



Economic Development Institute
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Seeing for Yourself

Research Handbook for Girls' Education in Africa

Eileen Kane



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Seeing For Yourself Research Handbook For Girls Education In Africa

Patrick Vollmar



Seeing For Yourself Research Handbook For Girls Education In Africa:

Seeing for Yourself Eileen Kane, Banco Mundial, 1995 *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

Seeing for Yourself Eileen Kane, Banco Mundial, 1995 **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 within 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

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