



Gender, Education & Development

Beyond Access to Empowerment

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Gender Education And Development Beyond Access To Empowerment

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Gender Education And Development Beyond Access To Empowerment:

Gender, Education and Development Christine Heward, Sheila Bunwaree, 1999 This book grounds the education of women and girls in the realities of their lives and experience in diverse areas of the developing world The case studies range from the Arakambut of Peru to the changing experience of racialized education in South Africa The contributors take issue with the World Bank's view that the education of girls and women is important primarily as a cost effective mechanism for making women more economically productive

Gender, Education, and Development Christine Heward, Sheila S. Bunwaree, 1999 The improvement of female education is a top priority for educational policy makers and for the development community This book grounds the education of women and girls in the realities of their lives and experiences in diverse areas of the developing world The chapters all draw on substantial experience in the field giving a voice to groups of girls and women hitherto invisible Many present new perspectives on previously ignored problems and social groups by policy makers aid agencies and academics They move beyond the previous emphasis on access to problematize the content of education and the way it is experienced The case studies range from the Arakambut of Peru an indigenous group whose knowledge of biodiversity is being threatened by formal education to the changing experience of racialized education in South Africa The book also presents a critical theoretical analysis of the World Bank's view of women's education It will be necessary reading for students academics and practitioners in education development studies and women's studies

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Beyond Access Sheila Aikman, Elaine Unterhalter, 2005 This book combines analysis of policy and empirically based studies on gender education and development

Gender, Schooling and Global Social Justice Elaine Unterhalter, 2012-07-26 Timely and original this book examines gender equality in schooling as an aspiration of global social justice With nearly one billion people having little or no schooling and women and girls comprising nearly two thirds of this total this book analyses the historical sociological political and philosophical issues involved as well as exploring actions taken by governments Inter Government Organisations NGOs and women's groups since 1990 to combat this injustice Written by a recognised expert in this field the book is organised clearly into three parts the first provides a background to the history of the provision of schooling for girls worldwide since 1945 and locates the challenges of gender inequality in education the second examines different views as to why questions of gender and schooling should be addressed globally contrasting arguments based on human capital theory rights and capabilities the third analyses how governments Inter Government Organisations and NGOs have put policy into practice Addressing the urgent global challenges in gender and schooling this book calls for a new connected approach in policy and practice It is essential reading for all those interested in education along with developmental studies sociology politics and women's studies

Education, Gender and Development Mari-Anne Okkolin, 2016-10-14 This compelling book takes a novel approach to the complexities of girls and women's education in the global South To unravel the critical issues

and processes behind educational advancement and to identify the factors that support the construction of educational well being and agency from gender perspective the book narrates the stories of women who have successfully built their educational careers to higher education The book creatively applies the human development and capabilities approach to analyze and assess educational advancement and development Mari Anne Okkolin offers a fresh voice to the field of education gender and development The book draws on rich in depth evidence from Tanzanian women who have reached higher education placing them amongst the very small percentage of women in the Tanzanian and sub Saharan contexts The book explores the women s school experiences everyday life practices and familial arrangements and the values expectations and assumptions associated with education and the schooling of girls and women Due to the multi disciplinary nature of the book it will be of great interest to multiple academic audiences post graduates researchers and academics It is of particular relevance for all those interested in education sociology development studies gender women s studies and qualitative research methodology The book will appeal especially to scholars working with the capabilities approach It will also be of value beyond academia for education practitioners in planning and implementing education and equality policies internationally

Beyond the Comparative John C. Weidman, W. James Jacob, 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 over Rolland G Paulston s 1993 concentric circle map **Education and Development** ,2011 **Gender, Development, and Poverty**

Caroline Sweetman, 2002 This work examines how gender inequalities impact on men s women s and children s experiences of poverty and demonstrates the importance of integrating gender analysis into every aspect of development initiatives

Empowerment ,2004 **Gender, Education and Development: Beyond Access Project** Institute of Education. University of London, 200? **International Handbook of Teacher Quality and Policy** Motoko Akiba, Gerald K.

LeTendre, 2017-09-01 The International Handbook of Teacher Quality and Policy is a comprehensive resource that examines

how teacher quality is conceptualized negotiated and contested and teacher policies are developed and implemented by global national and local policy actors Edited by two of the leading comparative authorities in the field it draws on the research and contributions of scholars from across the globe to explore five central questions How has teacher quality been conceptualized from various disciplinary and theoretical perspectives How are global and transnational policy actors and networks influencing teacher policies and practices What are the perspectives and experiences of teachers in local policy contexts What do comparative research studies tell us about teachers and how their work and policy contexts influence their teaching How have various countries implemented policies aimed at improving teacher quality and how have these policies influenced teachers and students The international contributors represent a wide variety of scholars who identify global dynamics influencing policy discourses on teacher quality and examine national and local teaching and policy environments influencing teacher policy development and implementation in various countries Divided into five sections the book brings together the latest conceptual and empirical studies on teacher quality and teacher policies to inform future policy directions for recruiting educating and supporting the teaching profession

Routledge Handbook of International Education and Development Simon McGrath, Qing Gu, 2015-07-24 This timely Handbook takes stock of the range of debates that characterise the field of international education and development and suggests key aspects of a research agenda for the next period It 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 and Education in Pakistan Rashida Qureshi, Jane Frances Akinyi Rarieya, 2007 This book explores gender and education in Pakistan by looking at the underlying processes that result in different patterns of educational experiences of and outcomes for females and males All the chapters are based on research studies that were conducted in different parts of Pakistan and explore diverse aspects of gender in relation to education The book makes gender issues in education in Pakistan more visible by illustrating how gender is both a very personal and yet public issue

and calls for more carefully thought out approaches to dealing with gender disadvantage in the education system

Education in Transition Rosarii Griffin, 2002 Reform and reconstruction of education in places as diverse as Chile South Africa and the former East Germany has highlighted the issue of education in transition In cases such as these there has been a rapid and profound change of political context from autocratic to democratic and theory has been generated relating to this Such cases are included here but the aim of this volume is to illustrate the fact that all nations are in some form of transition generated by a range of pressures and factors Consequently the contributing chapters are structured within three broad themes with the consideration of such issues as market orientation and gender as well as change arising from physical conflict The resultant book makes a distinctive contribution to the understanding of relationships between policy making for educational provision and the realities of outcomes in practice

Women in Theatre for Development in Cameroon

Emelda Ngufor Samba, 2005 Prospects, 2004 *Gender and Education for All* Unesco, 2003 The World Education Forum of April 2000 set gender equality as one of its important goals The target was to achieve parity in enrolment of girls and boys in primary education and secondary education by 2005 and full equality by 2015 This monitoring report shows that many countries will fail to make the 2005 target but circumstances could change quickly with appropriate policy changes However educational inequality is caused by deep rooted social forces and a wide range of economic and social changes are needed

The History of Development Gilbert Rist, 2002-10 With all its hopes of a more just and materially prosperous world development has fascinated societies Looking at this collective fancy in retrospect Gilbert Rist shows the underlying similarities of its various theories and strategies and their shared inability to transform the world He argues persuasively that development has always been a kind of collective delusion which in reality has simply promoted a widening of market relations despite the good intentions of its advocates

New Acquisitions Unesco Institute for Education. Documentation Centre and Library, 2001 **Rethinking Development** Sheila S. Bunwaree, 2002

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