

# Gender Equality in Education



# Gender And Education

**Julia Wrigley**



## **Gender And Education:**

*Education and Gender Equality* Julia Wrigley, 2003-12-16 First Published in 1992 This book grew out of a special issue of the journal *Sociology of Education* There is no simple relation between education and gender equality As with social class relations schools both reinforce subordination and create new possibilities for liberation and these contradictions occur at every level and in every aspect of education Schools are sites of pervasive gender socialization but they offer girls a chance to use their brains and develop their skills To explore education and gender is to examine the bridge between the public world of occupations and the private world of families Schools link the families from which young children come and the sex and race segregated occupational worlds to which they are sent Because schools link public and private worlds help to form consciousness and structure inequalities there are many ways to look at gender and education In this book the chapters break into four major topic areas The first section analyzes gender and education from a comparative and historical perspective the second section on Diversity Social Control and Resistance in Classrooms third section on Gender and Knowledge and the final section on families and school

**Gender Education and Equality in a Global Context** Shailaja Fennell, Madeleine Arnot, 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 reconceptualise 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

**Gender and Education** Madeleine Arnot, 2012-12-15 Understanding the field of gender and education today requires thinking more critically about paradigmatic models of gender and their goals for educational and social reform It involves recognizing that the international project of the women s movement of the 1960s and 1970s has had a deep influence in many countries not just in those which are income rich In this context it is important to think critically and analytically about how gender is conceptualized in both international and national policy making and research and the ways in which gender analysis in education can now contribute to the creation of emancipatory forms of gender relations and global gender justice The aim of this introductory text from international authority Madeleine Arnot is to understand where the field of gender and education is located at present its strengths and weaknesses in terms of foci its theoretical advance its methodological sophistication

and its policy relevance and impacts It provides a concise but comprehensive introduction to the progressive discussions in feminist theory and the role of education in relation to the structuring of familial institutional political and economic sites The book concludes by considering some of the contemporary challenges which gender and education as a field of scholarship and political action face in the context of international and global developments Ideal for courses in education studies sociology gender studies women s studies development studies this valuable teaching resource is essential reading for anyone who wishes to read more about the controversies associated with gender issues in education and society 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 Justice, Education and Equality** Firdevs Melis Cin, 2017-01-23 This book reframes gender and education issues from a feminist and capabilities perspective through a multi generational study of women as teachers It explores how different understandings of gender equality and education generate a variety of approaches with which to pursue gender equality in education Through employing the capabilities approach in a critical and innovative way to question justice agency and well being and also to evaluate valued functionings and capabilities freedoms and lack of opportunities in women s lives in Turkey it highlights the need for constructing a gender just society The book takes a closer look at these women s memories in order to understand how gender roles were created negotiated and contested and how the transition to modern ways of socialising and existing was shaped and women s emancipation was guided by women teachers as social actors rather than as passive onlookers or oppressed individuals It provides important insights and critical evidence to be used in the planning and implementation of education and social gender policies

**Global Perspectives on Gender and Sexuality in Education** Elinor L. Brown, Guichun Zong, 2017-05-01 International Advances in Education Global Initiatives for Equity and Social Justice is an international research monograph series that contributes to the body of inclusive educational policies and practices focused on empowering society s most vulnerable groups raising the ethical consciousness of those in positions of authority and encouraging all to take up the mantle of global equity in educational opportunity economic freedom and human dignity Each themed volume in this series draws on the research and innovative practices of investigators academics educators politicians administrators and community organizers around the globe This volume consists of three sections each centered on an aspect of gender equity in the context of education The chapters are drawn from a wide range of countries including Australia China Gambia India Italy Kenya Kyrgyzstan Laos Slovenia Swaziland Grenada Jamaica Trinidad Tobago The United States and Turkey addressing issues of gender equity citizenship education egalitarianism in sexual orientation and strategies to combat human trafficking The 15

chapters document both the progress and challenges facing those who strive for gender equity in access to education the portrayal of women in curricula and the acceptance of diverse sexual orientations within differing country contexts and provide an overview of promising policies practices and replicable successful programs Gender and Education in Politics, Policy and Practice Marie Carlson, Brynja E. Halldórsdóttir, Branislava Baranović, Ann-Sofie Holm, Sirpa Lappalainen, Andrea Spehar, 2021-11-15 This book presents ideas on education gender and intersectionality through a transdisciplinary frame by crossing disciplinary and methodological borders Exploring the diversity of educational settings ranging from early childhood to adult education it brings together scholars from various disciplines to discuss deconstruct and problematize gender and education in relation to several themes in a comparative intersectional local national regional and international perspective Each chapter approaches the topic in an intersectional and or transnational manner and creates powerful gendered educational knowledge Questions addressed in the book include What are the challenges or barriers to gender equal education How can we understand the gaps between formal policies and educational practices The chapters in the book illustrate how gender and education are relevant and needed concepts within the field of transdisciplinary research The authors hail from a range of countries such as Croatia Indonesia Turkey UK as well as the Nordic region and they critically examine gender and education at all levels and in diverse sectors and with varied lenses such as neoliberalism in education and the inclusion of newcomers and refugees The work also critically investigates programs and pedagogical approaches culture and values knowledge and identity in teacher education The book further addresses criticisms of Western and Anglophone bias around white feminism and the norm of white male and heterosexual privilege *Gender and Education from Different Angles* Malgorzata Jarecka-Zyluk, Oliver Holz, 2014 Education and Gender from Different Angles is a collection of scientific and practice orientated papers that can be acknowledged from four different angles gender and teachers teaching approaches labor market outcomes and sexual education Additionally the book describes the European project known as EDGE Education and Gender A key aspect of the project was testing curriculum material developed by the EDGE group to be used in single and co educative class groups to find the effects of single sex education on motivation The results of this randomized experiment within secondary education are also included in the book Series Gender Diskussion Vol 22

*Gendered Voices* H.B. Holmarsdottir, V. Nomlomo, A.I. Farag, Z. Desai, 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 in 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 the schools classrooms on the one hand and the community on the other in terms of gender equality equity To what extent is gender equality equity imposed upon schools and communities and does it take into account the cultural practices in traditional communities Key words Gender equality education Global vs local concerns 3 selling points 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 it attempts to question the simple focus on access only

**Unveiling the Power of Teacher Education Promoting Gender Equality in Education** Dr. Vishnu Vijayan M A, 2024-01-10 Education is a potent tool that has the ability to influence both people and societies We can build a more just and inclusive society where everyone is respected and given the same chances to succeed through education Gender equality is a key component of this vision because it guarantees that everyone has access to the same rights opportunities and resources regardless of their gender identity In order to better understand the transformative role that teacher education plays in advancing gender equality Unveiling the Power of Teacher Education Promoting Gender Equality in Education has been created This book explores a variety of aspects of gender perspectives in teacher education and offers suggestions for educators decision makers and other stakeholders in the field of education The journey starts with exploring the meaning of sex and gender realising that these concepts are separate but connected We build a solid foundation for meaningful conversation and action in support of gender equality by comprehending the complexities of gender related concepts and terminology The historical context of gender in education provides insight into both the challenges that have persisted over time and the advancements that have been made We recognise the key figures and turning points in gender inclusive education honouring the people and

movements that paved the way for improvement This historical perspective inspires us to carry out the unfinished business because it serves as a reminder that we stand on the shoulders of those who have fought for equality In depth examination of gender perspectives in teacher education is done to show how they have changed over time The methods and techniques used in teacher preparation programmes have evolved along with our understanding of gender Given that teachers are at the forefront of influencing society we understand the significance of incorporating gender perspectives into teacher training programmes We enable them to be change agents by giving them the knowledge abilities and attitudes to oppose gender norms and biases The importance of gender inclusive pedagogy which calls for incorporating gender perspectives across subjects is emphasised in the book Recognising the impact of learning resources and materials on students perceptions and attitudes we investigate strategies for promoting gender equality in them In addition we explore the critical task of developing welcoming safe and inclusive learning environments where each student is treated with respect and is given encouragement Another major theme of this book is how gender education can empower students We recognise the significance of promoting healthy gender identities and self expression addressing the pervasive problem of bullying and harassment based on gender and assisting marginalised gender identities In our work with LGBTQ students and families we take into account the particular difficulties they might encounter and offer suggestions for fostering an accepting and affirming environment We work to promote the rights and welfare of transgender and non binary students in order to build a culture where everyone is accepted for who they are Through this book I want to show readers how teacher education can help create a future that is more equitable and brighter while also inspiring and empowering them to be change agents As we discover the transformative power of teacher education and its potential to create a world where all people regardless of their gender can thrive and fulfil their true potential let us set out on this journey towards gender equality in education

*Gender, Education, and Training* Caroline Sweetman, 1998-01-01 A collection of articles by development workers and researchers focusing on learning opportunities for women offered by education and training Women make up an estimated two thirds of the world s illiterate people the contributors to this book reflect on the causes and consequences of this

**Gender and Education** Felecia Harris, 2017 Gender and Education discusses the impact of education on women and people of color at the intersection of gender race class culture and political and generational variables The book explores how the languages of gender and equity can be understood beyond the assignment of categories or academic success Students will learn about the passage of Title IX and its subsequent backlash the social control of sexuality and the fallacy of the achievement gap They will consider the role of gender in bullying and victimization students athletes free speech rights and women s underrepresentation in the disciplines of science technology engineering and mathematics They will examine topics such as affirmative action in higher education social media in the classroom and question whether today s charter schools truly represent educational reform Gender and Education directly challenges egalitarian notions of education by

questioning whether today's educational system adequately reflects and responds to issues of gender race sexual orientation and more The questions it raises are worthy of consideration in any course on education gender studies and race and diversity in the classroom Felecia Carter Harris earned her Ed D in higher education and interdisciplinary studies at North Carolina State University Dr Harris teaches women's and gender studies at the University of North Carolina Charlotte and is a leadership and diversity coach in the McColl Executive M B A Program at Queens University She also provides training and consulting to individuals and organizations in the areas of leadership team and professional development and diversity Her writing has been featured in the Charlotte Business Journal The Western Journal of Black Studies and the Journal of General Education

**Gender and Educational Achievement** Andreas Hadjar, Sabine Krolak-Schwerdt, Karin Priem, Sabine Glock, 2018-02-02 Gender inequalities in education in terms of systematic variations in access to educational institutions in competencies school marks and educational certificates along the axis of gender have tremendously changed over the course of the 20th century Although this does not apply to all stages and areas of the educational career it is particularly obvious looking at upper secondary education Before the major boost of educational expansion in the 1960s women's participation in upper secondary general education and their chances to successfully finish this educational pathway have been lower than men's However towards the end of the 20th century women were outperforming men in many European countries and beyond The international contributions to this book attempt to shed light on the mechanisms behind gender inequalities and the changes made to reduce this inequality Topics explored by the contributors include gender in science education in the UK women's education in Luxembourg in the 19th and 20th century the gender gap debates and their rhetoric in the UK and Finland sociological perspectives on the gender equality discourse in Finland changing gender differences in West Germany in the 20th century the interplay of subjective well being and educational attainment in Switzerland and a psychological perspective on gender identities gender related perceptions students motivation intelligence personality and the interaction between student and teacher gender This book was originally published as a special issue of Educational Research

**Gender Issues in International Education** Sheena Erskine, Maggie Wilson, 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      **Gender and Education: Gendered theories of education** Sara Delamont, Catherine Marshall, 2007 In this two volume set educators explore the intersection of gender and education Their entries deal with educational theories research curricula practices personnel and policies but also with variations in the gendering of education across historical and cultural contexts The various contributors discuss gender as a social construction The latest research on boys and masculinities as well as girls and feminism is included The entries in this work cover the breadth of topics related to gender and education They provide reference information on the history and condition of gender and education from elementary to high school Entries cover such topics as alternative schools historically black colleges and universities in the United States military colleges and academies private and public single sex and co educational schools literacy mathematics achievement women s centers teacher interactions with girls and boys affirmative action in U S higher education sororities and fraternities educator sexual misconduct expectations of teachers for boys and girls heterosexism and homophobia bullying harassment and violence among students salaries of male and female educators school choice and gender equity disabled students and gender equity Title IX and school sports black feminism womanism and queer theory Publisher s website

*Education and Gender* Debotri Dhar, 2014-11-20 Education and Gender draws on international research from the USA the UK India Mexico Sub Saharan Africa and the Caribbean to provide a comprehensive global overview of the relationship between gender and education Rooting constructions of gender and sexuality in specific geographical contexts the contributors consider a range of issues Themes discussed include the gender gap in educational attainment pedagogical strategies stereotyping in curricula and education policy Drawing on best practices worldwide the contributors identify the current gaps and propose solutions to promote gender just equitable and pluralistic societies Each chapter includes key questions to encourage active engagement with the subject and a list of further reading to support taking the exploration further      *Education and the Reverse Gender Divide in the Gulf States* Natasha Ridge, 2014 In this groundbreaking work the author provides a close examination of the relationship between gender and education in the Gulf Cooperation Countries GCC and reveals that women s participation and achievement in education is rapidly outpacing that of men s Ridge refers to this situation as a reverse gender divide and examines the roots and causes of this imbalance as well as implications for the future Based on timely material that is largely unavailable to other scholars the book further describes how GCC countries in their desire to be perceived as modern nation states have enacted and embraced education policies that leave no space for local policymakers to acknowledge boys deficits and challenges In addition to the important implications for educational policy and practice the author also explores wider social and political issues such as the impact on the workforce and future sustainable development in the region This book offers a refreshing perspective on education in the Gulf States Reframing the conversation about gender equity in education Natasha Ridge studies how teachers and schools contribute to the growing educational marginalization of young boys in the Middle East This book should be required reading for anyone

interested in the region and in deeply understanding the centrality of gender equity as a goal of modern education Fernando M Reimers Ford Foundation Professor of International Education Harvard Graduate School of Education Focusing on the resource rich monarchy states of the Arabian Gulf Natasha Ridge makes a compelling and nuanced case that the international discourse on gender and education has overlooked the growing academic marginalization of boys Analyzing relevant political economic and social factors she provides a critically important study that dispels myths examines the impacts of gender related educational disparity and offers thought provoking suggestions relevant in the Gulf countries and beyond Ann Austin professor Higher Adult and Lifelong Education Michigan State University This volume provides a well researched and insightful examination of gender differences in school achievement and retention in the Gulf States It makes a timely and important contribution as it debunks widely held misconceptions and adds nuance to our understanding of the dynamics of education and employment in the region This volume is a must read both for those concerned with gender issues in education and those interested in the social and economic development of the Middle East David W Chapman professor University of Minnesota Natasha Ridge is the executive director of the Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research based in Ras Al Khaimah RAK UAE She has also been an educational consultant for the World Bank UNICEF and USAID in Kyrgyzstan Tajikistan and Uzbekistan

*Gender and Education* Tegegn B. Geribo, 2012 Seminar paper from the year 2011 in the subject Pedagogy School System Educational and School Politics grade A Atlantic International University School of Human and Social Studies language English abstract Abstract Education is universally recognized as playing role in sustainable social and economic development Regardless of the ideology underlying approaches to development education improves the quality of life it improves health expands access to paid employment increases productivity in market and non market work and facilitates social and political participation Because of these facts the education of girls and women is therefore an important investment despite the precarious economic contexts within which many countries have to provide for education Gender refers to historical and sociological relationships between women and men If development is seen as an attempt to raise the quality of life all citizen gender in development works toward ensuring that the special needs of women with respect to those of men are met in this process However significant gender inequalities exist in education sector These inequalities are found not only in indicators which can be rapidly obtained from statistical sources such as literacy enrolment achievement and levels of schooling attained but also in several other aspects of education which are of concern in the pursuit of gender equality and equity such as management personnel in decision making roles curriculum content and reform and the pupil teacher interaction

**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

*The Politics of Gender and Education* S. Ali, S. Benjamin, M. Mauthner, 2003-11-25 What are the politics of gender within education How are the issues of gender being explored in diverse educational settings Does gender still matter in education This book draws together the work from an international array of authors working at the cutting edge of gender research in education From policy issues affecting single mothers to the incorporation of Southern learning into Northern contexts this collection provides a compelling argument for renewed engagement with gender issues at both macro and micro political levels within the full range of educational contexts from primary to higher education

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