Practising Gender Equality In Education

Practising Gender Equality in Education-Elaine Underhalter 2007 Contributors discuss some key challenges in achieving gender equality in education, give examples of initiatives in a range of contexts, and make recommendations for action. They suggest that there is a more substantive goal to aim for than gender parity, for an equitable education system which allows all individuals to develop their potential.

Practising Gender Analysis in Education-Fiona E. Leach 2003 This companion applies the Harvard framework, women's empowerment approach, gender analysis matrix and social relations approach to analysis of a variety of educational contexts, including national education policies and projects, schools, colleges, ministries, teaching and learning materials, and school teacher training curricula.

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Beyond Access-Dr Sheila Aikman 2015-08-08 This work has been selected by scholars as being culturally important, and is part of the knowledge base of civilization as we know it. This work was reproduced from the original artifact, and remains as true to the original work as possible. Therefore, you will see the original copyright references, library stamps (as most of these works have been housed in our most important libraries around the world), and other notations in the work. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. As a reproduction of a historical artifact, this work may contain missing or blurred pages, poor pictures, errant marks, etc. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

Gender Education and Equality in a Global Context-Shailaja Fennell 2007-09-12 The Millennium Development Goals aim to achieve basic education for all by 2015. But can such global agendas address national and local gender inequalities and will they empower women through education? This thought-provoking book offers an opportunity to engage critically with existing and emergent conceptual frameworks and methodological approaches to this global debate. It is divided into three sections that: recontextualise the definitions of gender equality used by various social scientific disciplines, international organisations and policy makers; illustrate the methodologies used to collect the voices of young men and women and their teachers telling stories of their success in lifting the burdens of poverty and negotiating traditional gender relations; trace the impact of global gender agendas on national education policies, such as citizenship education, poverty reduction strategies, and feminist activism around adult women’s learning.

Gender Education and Equality in a Global Context is an invaluable introduction to the range of conceptual frameworks and innovative research methods that address issues of gender education and development.

Handbook of Global Education Policy-Karen Mundy 2016-05-02 This innovative new handbook offers a comprehensive overview of the ways in which domestic education policy is framed and influenced by global institutions and actors. Surveys current debates about the role of education in a global polity, highlights key transnational policy actors, accesses research methodologies, and outlines global agendas for education reform.

Includes contributions from an international cast of established and emerging scholars at the forefront of the field thoughtfully edited and organized by a team of world-renowned global education policy experts. Each section features a thorough introduction designed to facilitate readers' understanding of the subsequent material and highlight links to interdisciplinary global policy scholarship. Written in an accessible and engaging style that will appeal to domestic and international policy practitioners, social scientists, and education scholars alike.

Promoting Gender Equity in Selected Public Universities of Kenya-Jane Onsongo 2011 The purpose of this study was to examine sustainable gender equity interventions in selected public universities. The study used descriptive survey and case study research methods to carry out an in-depth analysis of the gender equity interventions in selected public universities in Kenya. The sample consisted of four public universities that were selected because they had established gender centers/institutes that were assumed to be coordinating gender equity intervention. The study has the following objectives: To establish the existing gender inequalities in the formal organisational structure of the selected universities; To identify and assess sustainability of gender equity interventions in the selected public universities; To analyse the national, regional, international and organisational culture and policy contexts that have influenced and supported the introduction of the identified gender equity interventions; To investigate the attitudes of staff, students and management towards the gender equity interventions, and to recommend appropriate institutional strategies to address existing gender inequities.

What Works in Girls’ Education-Gene B Sperling 2015-09-29 Hard-headed evidence on why the returns from investing in girls is so high that no nation or family can afford not to educate their girls. Gene Sperling, author of the seminal 2004 report published by the Council on Foreign Relations, and Rebecca Winthrop, director of the Center for Universal Education, have written this definitive book on the importance of girls’ education. As Malala Yousafzai expresses in her foreword, the idea that any child could be denied an education due to poverty, custom, the law, or terrorist threats is just wrong and unimaginable. More than 1,000 studies have provided evidence that high-quality girls’ education around the world leads to wide-ranging returns: Better outcomes in economic areas of infant and incomes; Reduced rates in infant and maternal mortality; Reduced rates of child marriage; Reduced rates of the incidence of HIV/AIDS and malaria; Increased agricultural productivity; Increased resilience to natural disasters.

Women’s empowerment What Works in Girls’ Education is a compelling work for both concerned global citizens, and any academic, expert, nongovernmental organization (NGO) staff member, policymaker, or journalist seeking to dive into the evidence and policies on girls’ education. South African Schooling: The Enigma of Inequality-Nic Spaul 2019-11-05 This volume brings together many of South Africa’s leading scholars of education and covers the full range of South African schooling: from financing and policy reform to in-depth discussions of literacy, numeracy, teacher development and curriculum change. The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with: Are there different and preferential equilibria we have not yet thought of or explored, and if so what are they? In practical terms, how does one get to a more equitable distribution of teachers, resources and learning outcomes? While decidedly local, these questions resonate throughout the developing world. South Africa today is the most unequal country in the world. The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth. This is the largest 90-10 gap in the world, and one that is reflected in the schooling system. But as a thought-provoking and timely book, it is still the case that the life chances of most South African children are determined not by their ability or the result of hard-work and determination, but instead by the colour of their skin, the province of their birth, and the wealth of their parents. Looking back on almost three decades of democracy in South Africa, it is this stubbornness of inequality and its patterns of persistence that demands explanation, justification and analysis. “This is a landmark book on basic education in South Africa, an essential volume for those interested in understanding outcomes and their inequality in South Africa. The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race, class, and place. The book brings together the wealth of decades of research output from top quality researchers...
to explore what has improved, what has not, and why.” Prof Lant Pritchett, Harvard University “There is much wisdom in this collection from many of the best education analysts in South Africa. No surprise that they conclude that without a large and sustained expansion in well-trained teachers, early childhood education, and adequate school resources, South Africa will continue to sacrifice its people’s future to maintaining the privileges of the few.” Prof Martin Carnoy, Stanford University “Altogether, one can derive from this very valuable volume, if not an exact blueprint for the future, then certainly at least a crucial and evidence-based itinerary for the next few steps.” Dr Luis Crouch, RTI

Gendered Voices-H.B. Holmårsdottir 2013-02-11 Internationally, there is growing awareness that the target of Education for All by 2015 will not be met unless more strident efforts are made to improve access for marginalized, hard-to-reach children (most often girls). For almost four decades gender equality in education has been one of the key global concerns and as a result various organizations at national and international levels along with governments have initiated programs focusing on achieving gender equality, women’s empowerment and improving girls’ access to education. By focusing on access alone (i.e. gender parity) we may not understand how education can be used to achieve empowerment and influence cultural practices that are gender insensitive. In this volume we attempt to call into question the content of gender equality as simple parity and in doing so we reflect upon the following questions: • Do the global (macro) discourses on gender equality in education lead to a focus on numbers only or to more profound sustainable changes at the national (meso) level and the school (micro) level? • To what extent have national policies been adjusted to reflect the global discourses on gender equality? • Are schools/classrooms (micro) expected to adjust to these global discourses and if so what ways has this happened? • What are the challenges of providing access to good quality education for girls in both countries? • Is there a dichotomy between national education policies and policies on gender equality? • The volume highlights that although research has shown how global educational policies homogenize national educational policies and are therefore playing what can be termed a neo-colonial role in identifying pivotal themes and topics in education across the world such as gender equality, literacy and quality education in local contexts, they are often steeped in a Western logic which is not always culturally relevant or conducive. Making global recommendations for education across cultures and places is thus not always unproblematic. • The volume highlights that a push for girls’ schooling must navigate wisely in sensitive terrain where complex contextual aspects must be understood and taken into account. Girls’ attendance and retention in school are important first steps in the struggle for epistemic access, but must be followed by serious deliberations about what kind of school and what kind of knowledge in the schools is appropriate, and about equality and equity. • The volume attempts to understand how the global gender goals in education affect both local policies and local practice and in doing so attempt to question the focus on access. The book Industry-Based Education Quality and Social Justice in the Global South-Leon Tikly 2013-06-07 How we understand education quality is inextricably linked with perspectives on social justice. Questions of inclusion, relevance and democracy in education are increasingly contested, most especially in the global south, and improving the quality of education, particularly for the most disadvantaged, has become a topic of fundamental concern for education policy makers, practitioners and the international development community. The reality experienced by many learners continues to be of inadequately prepared and poorly motivated teachers, struggling to deliver a rapidly changing curriculum without sufficient support, and often using outmoded teaching methods in over-crowded or dilapidated classrooms. Education Quality and Social Justice in the South includes contributions from leading scholars in the field of education and development. The text draws upon state of the art evidence from the five year EdQual research programme, which focuses upon raising achievement in low income countries, and demonstrates how systems of high quality universal education can be sustained. By exploring recent research initiatives to improve education quality, the importance of supporting local policy makers, educators and parents as agents of change, and students as active inquirers is highlighted, and the challenge of taking successful initiatives to scale is explained. The book is divided into three main parts: Framing Education Quality - Planning and Policies for Quality-Implementing Quality in Schools Education Quality and Social Justice in the South argues that implementing a high quality of education using theories of social justice can inform the understanding of inclusion, relevance and democracy in education. The book should be essential reading for both students and researchers within the fields of international and comparative education, along with educational policy, poverty and development studies. Gender Issues in International Education-Sheena Erskine 1999 Conflicting Identities and Multiple Masculinities takes as its focus the construction of masculinity in Western Europe from the early Middle Ages until the fifteenth century, crossing from pre-Christian Scandinavia across western Christendom. The essays consult a broad and representative cross section of sources including the work of theological, scholastic, and monastic writers, sagas, hagiography and memoirs, material culture, chronicles, exempla and vernacular literature, sumptuary legislation, and the records of ecclesiastical courts. The studies address questions of what constituted male identity, and male sexuality. How was masculinity constructed in different social groups? How did the secular and ecclesiastical ideals of masculinity reinforce each other or diverge? These essays address the topic of medieval men and, through a variety of theoretical, methodological, and disciplinary approaches, significantly extend our understanding of how, in the Middle Ages, masculinity and identity were conflicted and multifarious. Beyond the Comparative-John C. Weidman 2012-01-01 We are pleased to introduce this inaugural volume in the PSCIE Series—Beyond the Comparative: Advancing Theory and Its Application to Practice—which expands on the life work of University of Pittsburgh Professor Rolland G. Paulston (1929-2006). Recognized as a stalwart in the field of comparative and international education, Paulston’s most widely recognized contribution is in social cartography. He demonstrated that mapping comparative, international, and development education (CIDE) is no easy task and, depending on the perspective of the mapper, there may be multiple cartographies to chart. The 35 contributors to this volume, representing a range of senior and junior scholars from various CIDE backgrounds and perspectives, celebrate the life and work of Paulston by addressing issues, perspectives and approaches related to charting the future course of the field. The volume reports on new research in several genres as well as conceptual analysis. As the title suggests, authors were encouraged to go “beyond” established canons of CIDE. The cover art, The CIDE Theoretical Compass, was conceptualized by the editors and depicts that theory selection and theory generation are an ongoing and important process in comparative, international, and development education (CIDE). The image was designed by artist Natalie Jacob, which positions the CIDE Theoretical Compass at the center of Paulston’s concentric circle of disciplines. The Gender-responsive School-Catherine Atthill 2009 Shows teachers, headteachers and school administrators how to spot the key spaces in school life where gender is important. This title gives them tools to address gender biases by changing attitudes and ideas among staff and students. It is full of activities that can be undertaken at either individual or group level.

Gender in Policy and Practice-Amanda Datnow 2002 First Published in 2002. Routledge is an imprint of Taylor & Francis, an informa company. Towards Gender Equality in the Music Industry-Sarah Raine 2019 "Gender inequality is universally understood to be a continued problem in the music industry. This volume presents research that uses an industry-based approach to examine why this gender imbalance has proven so hard to shift, and explores strategies that are being adopted to try and bring about meaningful change in terms of women and gender diverse people establishing ongoing careers in music. The book focuses on three key areas: music education; case studies that explore practices in the music industry; and activist spaces. Sitting at the intersection between musical production, the creative industries and gender politics, this volume brings together research that considers the gender politics of the music industry itself. It takes a global approach to these issues, and incorporates a range of genres and theoretical approaches. At a time when more attention than ever is being paid to gender and music, this volume presents cutting edge research that contributes to current debates and offers insights into possible solutions for the future”- Gender Matters in Art Education-Martin Rosenberg 2007 Find out how gender really matters in the artroom. Gender Matters in Art Education translates the theory of gender equity into real practice in the art classroom. The authors provide a coherent review of the important research on gender equity in schools and demonstrate, through concrete, classroom-based examples, the unique opportunities that the art classroom provides for promoting gender equity for both boys and girls.
Practising Gender Equality In Education

This book provides a timely contribution to the field of gender and development in the face of the looming failure of international development targets, the deepening HIV/AIDS pandemic and the increased incidence of civil conflict in Sub-Saharan Africa.

Women in Developing Countries-Karen L. Kinnear 2011 This book provides a much-needed survey of the discrimination and violence against women in developing countries, and identifies the literature and resources available about this topic. * Supplies a chronology of significant events relevant to women in developing countries * Presents biographies of individuals who have advanced human rights for women, and others who play key policy or political roles * Provides a bibliography containing abstracts of selected books, handbooks, manuals, and films/DVDs that provide a wide perspective on major issues * Includes a glossary and basic subject index

The book is deliberately divergent in its approach, recognising the major ideological and epistemological divides that characterise a field that draws on many traditions. Leading and emergent voices from different paradigms and contexts are afforded a space to be heard and each section puts current debates in larger historical contexts. The Handbook is divided in four parts and book-ended by an introduction and a conclusion, the latter oriented towards the implications that the volume has for future research agendas. The first part explores major strands of debates about education’s place in development theory. The second acknowledges the disciplining of the field by the education for all movement and examines the place that learning and teaching, and schools play in development. Part three looks beyond schools to consider early years, adult and vocational education but focuses particularly on the return to thinking about higher education’s role in development. The final part considers the changing, but still important, role that international cooperation plays in shaping education in developing countries. Featuring over thirty chapters written by leading international and interdisciplinary scholars, the Routledge Handbook of International Education and Development offers the first comprehensive and forward-looking resource for students and scholars.

Gender, Equality and Education from International and Comparative Perspectives-David Baker 2009-04-03 Investigates the often controversial relationship between gender, equality and education from international and comparative perspectives. This volume also investigates whether gender equality in education is really being achieved in schools around the world or not.

Gender Equality, HIV, and AIDS-Sheila Aikman 2008 The book shows that while gender inequalities in society are driving aspects of the HIV epidemic, democratic learning environments informed by evidence-based policy, implemented with leadership for transforming deeply held values and beliefs regarding sexual behaviour and sexuality can be empowering.

Education, Poverty and Global Goals for Gender Equality-Elaine Unterhalter 2017-08-07 This book looks at the millennium development goals and the politics of implementation. It discusses the forms of global agreements in particular contexts, and allows for an appraisal of how they have been understood by the people who implement them. By using an innovative approach to comparative cross country research, the book illuminates how ideas and actions connect and disconnect around particular meanings of poverty, education and gender in large systems and different settings. Its conclusions will allow assessments of the approach to the post-2015 agenda to be made, taking account of how policy and practice relating to global social justice are negotiated, sometimes negated, the forms in which they are affirmed and the actions that might help enhance them. This book will be valuable for students, researchers, academics, senior teachers, senior government and inter-governmental officials and senior staff in NGOs working in the field of education and international development, gender, poverty reduction, and social development.

Gender, Sexuality and Development- 2008-01-01 This book provides a timely contribution to the field of gender and development in the face of the HIV epidemic, democratic learning environments informed by evidence-based policy, implemented with leadership for transforming deeply held values and beliefs regarding sexual behaviour and sexuality can be empowering.

The combat for gender equality in education-Doris Muthwezi Kakuru 2006-10-10 This book, which was originally written as a dissertation, broadens the approach to gender equality in primary education by exploring the magnitude of complex interactions between schools and rural livelihood household processes in the context of HIV/AIDS. The arguments are based on recent ethnographic research using dimensions of rural pupils’, parents’, and teachers’ responses to the socio-economic impact of HIV/AIDS on their livelihoods. It gives insight into some of the current debates that have been generated in the field of education, HIV/AIDS and rural livelihoods.

Reflections on Rawls-Shaun P. Young 2016-04-08 The late John Rawls was one of the most inspiring, provocative and influential political philosophers of the twentieth century. In this collection a panel of distinguished political philosophers critically explore the intellectual legacy of Rawls. The essays herein engage Rawls's political theorizing from his earliest published writings in the 1950s to his final publication in 2001, Justice as Fairness: A Restatement and explore a diversity of issues related to his arguments, such as the attractiveness of his methodology/methodologies, and the normative coherence and empirical validity of his claims. In turn, the effectiveness both of his arguments and those of various supporters and critics are evaluated from the perspective of a variety of analytical approaches, including cosmopolitanism, communitarianism, perfectionism, liberalism, and legal theory. This book is an edifying and engaging dialogue with ideas and arguments that have provided the theoretical framework for much of contemporary political philosophy, and a thoughtful assessment of their continuing significance and place within the pantheon of political philosophy. A Common Wealth of Learning-John MacBeath 2013-03-05 A Common Wealth of Learning takes a look at the millennium development goals that were established at the start of the century. Utilising a fair reaching set of case studies from a large percentage of commonwealth countries, this book looks at what the colonial legacy has left us with; and what we can do to progress. Chapters discuss; Partnerships for Leadership and Learning Quality Education and the Millennium Development Goals Revisited: Reflections, Reality and Future Directions. Assessing the Impact of Education Sector Policy Reform in Low-Income Countries: Developing a Comprehensive, Intervention-Focused Research Programme Education of Quality for All: Myth or Reality! Bridging the Gap Between Research, Policy and Practice in Africa Transformative Models of Practice and Professional Development of Teachers Partnerships for Leading and Learning: The Contribution of the Centre for Commonwealth Education This thoroughly researched and comprehensive text will be of great interest and use to anyone involved in education, higher education, education policy and research.

International Perspectives on Diversity in ELT-Dario Luis Banegas 2021 This edited book provides professionals in the field of English Language Teaching (ELT) with a situated and culturally-responsive account of diversity and inclusion in English language education, from primary to higher education and in a wide range of settings. The volume focuses on three overlapping areas: interculturality, special education needs, and gender. The chapters also reflect on the opportunities and challenges of diversity as a step towards inclusive practices, and raise awareness of critical topics across the curriculum and beyond by engaging in wider social issues. This book will be of interest to language teachers and teacher trainers, as well as scholars working in applied linguistics, higher education, intercultural studies, and related fields. Dario Luis Banegas is a Lecturer in TESOL in the University of Strathclyde and an Associate Fellow with the University of Warwick, UK. His main teaching and research interests are CLIL, action research, and initial English language teacher education. Griselda Beacon is a Lecturer in Literature at Universidad de Buenos Aires and at several teacher training colleges in Buenos Aires, Argentina. A NILE (Norwich Institute for Language Education) trainer in the
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UK, she has an MA in Literature from Philipps-Universitat Marburg, Germany. Her interests include literature and intercultural education. Mercedes Perez Berbain is a former Lecturer in Teaching Practice at Joaquin V. Gonzalez College of Education, Argentina. She holds an MA in Education from Oxford Brookes University, UK and is involved in CPD (ESSARP, OUP, Pilgrims). Her main interests include teaching young learners and teacher development.

Rethinking Gender in Early Childhood Education-Grinda MacNaughton 2000 A thought-provoking text which will make practitioners examine their children's behaviour and play in a fresh light. Christine Marsh, Manchester Metropolitan University 'A major contribution to the international literature on gender in Early Childhood .... Glenda MacNaughton has done a terrific job in making difficult theory accessible for teachers and student teachers. Her consistent use of plentiful examples and explorations of how different theories held by teachers might impact on their practice will be tremendously useful to teachers and teacher educators ' - Debbie Epstein, Centre for Research and Education on Gender, Institute of Education, London 'Invaluable for early chil

Gender Differences in Aspirations and Attainment-Ingrid Schoon 2014-09-25 A dynamic and contextualized account of the processes and mechanisms underlying gendered career decisions and attainment across the life course.

Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice-Whitney Sherman Newcomb 2014-06-01 The idea for this book was born from discussions at several recent academic events including the Women Leading Education (WLE) International Conference in Volos, Greece (2012) and the University Council for Educational Administration (UCEA) Conference in Pittsburgh, Pennsylvania (2011) as well as from informal dialogue amongst women in academia and in the media. The purpose of this field of educational leadership is to bring to the study of women in leadership. At both the WLE Conference and the UCEA Conference, we heard frustration from veteran women in the field that the study of women in leadership is stagnant and has not moved forward in several years; with scholars new to the field continuing to write and publish work about barriers to aspiring and practicing women leaders (the same types of reports that began the "formal" inquiry into women’s lives as leaders back in the 1980s) without being able to push forward with "new" information or ideas for change. In essence, the concerns and questions that were posed from some veteran women were: Why are we continuing to report the same things that we reported 30 years ago? Why are we still talking about barriers to women in leadership? and Why haven't we moved past gender binaries in regard to leadership ideas and practice?

Considering these questions, some women new to the field countered with their own set of responses and questions that included: Is it not significant to report that some women are still experiencing the same types of barriers in leadership that were highlighted 30 years ago? Is it accurate to report that all women's voices have now been heard/represented?, and How can we report something different if it hasn't happened? The discussions that have ensued between veteran women and those new to the field inspired us to develop a book that situates women in leadership exactly where we are today (and reports the status of women who are positioned to continue the "good fight" that began many years ago) and that both highlights the changes that have occurred and reports any stagnancy that continues to threaten women's positionality in educational leadership literature, practice, and policy. It forefronts the voices of women educational scholars who have (and are) interrupting, disrupting, and revolutionizing educational policy and practice. Our book reports women's leadership activities and knowledge in both the k-12 and university settings and concludes with chapters ripe with ideas for pushing for change through policy, advocacy, and activism. The final chapter presents themes that emerged from the individual chapters and sets forth an agenda to move forward with the study of women in leadership.

Global Inequalities-Orkan Köyağasıoğlu 2020-06-24 Globalization is characterized by a systemic interconnection in which what happens in one country is bound to affect what happens in another. Inequality has been on the rise across the globe and living conditions are vastly unequal between different places in the world. Currently, the richest 1% own 45% of the world's wealth. The consequence is that some people are able to enjoy healthy, wealthy, happy lives whilst others continue to live in ill-health, poverty and sorrow. Globalization is characterized by a systemic interconnection in which what happens in one country is bound to affect what happens in another. Inequality has been on the rise across the globe and living conditions are vastly unequal between different places in the world. Currently, the richest 1% own 45% of the world's wealth. The consequence is that some people are able to enjoy healthy, wealthy, happy lives whilst others continue to live in ill-health, poverty and sorrow. Rapid economic growth in Asia (particularly China and India) has lifted many people out of extreme poverty. Nevertheless, the wealth divide is steadily growing. According to Oxfam, between 2009 and 2018, the number of billionaires it took to equal the wealth of the world's poorest 50 percent fell from 380 to 26. Those with extreme wealth have often accumulated their fortunes on the backs of people around the world who work for poor wages and under dangerous conditions. Women are scarce at the top and overrepresented at the bottom. Gender discrimination in the workplace contributes significantly to these persistent economic divides. There are also large differences in wealth across racial groups. Long-standing racial discrimination in many forms, including in education, hiring, and pay practices contribute to persistent earnings gaps. Inequalities have dramatically strengthened the economic and political power of those individuals at the top.

A Rigorous Review of Global Research Evidence on Policy and Practice on School-Related Gender-Based Violence-Jenny Parkes 2016 Every day, girls and boys around the world face many forms of physical, sexual and psychological violence in and around schools. On too many occasions, such violence is tolerated by societies and institutions, including schools, and it is these forms of violence that contribute to the alarming numbers of girls and boys being excluded from schools with their learning chances under threat. In response, UNICEF and the Global Partnership for Education (GPE), have joined forces to launch the End Gender Violence in Schools Initiative combining research, capacity building and knowledge exchange to contribute to one of the most critical education objectives today: increased equity, gender equality and inclusion for all in a full cycle of quality education. The review found that research efforts around SRGBV tend to focus on short-term, local level interventions with limited attention to policies and policy implementation processes. The most promising interventions are multi-layered and address the links between violence, identity, social and cultural norms and intersecting structural inequalities. However, how to sustain and institutionalize work on gender and violence in schools and communities is less known. Most importantly, the review finds that a focus on research and efforts are needed to build a robust evidence base that supports policy, practice, monitoring and evaluation at all levels.

Defining and Rethinking Gender Equity in Education-Janice Koch 2002-08-01 "This book discusses increasing the participation of women in science, engineering and technology professions, educating the stakeholders - citizens, scholars, educators, managers and policy makers - how to be part of the solution."--Provided by publisher.

Women in Engineering, Science and Technology: Education and Career Challenges-Cater-Steel, Aileen 2010-05-31 "This book discusses increasing the participation of women in science, engineering and technology professions, educating the stakeholders - citizens, scholars, educators, managers and policy makers - how to be part of the solution."--Provided by publisher.

Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice-Whitney Sherman Newcomb 2014-06-01 The idea for this book was born from discussions at several recent academic events including the Women Leading Education (WLE) International Conference in Volos, Greece (2012) and the University Council for Educational Administration (UCEA) Conference in Pittsburgh, Pennsylvania (2011) as well as from informal dialogue amongst women in academia and in the media. The purpose of this field of educational leadership is to bring to the study of women in leadership. At both the WLE Conference and the UCEA Conference, we heard frustration from veteran women in the field that the study of women in leadership is stagnant and has not moved forward in several years; with scholars new to the field continuing to write and publish work about barriers to aspiring and practicing women leaders (the same types of reports that began the "formal" inquiry into women’s lives as leaders back in the 1980s) without being able to push forward with "new" information or ideas for change. In essence, the concerns and questions that were posed from some veteran women were: Why are we continuing to report the same things that we reported 30 years ago? Why are we still talking about barriers to women in leadership? and Why haven't we moved past gender binaries in regard to leadership ideas and practice?

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