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Seeing for Yourself

Research Handbook for Girls' Education in Africa

Eileen Kane



ED/LEARNING RESOURCES SERIES

Seeing For Yourself Research Handbook For Girls Education In Africa

Eileen Kane, Banco Mundial



Seeing For Yourself Research Handbook For Girls Education In Africa:

Seeing for Yourself Eileen Kane, Banco Mundial, 1995

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Seeing for Yourself Eileen Kane, 1995 This handbook provides information to help the policymaker or educator understand the research process in order to study problems and opportunities associated with the education of girls in Africa. In Africa, girls account for only 57% of the school age population. They are more likely to drop out of school and to score lower on the examinations that determine their enrollment at postprimary levels. Research into the education of girls has the potential to improve their opportunities and to raise the educational level of society in African countries. The purpose of research is outlined and steps in planning a research project are defined. The discussion of the planning phase includes a discussion of sampling and sample size selection. Part III of this manual reviews the basic tools of the social science researcher. Literature reviews, techniques such as surveys and interviews, and qualitative research are described. A final section considers working with research findings and using the results. Appendixes present a sample research outline, an example data grid, and a list of some research instruments commonly used in the study of education of girls. Suggested readings are listed with each chapter. Contains 36 figures, 50 tables, 33 illustrative boxes, and 104 references. SLD

Resources in Education, 2001-10

Transforming Education and Development Policies for Pastoralist Communities in Kenya

Ibrahim Oanda Ogachi, 2011 This study is a contribution towards exploring alternative but sustainable education policies for pastoralist societies and sets out to explore how pastoralist IKSs (Indigenous Knowledge Systems) can be integrated or used as an entry point to provide formal schooling to pastoralist communities in Kenya. Pastoralists constitute the majority of the socially and economically vulnerable groups in the country. Children among pastoralist communities face detrimental hardships that compromise their growth and development. One of these hardships is the imposition of an education and development paradigm that is irrelevant to their existence and which compounds their problems. This study therefore sought to explore how, through better government policies, the indigenous knowledge (IK) of pastoralists could be integrated into the curriculum of formal schooling. Specifically, the study discusses the following issues: Gaps in policies for schooling provision for pastoralist groups with particular reference to the content of the curriculum and methods of delivery; Aspects of pastoralist IKS that can be integrated into the context of national education policy to enrich their schooling; and General recommendations regarding the use of participatory and social engineering approaches in designing education and development policies affecting pastoralist communities in Kenya.

Hard Lessons, 1998-01-01 Education is a basic condition for economic and social development. Working in conjunction with the National Primary Education Commission, the World Bank supported consultations among teachers, parents, educational administrators, and community leaders to develop a strong foundation for primary education in Nigeria. The innovative work documented in this publication illustrates the potential not only for partnership between the users and providers of primary education but also between the World Bank

and its clients

Endogenous Development Chiku Malunga, Susan Holcombe, 2017-10-02 Western ideas worldviews actors tools models and frameworks have long dominated development theory and practice in Africa The resulting development interventions are too rarely locally rooted locally driven or resonant with local context At the same time theories and practices from developing countries rarely travel to the Western agencies dominating development undermining the possibility of a beneficial synergy that could be obtained from the best of both worlds There are many reasons why the experiences of locally driven development are not communicated back to global development actors including but not limited to the marginal role of Southern voices in global forums This volume gives a platform to authentic African voices and non African collaborators to explore what endogenous development means how it can be implemented and how an endogenous development approach can shape local national and global policies This book was originally published as a special issue of *Development in Practice*

Handbook of the Sociology of Gender Janet Saltzman Chafetz, 2006-11-22 During the past three decades feminist scholars have successfully demonstrated the ubiquity and omnirelevance of gender as a sociocultural construction in virtually all human collectivities past and present Intrapsychic interactional and collective social processes are gendered as are micro meso and macro social structures Gender shapes and is shaped in all arenas of social life from the most mundane practices of everyday life to those of the most powerful corporate actors Contemporary understandings of gender emanate from a large community of primarily feminist scholars that spans the gamut of learned disciplines and also includes non academic activist thinkers However while incorporating some cross disciplinary material this volume focuses specifically on sociological theories and research concerning gender which are discussed across the full array of social processes structures and institutions As editor I have explicitly tried to shape the contributions to this volume along several lines that reflect my long standing views about sociology in general and gender sociology in particular First I asked authors to include cross national and historical material as much as possible This request reflects my belief that understanding and evaluating the here and now and working realistically for a better future can only be accomplished from a comparative perspective Too often American sociology has been both tempero and ethnocentric Second I have asked authors to be sensitive to within gender differences along class racial ethnic sexual preference and age cohort lines

Gender Trouble Makers Jennifer Rothchild, 2007-05-07 International development efforts aimed at improving girls lives and education have been well intended somewhat effective but ultimately short sighted and incomplete This is because international development efforts often operate under a reductive understanding of the term gender and how it influences the lives of girls and boys Gender is more commonly conceived by international efforts as characteristics which are ascribed to girls as norms for behaviour In particular the analysis in *Gender Trouble Makers* focuses on the social constructions of gender and the ways in which gender was reinforced and maintained through a case study in rural Nepal In developing countries like Nepal promoting access to and participation in existing formal education programme is clearly necessary but it is not in itself

sufficient to transform gender power relations in the broader society When gender is properly addressed as a process then all stakeholders involved researchers governmental officials and community members can begin to understand and devise more effective ways to increase both girl and boy students enrollment participation and success in school Early Childhood Counts ,2000 Details the preparation planning implementation financing monitoring and evaluation of diverse early childhood care programming strategies Gender Equity in South African Education 1994-2004 Linda Chisholm, Jean September, 2005 Publisher Description **Gender, Equality and Education from International and Comparative Perspectives** David Baker, Alexander W. Wiseman, 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 **Farfaru Journal of Multi-disciplinary Studies** ,2008 **Taking Stock of Girls' Education in Ethiopia** ,2005 **The World Bank in a Changing World** Ibrahim F.I. Shihata, James D. Wolfensohn, 2021-10-25 **Education Inputs in Uganda** Harriet Nannyonjo, 2007-01-01 This report is based on a study prompted by the need for improved effectiveness in the use of education resources in Uganda Uganda's problem with increasing resource constraints for education is common in many developing countries and the lessons learned in this study may be of broad interest Currently Uganda allocates over 31 percent of its discretionary recurrent expenditure to education and 67 percent of this is allocated to primary education Given increasing pressures on the budgets there is need to implement strategies focusing on those inputs most likely to improve student learning A major impediment to rational decision making in this area is lack of knowledge about what interventions work best and under what circumstances Without this knowledge Government may continue spending scarce resources on inputs that may not directly contribute to student learning achievement *Guide to Indian Periodical Literature* ,1999

Bridging Diversity Lawrence F. Salmen, Eileen Kane, 2006 Today one of the central tenets of development is the necessity for learning about and building upon stakeholders and beneficiaries insights needs culture social organization resources and active participation Bridging Diversity clarifies the myriad approaches to social research being used in the World Bank today The focus is on participatory research as presently practiced and as a potential for forms of research which are not now particularly participatory It makes a number of recommendations to enhance the utility of social research in and outside of the Bank **Population Education Accessions List** ,1996 **Index of Publications & Guide to Information Products and Services** World Bank, 1993

This book delves into Seeing For Yourself Research Handbook For Girls Education In Africa. Seeing For Yourself Research Handbook For Girls Education In Africa is an essential topic that needs to be grasped by everyone, from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Seeing For Yourself Research Handbook For Girls Education In Africa, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
 - Chapter 1: Introduction to Seeing For Yourself Research Handbook For Girls Education In Africa
 - Chapter 2: Essential Elements of Seeing For Yourself Research Handbook For Girls Education In Africa
 - Chapter 3: Seeing For Yourself Research Handbook For Girls Education In Africa in Everyday Life
 - Chapter 4: Seeing For Yourself Research Handbook For Girls Education In Africa in Specific Contexts
 - Chapter 5: Conclusion
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 3. In chapter 2, this book will delve into the foundational concepts of Seeing For Yourself Research Handbook For Girls Education In Africa. This chapter will elucidate the essential principles that must be understood to grasp Seeing For Yourself Research Handbook For Girls Education In Africa in its entirety.
 4. In chapter 3, the author will examine the practical applications of Seeing For Yourself Research Handbook For Girls Education In Africa in daily life. This chapter will showcase real-world examples of how Seeing For Yourself Research Handbook For Girls Education In Africa can be effectively utilized in everyday scenarios.
 5. In chapter 4, the author will scrutinize the relevance of Seeing For Yourself Research Handbook For Girls Education In Africa in specific contexts. The fourth chapter will explore how Seeing For Yourself Research Handbook For Girls Education In Africa is applied in specialized fields, such as education, business, and technology.
 6. In chapter 5, the author will draw a conclusion about Seeing For Yourself Research Handbook For Girls Education In Africa. The final chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Seeing For Yourself Research Handbook For Girls Education In Africa.

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