

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

Sheila Riddell, Jane Salisbury



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 **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 **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 **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 **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

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

Equal Opportunities and Social Policy Barbara Bagilhole, 1997 This book explores the highly contested area of equal opportunities analysing the three key areas of gender race and disability as both separate and integral to the concept of equal opportunities

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

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

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

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 **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 **Educating the Gendered Citizen** Madeleine Arnot, 2009 Globalisation and global human rights are the two major forces in the twenty first century which are likely to shape the sort of learner citizen created by the educational system Schools will be expected to prepare young men and women for national as well as global citizenship Male and female citizens will need to adapt to new social conditions only some of which will encourage gender equality This book offers a unique introduction to the contribution that sociological research on the education of the citizen can make to these national and global debates It brings together for the first time a selection of influential new and previously published papers by Madeleine Arnot on the theme of gender education and citizenship It describes feminist challenges to liberal democracy the gendered construction of the good citizen and citizenship education it explores the implications of social change for the learner citizen and offers alternative gender sensitive models of global citizenship education Reaching right to the heart of current debates the chapters focus on feminist democratic values in education teachers constructions of the gendered citizen European languages of citizenship the inclusion of women s rights into English citizenship textbooks gender struggles for equality in school pedagogy and curriculum the implications of personalised learning for the individualised learner citizen globalisation and the construction of a global ethic for citizenship education It will be an invaluable text for all those interested in citizenship education gender studies sociology of education educational policy studies critical pedagogy and curriculum studies and international or comparative education **Rationing Education** David Gillborn, Deborah Youdell, 1999-12-16 This research should make us extremely sceptical that the constant search for higher standards and for

ever increasing achievement scores can do much more than put in place seemingly neutral devices for restratification

Michael W Apple John Bascom Professor of Curriculum and Instruction and Educational Policy Studies University of Wisconsin Madison Recent educational reforms have raised standards of achievement but have also resulted in growing inequalities based on race and social class School by school league tables play a central role in the reforms These have created an A to C economy where schools and teachers are judged on the proportion of students attaining five or more grades at levels A to C To satisfy these demands schools are embracing new and ever more selective attempts to identify ability Their assumptions and practices embody a new IQism a simple narrow and regressive ideology of intelligence that labels working class and minority students as likely failures and justifies rationing provision to support those often white middle class boys already marked for success This book reports detailed research in two secondary schools showing the real costs of reform in terms of the pressures on teachers and the rationing of educational opportunity It will be important reading for any teacher researcher or policymaker with an interest in equality in education

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

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

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