roundtable*. (Paris: Literacy and Non-formal Education Section, Division of Basic Education, pp. 121-166).

Critically addresses the gender gap in literacy in India and argues that female illiteracy is essentially a manifestation of social inequality, the unequal distribution of power and resources in society. Maintains that illiteracy per se is of little relevance to poor women who daily struggle for survival. Argues that within the alternative vision of development, articulated by Amartya Sen, empowerment of women is central to the process of development, and literacy is the most fundamental form of education that is essential for empowering women to fight against gender inequalities. Thus, what women need is empowering literacy and education that enable them to break out of the vicious cycle of powerlessness, poverty and marginalisation. Analyses several innovative NGOs and Governmental educational programmes that have attempted to promote empowering literacy education among poor and illiterate women. Concludes that the challenge before development planners in the twenty-first century is mainstreaming alternative approaches to literacy in order to link women's literacy with livelihoods and empowerment.

**Unterhalter, E.** (in press) 'The capability approach and gendered education: Some issues of operationalisation in the context of the HIV/AIDS epidemic in South Africa' in S. Alkire, F. Comin and M. Quizilbash, (eds) *Operationalising Amartya Sen's Capabilities Approach* (Cambridge: Cambridge University Press).

**Unterhalter, E.** (2005) 'Fragmented Frameworks? Researching women, gender, education and development' in S. Aikam and E. Unterhalter (eds) *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. (Oxford: Oxfam Publications, pp. 15-35) Available online at: <http://publications.oxfam.org.uk/oxfam/display.asp?isbn=0855985291> Examines different meanings of gender equality in education and critically evaluates four approaches informing policy and practice in education. Argues that, in 'positing a strategy based on an ethical notion of valuing freedoms and affirming rights as ethical obligations of each person to another' (p.28) the capability approach provides an innovative and significant framework for evaluating equality in education.

**Unterhalter, E. Challender, C. and Rajagopalan, R.** (eds) (2005) 'Measuring Gender Equality in Education' in S. Aikam and E. Unterhalter (eds) *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. (Oxford: Oxfam Publications, pp. 60-79.)

Available online at: <http://publications.oxfam.org.uk/oxfam/display.asp?isbn=0855985291> Critically reviews measures of gender equality in education used by international agencies and governments. Proposes alternative forms of measurement, which aims at considering the multidimensional aspects of gender equality. Presents the Gender Equality in Education Index (GEEI), which assesses both access and retention rates. Applies the GEEI to the analysis of education in different countries and draws important conclusion on their position in achieving the MDG.

**Walker, M** (forthcoming: 2006) 'Widening participation and lifelong learning' in D. Aspin (ed) *Philosophical Perspectives on Lifelong Learning*, Springer Press

—————(2004) 'Pedagogies of Beginning' in M. Walker and J. Nixon (eds) *Reclaiming Universities from a Runaway World*. (Maidenhead: SRHE/Open University Press) pp. 131-146.

Presents case studies of teachers who help students to find their own voices and understand the world from different perspectives.

**Watts, M.** (forthcoming/2006) 'What is Wrong with Widening Participation in Higher Education' in: L. Roberts, W. Martin & J. Satterthwaite (Eds) *Discourse, Resistance and Identity Formation* (Stoke on Trent: Trentham Books).

Argues that the current UK government's determination to widen participation in higher education is fundamentally unjust and offers a philosophical critique of utilitarian education policy as means of sustaining this argument. Addresses the injustice of such policy by considering recent research into the aspirations and achievement of young people in the East of England who have not undertaken higher education studies and through Sen's capability approach.

**Watts, M. & Bridges, D.** (forthcoming) 'Enhancing Students' Capabilities? UK higher education and the widening participation agenda', in S. Deneulin et al (eds) *The Capability Approach: Transforming unjust structures* (Dordrecht: Springer Verlag).

Critically analyses the recent British Government White Paper 'The Future of Higher Education'. Draws upon recent research to interrogate the justice of the government's widening participation agenda and, in particular, to contest the widespread view that low aspirations and low achievements prevent young people from entering higher education. Addresses past injustices and present policy through one of the life histories generated by the research and through Sen's capability approach. In order to consider the links between what young people are actually able to do or be and the freedoms they have to achieve the different lifestyles they aspire, it posits three 'capability sets': those who are initiated into, aspire to and are outside of higher education. Concludes by applauding the Government's desire to promote wider access but expresses concern that it may simply establish other educational injustices.

## Journal Articles

**Arends-Kuening, M. and Amin, S.** (2001) Women's Capabilities and the Right to Education in Bangladesh, *International Journal of Politics, Culture, and Society*, 15 (1) pp. 125-142.

Contrasts World Bank's view of women's education as enhancing human capital to the capability approach, which sees education as expansion of individual choices. Applies this framework to an empirical analysis of how rural Bangladeshis perceive women's education. Analyses data collected from in-depth interviews conducted in two villages in 1996 and 2000.

**Flores-Crespo, P.** (2002) 'En busca de nuevas explicaciones sobre la relación entre la educación y la desigualdad. El caso de la Universidad Tecnológica de Nezahualcóyotl'. *Revista Mexicana de Investigación Educativa*; septiembre-diciembre, 7(16), pp. 537-576; México.

This article has been translated into English in the same journal, see:

<http://www.comie.org.mx/revista/Abstracts/carpeta%2016/16labsTem4.htm>

**Enslin, P. and Tjiattas M.** (2004) 'Liberal Feminism, cultural diversity and comparative education'. *Comparative Education*, 40 (4) pp. 503-516.

A discussion of how Martha Nussbaum's understanding of culture in relation to women's education and the cultivation of capabilities for world citizenship promotes inclusion of norms and traditions from different forms of life, while allowing for critical reflection on them. Considers scope for cooperation between comparative education and feminist liberal thinking.

**Jackson, W. A.** (2005) 'Capabilities, Culture and Social Structures'. *Review of Social Economy*, 63 (1) pp.101-124.

Presents an argument on Sen's capability approach making little allowance for culture or social structure. Draws on recent social theory and discusses 'how the capability approach could be developed to give an explicit treatment of cultural and social matters'. The enhancement of capabilities, it is argued, needs cultural and structural changes.

**Klasen, S.** (2001) 'Social exclusion, children and education. Implications of a rights-based approach'. *European Societies*, 3 (4) pp. 413-445.

A critical application of Sen's capability approach, seen as a specific formulation of a rights-based perspective, to the analysis of childhood social exclusion. Argues that social exclusion amounts to people's failure to access those critical capabilities that are fundamental to be integrated into society. Concludes that addressing the relation between education and exclusion through the capability approach brings into focus the fundamental role of education systems in combating disadvantage.

**Nussbaum, M.** (2004) 'Women's Education: A Global Challenge'. *Signs* 29, pp. 325-55.

Presents and discusses argument on education as key for women in making progress on many other areas of their lives. Highlights the intrinsic value of literacy, as not reducible to a parochial or 'Western' position, but is instead seen as crucial to human dignity. Contends that literacy, and more generally basic education, both play an important role in promoting the Central Human Capabilities fundamental to her approach. Advocates two political actions in order to foster women's education around the world. First, nation states must make women's education a high priority, and, second, wealthy nations must all commit resources to this goal.

**Saito, M.** (2003) 'Amartya Sen's capability approach to education: a critical exploration'. *Journal of Philosophy of Education*, 37 (1) pp.17-33.

One of the very first critical explorations of the relationship between Amartya Sen's capability approach and education. Analyses in an insightful way the role education plays in the expansion of capabilities and in teaching values in the exercise of capabilities. Argues that Sen's approach helps in outlining the intrinsic and instrumental value of education, whilst also emphasising the future dimension of education in expanding capabilities.

**Terzi, L.** (2005) 'A capability perspective on impairment, disability and special needs: towards social justice in education'. *Theory and Research in Education*, 3 (2) pp.197-223.

Outlines elements of a capability perspective on impairment and disability and develops in connection with it a multidimensional and relational account of disability. Argues that the capability approach is innovative with respect to the centrality of human diversity in assessing equality, and that the specific understanding of human diversity proposed, the democratic decisional process promoted and the normative account of disability those entail, all have the potential to take educational theories in fruitful directions.

————(2005) 'Beyond the dilemma of difference: the capability approach on disability and special educational needs'. *Journal of Philosophy of Education*, 39 (3) pp. 443-459.

Critical discussion of current positions in special and inclusive education and specifically of tensions and dilemma between sameness and difference. Argues that Sen's capability approach provides an innovative and important perspective for re-examining and overcoming the tensions at the core of the dilemma of difference, whilst inscribing the debate within a normative framework based upon justice and equality.

**Unterhalter, E.** (2005) 'Global inequality, capabilities, social justice: the millennium development goal for gender equality in education'. *International Journal of Education and Development*, 25 (2) pp. 111-122.

A strategic defence of the Millennium Development Goal (MDG) for gender equality in education by 2005 as an important opportunity to reflect on the nature and the content of rights in education and the promotion and achievement of gender equality. Draws on Sen and Nussbaum's capability approach in considering gender equality in relation to wellbeing and agency freedom and achievement. Refers to Thomas Pogge's taxonomy of institutional conditions for human flourishing and suggests ways in which global, national and local agencies might better measure gender equality in education.

———— (2003) 'Crossing Disciplinary Boundaries: the potential of Sen's capability approach for sociologists of education'. *British Journal of Sociology of Education*, 24 (5) pp.665-669.

A review of Amartya Sen's (2002) *Rationality and Freedom* and Sabina Alkire's (2002) *Valuing Freedoms. Sen's Capability Approach and Poverty Reduction*. Outlines and discusses the main theoretical and conceptual elements of the capability approach. Considers some of the implications of the approach for the sociology of education.

———— (2003) 'The capabilities approach and gendered education: an examination of South African complexities'. *Theory and Research in Education*, 1 (1) pp. 7-22.

A critical examination of Amartya Sen's capability approach and education. Argues that 'while the capability approach provides a valuable way beyond human capital theorizing about education, Sen's writing fails to take account of the complex context in which schooling takes place'. Contend that political and social analyses are crucial to make the capability approach 'real' and able to acknowledge and account for the complexity of education and schooling as socially constructed spaces. Exemplification in the case of the South African policy responses to the HIV/AIDS epidemics.

**Walker, M.** (forthcoming, 2006) 'Towards a Capability-Based Theory of Social Justice in Education'. *Journal of Education Policy*

————(2005) 'The Capability Approach and Education'. *Educational Action Research*, 13 (1) pp. 105-122.

An exploration of the central concepts of Amartya Sen's capability approach. Considers how these ideas relate specifically to education. Argues that participatory action research could be seen as a way of implementing and evaluating capabilities and enacting principles of fairness and equality in education.

————(2003) 'Framing Social Justice in Education: what does the capabilities approach have to offer?' *British Journal of Educational Studies*, 51 (2) pp. 168-187.

Outlines a 'framework of social justice in education', drawing specifically on Martha Nussbaum's capabilities approach, but integrating it with considerations of the specific and historically situated structures in which education, in the formal settings of schools and universities, takes place. Develops a 'bivalent' theoretical approach to capabilities in education and argues that both individual flourishing and structures must be included in the framework for justice. Contextualisation in the case of widening participation in higher education.

## Articles in Professional Journals, Newspapers, Newsletters and Other Publications

**Florian, L.** (2005) 'Inclusion, 'special needs' and the search for new understanding'. *Support for Learning*, 20 (2), pp. 96-98.

Suggests that the capability approach might offer the theoretical insights necessary to respond in more just ways to children experiencing difficulties in learning than have been possible in the past. Highlights the importance of focussing on the freedom that people have to be and to do the things they have reason to value as means and aim of education.

**Unterhalter, E.** (2005) 'Mobilisation, meanings and measures: Reflections on MDG3 and girls' education'. *Maitreyee*, 2, June 2005, pp.3-5.

A critical exploration of the role that NGO alliances with UN agencies might play towards achieving the Millennium Development Goal Three (MDG3). Analyses the contentious meanings of the MDG and addresses questions about measuring progress. Criticizes the view of women's education as an instrumental value for society as a whole. Maintains that a capability approach to gender education highlights the intrinsic value of education for women. Contends that gender equality in education is better measured through the 'Gender Equality in Education Index', which is the result of a new project – Beyond Access – encompassing a different cooperation between agencies.

## Reports

**Australian Government – Department of Education, Science and Training**, 'Rethinking National Curriculum Collaboration: Towards an Australian Curriculum', Executive Summary.

Published on line at:

[http://www.dest.gov.au/sectors/school\\_education/programmes\\_funding/programme\\_categories/key\\_priorities/rethinking\\_national\\_curriculum](http://www.dest.gov.au/sectors/school_education/programmes_funding/programme_categories/key_priorities/rethinking_national_curriculum)

Accessed 22/07/2005

A description and critical presentation of a capability-based approach to curriculum... 'seeks to promote discussion and debate about approaches to developing a distinctive Australian curriculum' (p.1) Advocates a curriculum made up of two parts: one part based on richly defined capabilities and operating at national level, and another part comprising the official curriculum of the States and Territories. Promotes the idea that a knowledge society requires fostering capabilities that are developed throughout a person's life and not just during the years of schooling and states that 'the capabilities-based approach is one way by which to ground the concept of life-long learning in a knowledge society' (p.3).

**Unterhalter, E.** (2003) 'Education, capabilities and social justice'. Paper commissioned by UNESCO for the EFA (Education for All) Monitoring Report 2003.

Published on line at:

[http://portal.unesco.org/education/file\\_download.php/Education%2C+capabilities+and+social+justice.doc?URL\\_ID=25755&filename=10739918061Education%2C\\_capabilities\\_and\\_social\\_justice.doc&filetype=application%2Fmsword&filesize=67072&name=Education%2C+capabilities+and+social+justice.doc&location=user-S/](http://portal.unesco.org/education/file_download.php/Education%2C+capabilities+and+social+justice.doc?URL_ID=25755&filename=10739918061Education%2C_capabilities_and_social_justice.doc&filetype=application%2Fmsword&filesize=67072&name=Education%2C+capabilities+and+social+justice.doc&location=user-S/)

An analysis of some of the implications of Sen's capability approach for thinking about education. Highlights the role of education for well being achievement and well being

freedom and addresses gender inequality in education in terms of capability deprivation. Discusses considerations of education as an intrinsic good for women and men in the light of the theoretical framework of the capability approach.

**Watts, M., Ridley, B. & Teggins, M. (2005)** *Expressing Dis/Abilities: an evaluation of the Drake Music Project* (Norwich: University of East Anglia).

The research informing this evaluation uses the capability approach to evaluate a project providing opportunities for the profoundly disabled to compose, explore and perform music.

## Conference Papers

**Belisario Filho, J. Boross, M. and Schall, V. T. (2005)** 'New Possibilities for inclusive education with capability approach'. Paper presented at the 5<sup>th</sup> Conference on the Capability Approach, Paris, UNESCO.

A study demonstrating how school can positively influence the lives of urban young people from disadvantaged socio-economic backgrounds, preventing them from becoming 'at risk'. Presents empirical research on inclusion in inner cities schools in Brazil, and discusses some implications of applying the capability approach to the enhancement of life opportunities and the development of judgement in relation to the appropriate exercise of capabilities.

**Biggeri, M. (2003)** 'Children, Child Labour and the Human Capability Approach'. Paper presented at the 3<sup>rd</sup> Conference on the Capability Approach: Pavia, September. Available on line at: <http://cfs.unipv.it/sen/program.htm>

Argues that children's capabilities play a central role in the development of individuals, since childhood and adolescence are periods where the osmosis with the household and the social environment reaches its higher level in human life. Maintains that children are at the centre of intergenerational transfers of human capabilities. Develops a life cycle structure of human capabilities that helps in understanding the weaknesses in the formation and development of capabilities. Applies this framework to the analysis of child labour.

———— (2005) 'Education and other child capabilities versus child work: Towards a new definition of child labour based on the capability approach'. Paper presented at the 5<sup>th</sup> Conference on the Capability Approach, Paris, UNESCO.

Proposes a theoretical background and a new definition of child labour based on the capability approach. Links it with the results of an empirical survey on children's capabilities and presents a selection of these relevant children's capabilities.

**Biggeri, M., Libanora, R., Mariana, S. and Menchini, L. (2004)** 'Children establishing their capabilities: Preliminary results of the survey during the First Children's World Congress on Child Labour' Paper presented at the 4th International Conference on the Capability Approach, Pavia, September.

Available on line at: <http://cfs.unipv.it/ca2004/program.htm>

Presents preliminary data on empirical survey on children's choices of relevant capabilities. Develops a bottom-up strategy for understanding childhood and children's well-being.

**Brighouse, H. and Unterhalter, E. (2002)** 'Primary Goods, Capabilities and the Millennium Development Target for gender Equity in Education'. Paper delivered at the 2<sup>nd</sup> Capabilities Approach Conference, St. Edmunds College, Cambridge University.

Available on line at: <http://www.st-edmunds.cam.ac.uk/vhi/nussbaum>

**Comim, F. and Bagolin, I.** (2005) 'Measuring children's education capabilities'. Paper prepared for the 5<sup>th</sup> Conference on the Capability Approach, Paris, UNESCO.

Argues that the importance of education for the promotion of human capabilities goes beyond the pursuit of training and the acquisition of skills and qualifications, but relates fundamentally to the fostering of autonomy and agency. Examines the connection between education and the promotion of children's autonomy. Presents fieldwork carried out on an educational programme – Voce Apita - implemented in Brazil.

**Flores-Crespo, P & Nebel, M.** (2005) 'Identity, education and capabilities'. Paper presented at the Fifth Conference on the Capability Approach, UNESCO, Paris, France.

Explores the complex relationship between identity, education and human freedoms in Mexico. Presents a philosophical approach to identity, which includes Sen's capability approach. Analyses higher educational policies in Mexico, and their constraints on the participation and achievement of indigenous people.

**Flores-Crespo, P.** (2004) 'Situating education in the capability approach'. Paper presented at the 4th International Conference on the Capability Approach, Pavia, September.

Available on line at: <http://cfs.unipv.it/ca2004/program.htm>

Critically situates education in the capabilities approach by analysing some of the unanswered questions about the way in which knowledge promotes the real freedoms that people enjoy. Develops a framework, which includes three dimensions: 1). philosophical (how education affects agency); 2). pedagogical (how knowledge is transmitted) and 3). policy (how education provision is delivered).

———— (2001) 'Sen's Human Capabilities Approach and Higher Education in Mexico: The Case of the Technological University of Tula'. Paper presented at the Conference on Justice and Poverty: Examining Sen's Human Capabilities Approach, St. Edmund's College, University of Cambridge.

**Hayes, M. T. and Hudson, R.** (2005) 'Guatemalan schooling in the global context: Teachers concerns about privatization and neoliberal development policies'. Paper presented at the 5th International Conference on the Capability Approach, Paris, September.

A critical description of the results of a qualitative study of teachers at an elementary school in Guatemala. Suggests that the Guatemalan context has practical implications for a capability approach to education and human development. Argues that it is possible to achieve a greater understanding of the effects of policies by looking at how the global educational policies become articulated at the local level. Contends that the capability approach offers the possibility that such understanding can foster the development of a more fundamentally human and humane perspective on the role of education in human development.

**Hodgett, S.** (2005) Expanding Participatory Capabilities in Northern Ireland. Paper presented at the 5th International Conference on the Capability Approach, Paris, September.

Following Sen, an investigation of individual and community agency in respect to social development in Northern Ireland undertaken by European Union Structural Policy. Examines how Sen's ideas on human flourishing have influenced the European Social Model, as

practiced in Northern Ireland, with the implementation of a local Community Infrastructure to support the voluntary and community sector in the province. Takes forward research on Sen's ideas of building capabilities and functionings, and applies it in the context of one European region in respect of human and community development. Outlines how these policy initiatives proved fruitful, offering examples of successful human development and capability expansion undertaken within a particularly difficult policy environment on development. Offers too, some insight into how such interventions contributed to the building of the Northern Ireland peace process.

**Hoffmann, A.M., Van-Ravens, J. and Bakhshi, P.** (2004) 'Monitoring EFA from a capabilities perspective: a Life skills Approach to Quality Education'. Paper presented at the 4th International Conference on the Capability Approach, Pavia, September.  
Available on line at: <http://cfs.unipv.it/ca2004/program.htm>

A critical presentation of a specific understanding of the Dakar Goals (and more specifically goal 3). Argues that the capability approach can provide a unifying and theoretically more satisfying framework for the evaluation of the achievement of goal 3 in different countries, from the wealthiest knowledge economies to the poorest countries.

**Lanzi, D.** (2004) 'Capabilities, human capital and education'. Paper presented at the 4th International Conference on the Capability Approach, Pavia, September.  
Available on line at: <http://cfs.unipv.it/ca2004/program.htm>

An analysis of the relationship between human capital and human capabilities. Suggests an understanding of capability as fuzzy entities and proposes a close loop of complex interaction among investment, human capital, capabilities and modes of economic production. Argues that education policies have to be designed taking into account their direct and indirect effects on human capabilities and that a network architecture of the education system may be needed to increase human development.

**Radja, K., Hoffman, A.M. and Bakhshi, P.** (2003) 'Education and the capabilities approach: life skills education as a bridge to human capabilities'. Paper presented at the 3<sup>rd</sup> Conference on the Capability Approach, Pavia, September.  
Available on line at: <http://cfs.unipv.it/sen/program.htm>

Presents a conceptualisation of life skills education through the capability approach. Addresses the issues of defining a very practical term like 'life skill' through the wider vision of developing human capabilities and analyses the different approaches underlying the two concepts of skills and capabilities.

**Raynor, J.** (2004) 'Capabilities and girls' education in Bangladesh'. Paper presented at the Capability and Education Thematic Group Meeting, Von Hugel Institute, Cambridge University, November 2004.

An initial exploration of some of the links between education and the development of women and girls' capabilities in the context of the verifiable expansion of education in Bangladesh. Draws on Nussbaum's capabilities approach and develops a conceptual framework for collecting and analysing data from interviews.

**Ridley, B. & Watts, M.** (2004) 'Expressing Dis/Ability: the Drake Music Project'. Paper presented at the British Educational Research Association Conference (BERA), University of Manchester.

Addresses the social structures surrounding and constraining the freedoms those with profound disabilities have to express themselves, with specific reference to the Drake Music Project. The Drake Music Project uses electronic and computer technologies to enable severely disabled people to explore, compose and perform music. Considers how the process of making music enables the musicians to develop and express their sense of self. Uses the capability approach as the analytic framework of this evaluation, and considers the ramifications and relevance to disability research of the two approaches posited by Amartya Sen and Martha Nussbaum.

**Sharp, J. & Watts, M.** (2004) 'Go Tell It On The Mountain: The value of RE beyond school', Paper presented at the British Educational Research Association Conference, University of Manchester.

Analyses the role of religious education (RE) as a school-based subject through a qualitative study of the lives of young people who have left compulsory education. Considers the relationship between spirituality and agency by focussing upon: (1) the relevance of RE to individuals' own lives; (2) the relevance of RE to their own ideas about spirituality; (3) the impact (if any) of pedagogy and content on the formation of their spiritual beliefs; and, finally, (4) the extent to which they learned from RE in terms of developing an understanding of spirituality. Deploys Sen's capability approach and uses these findings to interrogate the freedoms that a compulsory school curriculum can offer.

**Terzi, L.** (2005) 'Equality, capability and social justice in education: towards a principled framework for a just distribution of educational resources to disabled learners'. Paper presented at the 5<sup>th</sup> International Conference on the Capability Approach, Paris, UNESCO.

A conceptualisation of educational equality in relation to provision for disabled learners based on the capability approach. Argues that this approach helps in conceptualising equality by focussing on the fundamental educational capabilities that are essential prerequisites for functioning as an independent person in society.

———— (2004) 'On education as a basic capability'. Paper presented at the 4th International Conference on the Capability Approach, Pavia, September.

Available on line at: <http://cfs.unipv.it/ca2004/program.htm>

Presents a possible conceptualisation of education as a basic capability and outlines the functionings and capabilities constitutive of education thus conceptualised.

———— (2004) 'Beyond the dilemma of difference: the capability approach to disability and special educational needs'. Paper presented at the Third Anglo-American Symposium on Special Education and School Reform, Cambridge University, June 2004 and at the BERA Annual Conference, Manchester, September.

Available on line at: <http://k1.ioe.ac.uk/pesgb/x/Terzi.pdf>

A conceptualisation of disability and special educational needs through the capability approach. Sees disability and special educational needs as inherently relational and emerging from the interlocking of personal, social and environmental factors. Contends that the capability approach takes the debate beyond the tensions between individual and schooling causal factors of special educational needs, central to special and inclusive education.

———— (2003) 'A capability perspective on impairment, disability and special needs: towards social justice in education'. Paper presented at the 3rd International Conference on the Capability Approach, Pavia, September.

Available on line at: <http://cfs.unipv.it/sen/program.htm>

Presents elements of a capability approach to impairment, disability and special educational needs and argues that this approach takes the debate in disability studies and in liberal

egalitarian theories of justice to an important and innovative understanding of what constitutes disability.

**Unterhalter, E.** (2005) 'The political foundations of gender equality in education: Needs, rights and capabilities'. Paper presented at the 5<sup>th</sup> International Conference on the Capability Approach, Paris, UNESCO.

An analysis of the implications of debates concerning needs, rights and capabilities and the foundations they provide for theorising gender equality in education and related policies. Argues that whilst demands for gender equality in education informing international declarations are only beginning to be made in terms of capabilities, the approach points to ways in which some of the problems of universals, particulars and specific forms of opposition to discrimination can be reconciled in developing a metric for social justice concerned with gender equality.

———— (2004) 'Gender Equality and education in South Africa: Measurements, scores and strategies'. Paper presented at the HSRC/British Council Colloquium on Gender Equity in Education, Cape Town.

Available on line at:

<http://k1.ioe.ac.uk/schools/efps/GenderEducDev/Elaine%20Cape%20Town%20paper%2015%20June%2004.doc>

———— (2004) 'Gender, schooling and global justice'. Paper presented at the 4<sup>th</sup> International Conference on the Capability Approach, Pavia, September.

Available on line at: <http://cfs.unipv.it/ca2004/program.htm>

An exploration of how policy debates and advocacy addressing the issue of gender based violence in schools could be advanced more constructively by the application of the capabilities approach. Considers the implications and limits of the capabilities approach as applied to current conceptions of gender equity and school safety in developing countries.

**Unterhalter, E. and Brighouse, H.** (2003) 'Distribution of What? How will we know if we have achieved education for all by 2015?' Paper presented at the 3rd International Conference on the Capability Approach, Pavia, September.

Available on line at: <http://cfs.unipv.it/sen/program.htm>

A critical examination of the movement to achieve Education for All by 2015. Analyses indicators developed to evaluate this, and argues that the capability approach alerts us to the need to describe not only access to a very narrowly defined achievement in education, but also to assess aspects of education deemed valuable and hence just forms of distribution of resources given the complex aspects of existing inequalities.

**Unterhalter, E., Kioko, E., Pattman, R., Rajagopalan, R. and N'jai, F.** (2004) 'Scaling up girls' education: Towards a scorecard for Commonwealth countries in Africa'. Paper prepared for the conference on 'Scaling Up Girls' Education in Africa', Nairobi, June.

Available on line at: [www.ioe.ac.uk/efps/beyondaccess](http://www.ioe.ac.uk/efps/beyondaccess)

Develops a scorecard to map Commonwealth countries in Africa with regard to the policy and social environment for girls' education. Argues for the need for a publicly accountable criterion of what has been achieved on existing data sources and presents a way of developing it. Theoretically bases the key assumptions of the scorecard in Sen and Nussbaum's approaches to human flourishing. Presents four case studies of African countries.

**Unterhalter, E., Rajagopalan, R. and Challender, C.** (2005) 'A Scorecard on gender equality and girls' education in Asia 1990-2000'. Bangkok: UNESCO.

**Vaughan, R.** (2005) 'Freedom through education: conceptualising capabilities in girls' education'. Paper presented at the Fifth Conference on the Capability Approach, UNESCO, Paris, France.

Discusses 'gender equality' in education from a variety of perspectives and argues that, despite a broad consensus over aims, a variety of assumptions concerning gender and development can be detected between the different groups involved.

**Walker, M.** (2005) 'What are we distributing in education for gender and social justice?' Paper presented at the fifth international conference on the Capability Approach, Paris, UNESCO.

Explores the capability approach for what it offers in taking up the matter of how we evaluate higher education for gender justice. Includes an argument for selecting capabilities to address the specificity of higher education as/for gender justice.

————— (2004) 'What insights does the capability approach offer to education?' Paper presented in the symposium on The Capability Approach and Education, Australian Association for Research in Education, Melbourne, December.

—————(2004) 'The capability approach and girls' narratives of life and schooling in South Africa'. 4th International Conference on the Capability Approach, Pavia, September. Available on line at: <http://cfs.unipv.it/ca2004/program.htm>

Analysis of the broad question regarding 'what learning contributes to the development of girl's agency and autonomy as key education capabilities'? Engages with the capability approach by analysing life narrative interviews with forty 15 and 16 year old black and white girls in South Africa.

—————(2004) 'Life narratives of South African undergraduates'. Paper presented at the American Educational Research Association Annual Meeting, San Diego 12-16 April.

—————(2002) 'Gender justice, knowledge and research: a perspective from education on Nussbaum's capabilities approach'. Paper presented at the conference Promoting Women's Capabilities: Examining Nussbaum's Capabilities Approach, Von Hugel Institute, University of Cambridge, September.

Available on line at:

[www.st-edmunds.cam.ac.uk/csc/conferences](http://www.st-edmunds.cam.ac.uk/csc/conferences)

**Watts, M.** (2005) 'What *is* wrong with widening participation in Higher Education'. Paper presented at the Conference on 'Power, Discourse and Resistance', Plymouth, March 2005 and at the Capability and Education Thematic Group Meeting, Von Hugel Institute, Cambridge University, May 2005.

Argues that the current UK government's determination to widen participation in higher education is fundamentally unjust and offers a philosophical critique of utilitarian education policy as means of sustaining this argument. Addresses the injustice of such policy by considering recent research into the aspirations and achievement of young people in the East of England who have not undertaken higher education studies and through Sen's capability approach.

————— (2004) 'The Tensions Between Well-Being and Adaptive Preference in Post-Compulsory Education in England'. Paper presented at the Conference on Capability and Happiness, University of Cambridge.

Based on the capability approach, analyses results of research on the decisions of young people to reject higher education, and considers whether their decisions were freely made choices or instances of adaptive preferences. Addresses the role of higher education in expanding capability. Introduces and uses two analytic frameworks – Bourdieu's notion of social reproduction and Tajfel's social identity theory –to interrogate the same dataset. Argues that both well-being and adaptive preference can be inferred from the lives of the young people in the study and concludes by arguing for the need to remain wary of imposing own values upon those of others.

————— (2004) 'Sen and the Art of Motorcycle Maintenance'. Paper presented at the British Educational Research Association Conference (BERA), University of Manchester.

Argues that Sen's capability approach provides a framework for contesting the utilitarian drive towards profit maximisation that informs higher education policy in the UK. Draws upon the findings of a recent qualitative study of the lives and lifestyle aspirations of young people in the East of England to examine the capability approach's potential for researching choices in post-compulsory education. Focuses upon the life histories of two young men who had rejected participation in higher education. Concludes by arguing that, by addressing the real opportunities people have to lead lives that they value and have reason to value, the capability approach can make a significant contribution to our understanding of educational choices made within unjust social structures.

————— (2005) 'Identity, Capability and Widening Participation at the Universities of Oxford and Cambridge'. Paper presented at the Identity and Capability Conference, University of Cambridge.

Sets out to question how much choice exists for students from the state maintained education sector in the UK considering entry to the elite universities of Oxford and Cambridge. Locates questions of identity and capability in a complex palimpsest of social structures that influence the freedom to engage with different communities, learn different identities and to appear in public without shame. Argues that it is in the community of practice, that the understandings of reason and identity may be both clarified and confused. Concludes by questioning the real freedoms young people from the state sector have to appear in public at Oxbridge without shame.

**Young, M.** (2005) 'Local Perspectives on Valued Learning Outcomes and Capabilities'.

Paper presented at the 2005 Cortona Colloquium on '*Multi-Voiced Dialogue on Global Society*', 20<sup>th</sup>-21<sup>st</sup> August 2005, Cortona, Italy.

A critical deployment of the Capabilities Approach to the analysis of which aspects of learning are valued by individuals, in terms of usefulness to their life and life opportunity, and how this might vary across communities. Reviews two broad approaches to education evaluation representing different value perspectives, described as performance-based and relevance-based approaches. Critiques the Capabilities Approach in relation to these methodologies, see as complementary in the evaluation of learning outcomes and capabilities. Considers the extent to which the approaches identify individuals' valued learning outcomes and associated improvement in their well-being.

## Theses and Unpublished Manuscripts

**Flores-Crespo, P.** (2002) *An Analysis of the Relationship between Higher Education and Development by Applying Sen's Human Capabilities Approach. The Case of Three Technological University in Mexico.* (PhD. Thesis, University of York, England.)

This thesis applies Amartya Sen's concept of development and the human capabilities approach in order to analyse the relationship between education and development in Mexico. By using three technological universities as case studies in different regions and by developing seven functionings to evaluate the effects of education, this thesis shows that university graduates have obtained personal and professional achievements. However, it was also found that as instrumental freedoms vary, individuals' functionality does also.

**Hodgett, S.** (2004) **Government and the Making of Community: Policy and Social Development in a Globalizing World.** (PhD. Thesis, University of Sheffield, School of Education ).

Adds to the traditional debate about what development is in the twenty-first century. Moves away from old ideas of development as industrialization into new and uncharted territories of development as culture and community. Following Charles Taylor's notions it uses *comparison and contrast* to make sense of difference and to delve into the human affairs and policies of two peripheral areas of the first world, Northern Ireland and Nova Scotia. In considering Amartya Sen's notion of *well-being* the thesis explores the deep questions of the importance of *quality of life* in peripheral regions looking at what it "feels like", (the "structures of feelings") in living through development in such places. At its conclusion, it glances at a handful of novels by way of suggesting the novelist as one version of the development theorist and so uses the insights of authors (Williams, MacLeod, Proulx, and others) on the experience of living in places on the edge of prosperity. Brings together ideas from moral philosophy with development and cultural studies examining the contribution of Amartya Sen's ideas on assessing human advantage and well-being.

**Okada, Y.** (2003) *The Capability Approach and Women's Literacy in India: A critical review.* (MA Dissertation, University of London: Institute of Education)

Examines the problems of empowerment approaches and considers whether the capability approach can overcome these problems and offer an alternative understanding of women's literacy.

**Page, E.** (2005) *Gender and the construction of identities in Indian elementary education.* (PhD Thesis, London: University of London), available at [www.elspethpage.freeuk.com](http://www.elspethpage.freeuk.com) .

The thesis is set in two government elementary school classes in Madhya Pradesh, India, where development policy is inspired by the work of Amartya Sen and education is valorised as a mechanism for the equitable transformation of gender identities and relationships. Following a broadly ethnographic approach, the study explores girls, families and teachers' educational aspirations and practices; their formation; the educational and autonomy achievements enabled by the intersection of these aspiration and practices, and factors shaping girls' different achievements. The capability approach provides a framework to access state priorities and institutional environments and their negotiation. Robert Connell's social embodiment paradigm enables exploration of the construction of gender identities, focussing on 'the ways things appear' across the four structures of gendered power, production, emotional and symbolic relationships.

The thesis demonstrates that although dominant regimes discouraged change, dissatisfaction with the status quo was considerable. Fragile desire for change was, however, insufficiently supported: teachers' de-professionalised positions compromised practice; school quality undermined family commitment, and classroom practice undermined girls' persistence. When

'adequate' schooling, appropriate curricula and conscientious teachers rendered girls' aspirations realistic, family commitment was enhanced and girls manipulated opportunities for greater autonomy. This 'virtuous circle' was further enhanced by teacher practice reflecting commitment to gender equality.

**Tanaka, A.** (2003) *Can the Capability Approach Overcome the Problems of The Empowerment Approach?: From the Perspectives of Women's Literacy.* (MA Dissertation, University of London: Institute of Education)

Examines Sen's capability approach and the complex relationship between women's literacy and capabilities in the context of India. Argues that although literacy is essential for women's participation in economic, political and social life, literacy alone is not sufficient to exercise agency, because of structural power relationships which undermine women's position. Considers the capability approach a useful framework for evaluating the role of literacy and related outcomes in the enhancement of women's well-being.

**Terzi, L.** (2005) *Equality, Capability and Social Justice in Education: Re-Examining Disability and Special Educational Needs.* (Ph.D. Thesis, London: University of London).

A philosophical conceptualisation of educational equality in relation to provision for disabled students and students with special educational needs. Its theoretical core is the outline of a principled framework for a just distribution of educational opportunities to these students. Situated within liberal egalitarianism, this conceptualisation relates principles of justice as fairness (as developed by John Rawls) and the capability approach (as developed by Amartya Sen and Martha Nussbaum) to the areas of disability studies and special and inclusive education.

## Curriculum Development and Learning Materials

**Unterhalter, E.** (2004) *Classroom Challenge: The Education for All Game – A computer based learning resource to assess countries' decision making relating to meeting the Millennium Development Goal for EFA by 2015* (with Joseph Crawford).