

# UNESCO STRATEGY FOR GENDER EQUALITY IN AND THROUGH EDUCATION

A world where gender equality in and through education is achieved, assuring girls and boys, women and men, equal rights and opportunities for education and empowerment, and the power and agency to shape their lives and futures.

## OUTCOME 1



Education systems are gender-transformative and promote gender equality

Teachers and school staff assure gender-equitable spaces and practices so all learners can thrive

Learning content and materials promote gender equality and are free from gender stereotypes

Non-discriminatory policy and legislation ensures all children's right to education

School management ensures safe learning environments, free from SRGBV

Gender-responsive national education sector plans guide strategic investments

Strengthened monitoring frameworks advance gender equality in education

Education Management Information Systems routinely assess gender inequalities

SDG-4 monitoring contributes to greater accountability for gender equality results

## OUTCOME 2



Girls and women are empowered through education for a better life and a better future

Education programmes build women's literacy and skills for life and work

CSE builds students' knowledge, values and skills for gender equality and healthy lives

Sanitation and menstrual hygiene support ensures girls' dignity and rights

Boys and men challenge inequalities and harmful gender norms

Girls and women have equal access to TVET, and build skills for the world of work

Digital skills education strengthens skills for life and work, and girls' potential in ICT

Gender norms support women's participation in STEM fields, or any profession of their choice

Inter-ministerial cooperation mechanisms address child marriage, and other rights violations

## IMPLEMENTATION PLAN

### THEMATIC PRIORITIES



Better data to inform action



Better legal, policy and planning frameworks to advance rights



Better teaching and learning practices to empower

### IMPLEMENTATION MECHANISMS

Coordination supported by Gender Equality in Education Section

Gender competencies built across the Education Sector

Expanded partnerships at global, regional and national levels

Leadership and advocacy in the three thematic priority areas

Annual action plans and resource mobilisation

## GUIDING PRINCIPLES

We are rights-based

We aim to transform

We support country ownership

We are grounded in evidence

We work in partnership

*Note: CSE= comprehensive sexuality education; ICT= information and communication technologies; SDG= Sustainable Development Goal; SRGBV= school-related gender-based violence and TVET= technical and vocational education and training*

# Race And Gender Equal Opportunities Policies In Education

**Alastair Bonnett**



## **Race And Gender Equal Opportunities Policies In Education:**

**Race and Gender** Madeleine Arnot,1985 The material in this reader concerned with patterns of race and gender inequality and the methods to tackle such inequalities has been selected to complement Policy Making in Education Education Teaching

**Gender, Policy and Educational Change** Sheila Riddell,Jane Salisbury,2003-05-20 Gender equality has been a major educational theme for the past two decades and has become interwoven with other policy themes including those of marketisation and managerialism Contributors to this strong collection are key researchers in their fields and seek to address the following questions What patterns are discernible in the educational attainment of girls and boys over the past two decades To what extent are changes attributable to gender equality policies What form have gender equality policies taken in different parts of the UK What has been the impact of European equality policies How have gender equality policies been experienced by particular groups including pupils from ethnic minority and working class backgrounds This book aims to take an overall look at how significant have been the changes in experiences aspirations and culture of girls and boys and male and female teachers It explores how attempts to improve equal opportunities in education have fared and examines the tensions and contradictions in recent policies

**Families, Education, and Social Differences** Ben Cosin,Margaret Hales,1997 This book completes the series of readers for the Open University s undergraduate course EU208 Exploring Educational Issues A major theme of the book is the controversy around early years education and it looks at inequality issues

**Resources in Education** ,1997-04 *Racial Inequality in Education* Barry Troyna,2012-04-27 The education system should be in the forefront of the battle to combat racial inequality The contributors to this book however argue that far from reducing racial inequality the education system in the UK systematically generates maintains and reproduces it Through careful consideration of the complex and pervasive nature of racism and the practices it gives rise to the contributors draw attention to the failure of the contemporaneous multicultural education theories and policies The contributors concerns are with the role of the state in sustaining and legitimating racial inequalities in education black students experiences of racism in schools and post school training schemes and proposals for the realization of genuine and effective antiracist education principles

*Equality and Inequality in Education Policy* Liz Dawtrey,1995 Discusses the history and gendered nature of education policy and the impact of policies on practice in education The articles represent a range of views and approaches to education demonstrating the complexity of educational experience and the influence of class race culture and gender

**The Palgrave Handbook of Race and Ethnic Inequalities in Education** P. Stevens,A. Dworkin,2014-01-22 This comprehensive state of the art reference work provides the first systematic review to date of how sociologists have studied the relationship between race ethnicity and educational inequality over the last thirty years in eighteen different national contexts

**Gender and Racial Inequality at Work** Donald Tomaskovic-Devey,2018-05-31 No detailed description available for Gender and Racial Inequality at Work

**Race and Local Politics** Wendy Ball,John

Solomos,1990-10-12 Aims to provide a detailed overview of policy conflict and change in the area of race relations and local politics during the 1980s and reviews some of the prospects for the 1990s It assesses the objectives development and impact of race related policies developed by local authorities      Progress and Inequality in Comprehensive Education Anthony G. Green,Stephen J. Ball,2017-04-28 This book first published in 1988 examines the development of secondary comprehensive education from the 1960s to the 1980s Tensions and transformations in the meaning and practice of comprehensive and progressive education within the state education sector are examined and described The main themes throughout the collection are the deepening crisis of comprehensive education and the profound restructuring which is taking place in secondary education as a result of current government policy This title will be of interest to students of education and sociology      **Radicalism, Anti-Racism and Representation** Alastair Bonnett,2023-02-14 First published in 1993 Radicalism Anti Racism and Representation is a study set within a wider political context for the discussion of racial representation and anti racism The second half of the book is devoted to interview based exploration of the ambiguities and political characteristics of race equality consciousness amongst public educators It is shown that there is no one anti racism Different ideals and assumptions have been arrived at within different historical and geographical contexts It is suggested that this intellectual plurality provides a resource for those wishing to rethink anti racism in the light of its contemporary malaise The study also explores and explains the development of self critical reflexive anti racist and radical consciousness amongst educators The book provides the first sociological study of anti racism Indeed it is the first to provide a substantive critique of anti racism from outside the New Right It is also the first to look at this phenomenon geographically and to compare anti racism in multiracial and white areas This book will be of interest to students of human geography sociology history ethnic studies and race studies      Culture and Society Rosamund Billington,Sheelagh Strawbridge,Lenore Greensides,Annette Fitzsimons,1991-08-30 This text explores the difficulties of defining a sociology of culture emphasising the complex interdisciplinary nature of cultural studies and the variety of theoretical contributions from sociology literature history and anthropology Intended for a wide range of undergraduates the text covers areas not usually included in cultural studies together with those more familiar to the field It deals with the development and breakdown of key conceptual distinctions like structure culture culture knowledge objective reality subjective experience and the implications for the study of culture      *Race, Masculinity And Schooling* Archer, Louise,2003-12-01 This work explores the complex interplay between race ethnicity religion masculinity and social class within Muslim boys lives Attention is also given to the role of the teacher researcher in relation to the boys constructions of Muslim masculinities      The Study Of Primary Education Colin Conner,Brenda Lofthouse,2003-10-04 The four books are intended to be used by students taking BEd or PGCE courses and by teachers in service taking diploma or higher degree courses in primary education The material extracted can be used by tutors as a focus for seminars or as reading to back up lectures and by students as a source for essays or as a starting point

for further reading The books are not intended to be read straight through from cover to cover but can be selectively and flexibly used at various stages in the course For convenience the extracts have been organized into a number of sections Volume 1 comprises extracts which examine primary education from historical ideological philosophical sociological and psychological perspectives Volume 2 deals with curriculum studies Volume 3 with school organization and management and Volume 4 with teaching and classroom studies Because of limitations of space primary education has been confined to the education of children aged 5 to 11 though the compilers acknowledge that in doing so they may offend those teachers in nursery or middle schools who regard themselves justifiably as primary practitioners

**Education in Divided Societies** T. Gallagher, 2004-10-18 All societies contain ethnic divisions Traditionally education has acted to promote social integration but with the acknowledgement of diversity do we know which system best promotes positive inter community relations Education in Divided Societies examines the experience of a range of systems including those which provide common schools and those which place minorities in separate schools The book argues that structures do not guarantee outcomes and that processes of dialogue and interconnected social systems provide the route to the future

Equity and Efficiency? Lynn Davies, 1990 Inherent in the educational policies of most countries are concerns to make education both more efficient and more equitable In theory these goals are not incompatible However this book examines the reasons why in practice the harmonization of equity and efficiency has not proved feasible

**Class, Race and Gender in Schools** Scottish Council for Research in Education, 1992 The Educational Institute of Scotland a trade union representing approximately 80% of Scottish teachers is committed to an anti racist anti sexist education system which in pursuing excellence for each learner will also advance social equality The conference reported in this document was designed to further this commitment Papers presented in this collection include 1 Research and Practice in Pursuit of Social Justice in Education by Sheila Riddell and Sally Brown 2 Social Class in Scottish Education by Lindsay Paterson 3 Social Class and Educational Disadvantage Are the Schools to Blame by David Hughes 4 Racism and Education Issues for Research and Practice by David Gillborn 5 Turning a Multi Cultural and Anti Racist Education Policy into Practice by Helene Witcher 6 Gender and Education Progressive and Conservative Forces in the Balance by Sheila Riddell 7 Gender Issues Policy into Practice by Sheena Erskine 8 The Inter Connections of Gender Class and Ethnicity within Educational Contexts by Rowena Arshad 9 Bringing about Change in the Culture of a School by Margaret Macintosh and 10 Equality in Education Old Dilemmas and New Possibilities by Sally Brown and Sheila Riddell The book also contains a preface and a list of nine suggested further readings LBG

**Equity Or Excellence? Educ & C** James Lynch, Celia Modgil, Sohan Modgil, 2014-07-10 First published in 1992 The books aim to engage with a broad audience aiming at new laicized paradigms of understanding capable of being shared with a wider international public This series of books is committed to the premise that racism and all other forms of negative prejudice are detrimental to a harmonious and healthy pluralist world society and that it is the duty of all good democratic citizens to

combat them but that there are many valid routes by which such prejudice can be challenged and that there are other kinds of prejudice and abuse which must also be combatted This is the third volume in a series of four books dedicated to a re examination of cultural diversity and its implications for education and schooling The Oxford Handbook of the History of Education John L. Rury, Eileen H. Tamura, 2019-06-17 This handbook offers a global view of the historical development of educational institutions systems of schooling ideas about education and educational experiences Its 36 chapters consider changing scholarship in the field examine nationally oriented works by comparing themes and approaches lend international perspective on a range of issues in education and provide suggestions for further research and analysis Like many other subfields of historical analysis the history of education has been deeply affected by global processes of social and political change especially since the 1960s The handbook weighs the influence of various interpretive perspectives including revisionist viewpoints taking particular note of changes in the past half century Contributors consider how schooling and other educational experiences have been shaped by the larger social and political context and how these influences have affected the experiences of students their families and the educators who have worked with them The Handbook provides insight and perspective on a wide range of topics including pre modern education colonialism and anti colonial struggles indigenous education minority issues in education comparative international and transnational education childhood education non formal and informal education and a range of other issues Each contribution includes endnotes and a bibliography for readers interested in further study

**Becoming a Teacher: Issues in Secondary Education 6e** Simon Gibbons, Melissa Glackin, Elizabeth Rushton, Emma Towers, Richard Brock, 2023-03-27 Essential reading for anyone learning to be a teacher This book will continue to be a core text on our ITE programmes Rachele Newman Director of Initial Teacher Education University of Southampton UK A comprehensive must have for every new teacher entering the profession a wide variety of short chapters packed full of key research evidenced ideas brilliantly articulated by a team of expert authors Fantastic Mark Winterbottom Professor of Education University of Cambridge UK The beauty of the book is that the authors do not attempt to simplify teaching instead they celebrate and explore the complexities of being a teacher Stefanie Sullivan Deputy Head of School Director of Initial Teacher Education University of Nottingham UK This timely new edition remains the ultimate guide for students in the core areas of teaching policy assessment and curriculum planning while also covering the relevant issues facing educators and students today Grounded in contemporary research and empirical evidence Becoming a Teacher provides a critical yet accessible exploration of the complexities involved in starting a career in secondary education New chapters include topics such as wellbeing and mental health social justice decolonising the curricula and how to develop teacher identity when starting a career Themes such as digital pedagogy now run through the core of the book reflecting the future of our education system The book Supports students with a blend of theory and practical solutions Integrates a wide range of issues contexts and perspectives Guides and encourages readers to reflect on

their own learning and teaching Covers practical classroom implementations theoretical and empirical research social and cultural dimensions and much more Benefitting from the expertise of top academics in the education field while leaving room for the reader to engage with their own critical reflection this book is essential for PGCE and Education students to gain a thorough understanding of the many facets of education as well as their own role as a teacher Simon Gibbons is Senior Lecturer in English Education and Director of Teacher Education at King s College London UK He is a former chair of the National Association for the Teaching of English Richard Brock is a Lecturer in Science Education at King s College London UK He taught secondary physics for many years in greater London and has also taught English in Japan and worked in special education Melissa Glackin is Senior Lecturer in Science Education and the Director of the MA in STEM Education at King s College London UK Elizabeth Rushton is Head of Department of Curriculum Pedagogy and Assessment at the Institute of Education University College London UK She previously led the Geography PGCE at King s College London after having worked as a geography teacher and as Director of Evaluation for an education charity Emma Towers is a Teaching Fellow in Education Policy at King s College London UK Before moving into higher education she worked as a primary school teacher in London schools

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