

Gender Analysis And Textbooks Unesco Pakistan

The Country Gender Assessment (CGA) was commissioned by the Food and Agriculture Organization of the United Nations (FAO) from October 2017 to February 2018 as a way to gauge Viet Nam's progress in achieving gender equality in agriculture and the rural sector and as a mechanism to guide FAO's strategic mission in Viet Nam. Its objective is to inform FAO country-level planning and programming in line with national development priorities and FAO's mandate and strategic framework. The Assessment is also aimed at facilitating FAO's contribution to the UN Country Team report on the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) with up-to date and objective information on the situation of rural women in the country. The methodology of the CGA included a desk review of policies and programmes on agriculture, food and nutrition security and gender equality, a quantitative analysis of national statistics, in-depth interviews with FAO Viet Nam partners and qualitative surveys and focus group discussions (FGDs) conducted in two provinces (Ninh Thuan and Lao Cai).

Education in the Global South faces several key interrelated challenges, for which Open Educational Resources (OER) are seen to be part of the solution. These challenges include: unequal access to education; variable quality of educational resources, teaching, and student performance; and increasing cost and concern about the sustainability of education. The Research on Open Educational Resources for Development (ROER4D) project seeks to build on and contribute to the body of research on how OER can help to improve access, enhance quality and reduce the cost of education in the Global South. This volume examines aspects of educator and student adoption of OER and engagement in Open Educational Practices (OEP) in secondary and tertiary education as well as teacher professional development in 21 countries in South America, Sub-Saharan Africa and South and Southeast Asia. The ROER4D studies and syntheses presented here aim to help inform Open Education advocacy, policy, practice and research in developing countries.

Shows teachers, headteachers and school administrators how to spot the key spaces in school life where gender is important. This title gives them tools to address gender biases by changing attitudes and ideas among staff and students. It is full of activities that can be undertaken at either individual or group level.

Hard-headed evidence on why the returns from investing in girls are so high that no nation or family can afford not to educate their girls. Gene Sperling, author of the seminal 2004 report published by the Council on Foreign Relations, and Rebecca Winthrop, director of the Center for Universal Education, have written this definitive book on the importance of girls' education. As Malala Yousafzai expresses in her foreword, the idea that any child could be denied an education due to poverty, custom, the law, or terrorist threats is just wrong and unimaginable. More than 1,000 studies have provided evidence that high-quality girls' education around the world leads to wide-ranging returns: Better outcomes in economic areas of growth and incomes Reduced rates of infant and maternal mortality Reduced rates of child marriage Reduced rates of the incidence of HIV/AIDS and malaria Increased agricultural productivity Increased resilience to natural disasters Women's empowerment What Works in Girls' Education is a compelling work for both concerned global citizens, and any academic, expert, nongovernmental organization (NGO) staff member, policymaker, or journalist seeking to dive into the evidence and policies on girls' education.

This book explores how the mere designation of World Heritage sites can achieve UNESCO's goal of creating lasting worldwide peace. Drawing on ethnography, policy analysis, and a sophisticated fusion of anthropological theories, Di Giovine convincingly reveals the existence of a global heritage-scape and provides a detailed yet expansive look at the politics and processes, histories and structures, and the rituals and symbolisms of the interrelated phenomena of tourism, historic preservation, and UNESCO's World Heritage Convention.

This book considers how the establishment and/or improvement of gender equality impacts on the social, economic, religious, cultural, environmental and political developments of human societies in Africa and its Diaspora. An interdisciplinary team of contributors examine the role of gender in development against the background of Africa's convoluted and arduous history of state formation, slavery, colonialism, post-independence, nation-building and poverty. Each chapter highlights and stimulates further discussion on the struggles that many African and African Diaspora societies grapple with in the perplexing issue of gender and development - concentrating on gains that have been made and the challenges yet to be surmounted.

This comparative study provides an overview of the textbook production chain, starting with its origins in the curriculum, and suggests ways in which policymakers can make improvements at every point in the chain. With evidence from a range of countries, mainly in Asia, the study is intended as a resource for policymakers and as a reference and benchmark for education systems. Although the study focuses on textbooks, which are the priority for governments and teachers and represent the greatest item of expenditure on teaching and learning materials, it also includes other teaching and learning materials including digital resources.

Representations of gender in learning materials convey an implicit message to students about attitudes towards culturally appropriate gender roles for women and men. This collection takes a linguistic approach to exploring theories about gender representation within the sphere of education and textbooks, and their effects on readers and students within an international context. In the opening section, contributors discuss theories of representation and effect, challenging the conventional Althusserian model of interpellation, and acknowledging the challenges of applying Western feminist models within an international context. Following chapters provide detailed analyses focusing on a number of different countries: Australia, Japan, Brazil, Finland, Russia, Hong Kong, Nigeria, Germany, Qatar, Tanzania, and Poland. Through linguistic analysis of vocabulary associated with women and men, content analysis of what women and men say in textbooks, and discourse analysis of the types of linguistic moves associated with women and men, contributors evaluate the extent to which gendered representations in textbooks perpetuate stereotypical gender roles, what the impact may be on learners, and the ways that both teachers and learners interact and engage with these texts.

Marriage and the Family: Mirror of a Diverse Global Society is a comprehensive text about marriage and the family in sociology, family science, and diversity studies. The book is divided into four parts: studying marriage patterns and understanding family diversity; developing and maintaining intimate relationships; tackling family issues and managing household crises; and appreciating contemporary living arrangements in a diverse American society and across the global community. Marriage and the Family is unique in its focus on diversity as

well as its global perspective. Diversity Overview boxes feature vignettes of family diversity in America. Global Overview boxes invite students to experience family life in different areas of the world. Indeed, families become a mirror that helps students see a diversifying American society and a globalizing world.

This volume examines the present status and future trends of textbook studies. Cutting-edge essays by leading experts and emerging scholars explore the field's theories, methodologies, and topics with the goal of generating debate and providing new perspectives. The Georg Eckert Institute's unique transdisciplinary focus on international textbook research has shaped this handbook, which explores the history of the discipline, the production processes and contexts that influence textbooks, the concepts they incorporate, how this medium itself is received and future trends. The book maps and discusses approaches based in cultural studies as well as in the social and educational sciences in addition to contemporary methodologies used in the field. The book aims to become the central interdisciplinary reference for textbook researchers, students, and educational practitioners.

Working towards the 2015 millennium development goals, this global report marks the midterm point and provides a rich evidence-based assessment of the provision of education on a global scale. Based on specialized commissions, extensive consultations and multiple research sources, the report provides an authoritative, comparative reference.

This book provides groundbreaking analyses of the interlinking of world heritage with the increasingly complex processes of (post)nationalism, the preservation and representation of cultural diversity, tourism, and sustainable development and the conservation of authenticity.

"Child, Youth and Family Development Research Programme."

"The education of girls and women is important not only as a matter of respecting a basic human right for half the population but as a powerful force for economic development and achieving social goals such as enhanced health, nutrition and civic involvement. This Atlas presents the latest data from the UNESCO Institute for Statistics on trends in educational access and progression, from pre-primary through tertiary levels and adult literacy, with special attention to the all-important issue of gender equality. These trends are depicted through colour-coded maps that make it easy for readers to visualize global and regional trends and to understand how they are shaped by factors such as national wealth and geographic location." -- P. [4] of cover.

This publication assesses progress towards Sustainable Development Goal 4 (SDG 4) on education and its ten targets, as well as other related education targets in the SDG agenda. It addresses inclusion in education, drawing attention to all those excluded from education, because of background or ability. The report is motivated by the explicit reference to inclusion in the 2015 Incheon Declaration, and the call to ensure an inclusive and equitable quality education in the formulation of SDG 4, the global goal for education. It reminds us that, no matter what argument may be built to the contrary, we have a moral imperative to ensure every child has a right to an appropriate education of high quality.

"For the third time in three decades world leaders reaffirmed their promise of "Education For All" when adopting Sustainable Development Goal 4 in 2015. It is the most far-reaching commitment to quality and equity in education so far, yet, there is no consensus on what the agenda means in practice. With a decade left until the 2030 deadline, Grading Goal Four calls upon the education community to engage more thoughtfully and critically with SDG 4 and related efforts. As an ever-growing number of actors and initiatives claim to contribute to its achievement, it is becoming clear that the ambitious but broad priorities within the goal are vulnerable to cherry-picking and misrepresentation, placing it at the heart of tensions between instrumentalist and rights-based approaches to education. This text, a critical analysis of SDG 4, provides a framework for examining trends and developments in education globally. As the first volume that examines early implementation efforts under SDG 4, Grading Goal Four formulates a critique along with strategies for moving forward. By scrutinising the challenges, tensions and power dynamics shaping SDG 4, it advances rights-based perspectives and strategies for effective implementation and builds capacity for strengthened monitoring and analysis of the goal"--

This is a single-volume guide to all the main analytical frameworks for gender-sensitive research and planning. It draws on the experience of trainers and practitioners, and includes step-by-step instructions for using the frameworks.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) was established in 1945 with twin aims: to rebuild various institutions of the world destroyed by war, and to promote international understanding and peaceful cooperation among nations. Based on empirical and historical research and with a particular focus on history teaching, international understanding and peace, UNESCO Without Borders offers a new research trajectory for understanding the roles played by UNESCO and other international organizations, as well as the effects of globalization on education. With fifteen chapters by authors from cross-disciplinary and diverse geographical areas, this book assesses the global implications and results of UNESCO's educational policies and practices. It explores how UNESCO-approved guidelines of textbook revisions and peace initiatives were implemented in member-states, illustrating the existence of both national confrontations with the new worldview promoted by UNESCO, as well as the constraints of international cooperation.

This book provides an insightful analysis of UNESCO's past challenges and also indicates promising future research directions in support of international understanding for peace and cooperation. As such, it will be of key interest to researchers, postgraduate students, academics in the fields of international and comparative education, education politics and policies, and to those interested in the historical study of international organizations and their global impact. The book will also appeal to practitioners, especially those who conduct research on or work in post-conflict societies.

This book examines the discourses on nation-building, civic identity, minorities, and the formation of religious identities in school textbooks worldwide. It offers up-to-date, practical, and scholarly information on qualitative and mixed-method textbook analysis, as well as the broader context of critical comparative textbook and curriculum analyses in and across selected countries. The volume offers unique and empirical research on how internal educational policies and ideological goals of dominant social, political, and economic groups affect textbook production and the curricular aims in different educational systems worldwide. Chapters address the role of school textbooks in developing nationhood, the creation of citizenship through school textbooks, the complexity of gender in normative discourses, and the intersection of religion and culture in school textbooks.

Millions of people do not read for one reason: they do not have access to text. But mobile phones and cellular networks are transforming a

scarce resource into an abundant one. Drawing on the analysis of over 4,000 surveys collected in seven developing countries and corresponding qualitative interviews, this report paints a detailed picture of who reads books and stories on mobile devices and why. The findings illuminate, for the first time, the habits, beliefs and profiles of mobile readers in developing countries. This information points to strategies to expand mobile reading and, by extension, the educational and socio-economic benefits associated with increased reading. Mobile technology can advance literacy and learning in underserved communities around the world. This report shows how.

This volume brings together important theoretical and methodological issues currently being debated in the field of history of education. The contributions shed insightful and critical light on the historiography of education, on issues of de-/colonization, on the historical development of the educational sciences and on the potentiality attached to the use of new and challenging source material.

Textbooks play a key role in enhancing the quality of learning, especially in the context of low-income Sub-Saharan African (SSA) countries characterized by large class-size, poorly motivated and inadequately trained teachers, and short effective school years. There are also high rates of illiteracy among parents and few reading materials at home for the student to bank on. Despite extensive investments by governments, the World Bank and other development partners, the majority of students in primary and secondary schools in SSA still lack the benefit of access to textbooks and the key reason for this shortage is affordability: textbooks are generally much more costly in SSA than in other developing regions. The need to increase access to key learning resources is of particular urgency because most African countries experience low learning outcomes which in part contributes to a high drop-out rate. Only two-thirds of those who enter school reach the final grade and only about half of these master basic numeracy and literacy skills. And although quality improvement depends on many factors inside and outside the school, there is wide agreement that availability of textbooks is both an indispensable and a cost-effective way of improving the quality of the learning process. A recent World Bank study examined the actual costs of textbooks, the scope for cost reduction, the portion of a national budget countries allocate to teaching and learning materials (TLMs) and hurdles in the way of making textbooks available to student. Some interesting findings from the study - - The availability of affordable textbooks to all students could be dramatically improved by devoting an estimated 3 to 4 percent of the primary education budget and 6 to 7 percent of the secondary education budget - The production process †“ methods, copyright, length of print runs, effective procurement practices †“ rather than the production costs should be the target of cost saving strategies - The increased integration of ICTs into education in SSA can provide important opportunities for promoting availability of electronic TLMs but electronic TLMs are not a substitute for printed TLMs including textbooks

Aucune information saisie

How much thinking have you done about gender? What does it feel like to be gay, trans or non-binary at school? How unbiased, safe and inclusive are our teachers, our schools and our systems, and what can we do about it? The time is ripe for a re-think, and the issues are pressing. Our pupils are grappling with challenges around gender and sexuality, and they need our well-informed support. Providing evidence, prompts and the space to explore the implications, restrictions and constructs of gender, this book is here to help every teacher reflect on issues around gender roles and expectations in their class. In this challenging and potent book, experts, academics and campaigners join forces to contribute important perspectives to complement Rycroft-Smith's own accessible and often provocative explanations of many facets of gender and sexuality, including media, literature, toys, clothing, sexism, expectations, sexuality, gender roles, harassment and consent. Humour and anecdotes are thoughtfully intertwined with fascinating insights into biological and cultural perspectives and societal norms, highlighting why it's so vital to teach pupils about gender issues, as well as modelling consent, good quality relationships and tolerance to children at all ages and stages of their school career. Providing clear, practical policy recommendations in an accessible and engaging way, *The Equal Classroom* is an essential read for any teacher or education professional who wants to ensure their school is a place where all pupils feel truly welcome and able to flourish, comfortable and safe in their emerging identities.

Textbooks are crucial in shaping today's global and diverse world. They can contribute to making it both better and more intercultural, but also, on occasion, create limited and biased ideas about the Other. This collected volume undertakes multidisciplinary research into textbooks, taking one of the best education systems in the world Finland as an example. The authors investigate the issue of diversities in textbooks from multiple perspectives, disciplines, school levels and content areas. Together, the chapters provide examples of hidden ideologies, (neo-)stereotyping and othering when looking beneath the surface of texts and illustrations. The authors also present concrete tools that can be used for analysing diversities and interculturality in textbooks. In addition, the chapters will serve to develop teachers and students abilities to encounter diversities and similarities in ways that enhance their sensitivity, self-reflexivity and criticality. This volume will be of interest for students in educational sciences; pre-service teachers and in-service teachers of various school subjects; teacher educators; and researchers in the areas of subject didactics, multicultural and intercultural education, language education, educational leadership, curriculum, and policy. Forewords and Commentary by Jari Lavonen, Karen Risager, Adrian Holliday and Julie S. Byrd Clark."

From an ethnological standpoint, this study contends that the construction and implementation of a gender-based literacy program that empowers adult education learners in rural or semi-rural (hybrid) areas in Algeria must consider the context of the Arabic-Islamic tradition. In her research Anne Laaredj-Campbell examines the educational situation of women in the Haut Plateau by using methods derived from the field of ethnology. The author endeavors to take a look at the literacy practices and their theoretical implications for empowering women in Algeria. To date, there are no empirical studies on adult female literacy in Algeria that focus on the cultural construction of gender and empowerment. A gender approach to education is committed to establishing reasons for the deficiencies of literacy among women.

This companion applies the Harvard framework, women's empowerment approach, gender analysis matrix and social relations approach to analysis of a variety of educational contexts, including national education policies and projects, schools, colleges, ministries, teaching and learning materials, and school and teacher training curricula.

Gender, Politics, and Society in Ukraine is the first collection to examine how political, social, and economic transitions in post-Communist Ukraine are transforming gender roles and relations within the country. Leading Western and Ukrainian scholars and practitioners address a wide range of effects associated with and reinforced by these transitions – including the breakdown of the general welfare system, the lack of progress in the development of the healthcare system, gender inequality in political representation, the patriarchal nature of nation building, human trafficking, domestic violence, changing conceptions of fatherhood and masculinity, homelessness, and LGBT issues – from a variety of methodological and disciplinary perspectives. *Gender, Politics, and Society in Ukraine* is particularly innovative in its exploration of both women's and men's experiences and the ways in which gender relations shift over time in societies undergoing transitions to democracy. As such, this volume furthers the understanding of the complex obstacles and challenges of

working towards gender equality in evolving democracies and identifies future priorities for research, politics, and policy development.

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