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Teacher ' s Handbook for Gender Responsive Pedagogy Unit 1: Understanding Gender Some Fundamental Gender Concepts A number of related concepts underlie the development of a clear understanding of gender: Gender discrimination: Denying opportunities and rights or giving preferential treatment to individuals on the basis of their sex.

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Gender Sensitive Pedagogy Teachers Manual

A Gender Sensitivity Manual National Commission for the Promotion of Equality - Malta Education is a human right and is imperative for achieving the goals of equality, development and peace.²Gender sensitivity in education is not intended to put one gender ahead of another.

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Gender-sensitive pedagogy promises that all learners have equal opportunities to learn while at the same time eliminating gender stereotypes. Literature suggests that teachers ' use of...

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provides is a manual for a gender sensitive training for educators: Gender Sensitivity: A Training Manual for Sensitizing Education Managers, Curriculum and Material Developers and Media Professionals to Gender Concerns—UNESCO, 2004 For School Administrators: Checklist for Gender Sensitivity in Schools—created by the Central Board

Gender Sensitive Curricula and Pedagogical Practice in ...

Gender sensitive pedagogy - an analysis of discourses of gender-related work in the Swedish preschool. Ingrid Karlson and Maria Simonsson. Paper presented at the European Conference on Educational Research, University of Geneva, 13-15 September 2006

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Gender-Responsive Pedagogy. Equipping teachers with knowledge, skills and attitudes to empower them to respond adequately to the learning needs of girls and boys through using gender-aware classroom processes and practices. Teaching quality has a significant impact on academic access, retention and performance.

Gender-Responsive Pedagogy – Forum for African Women ...

School is the second biggest influencer of gender stereotyping after the family. Here, stereotypes are reinforced through teacher behaviour, the curriculum, sports and extracurricular activities. This training manual, by Karnataka Health Promotion Trust , seeks to expand the gender perspective and skills of high school teachers. The methodology is participatory and based on adult learning principles.

Gender and Education in Kenya explores the intersections of curriculum, pedagogy, policy, and gender. The contributors study depictions of gender in textbooks, the presence and roles of girls and women within classrooms in Kenya, and female leadership in education, arguing that, despite recent policies put in place by the Kenyan government to ensure gender parity in education, there is still a need to make curriculum more gender responsive. Gender and Education in Kenya examines the disparity between male and female representation in education and advocate for more training for teachers about gender-related educational policies and implementing gender-responsive objectives in classrooms. The collection concludes with a study of the intersection of gender and disability with a chapter that explores the additional challenges for a blind girl in school and the lack of policies in place to help disabled students.

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This Child-Friendly Schools (CFS) Manual was developed during three-and-a-half years of continuous work, involving the United Nations Children's Fund education staff and specialists from partner agencies working on quality education. It benefits from fieldwork in 155 countries and territories, evaluations carried out by the Regional Offices and desk reviews conducted by headquarters in New York. The manual is a part of a total resource package that includes an e-learning package for capacity-building in the use of CFS models and a collection of field case studies to illustrate the state of the art in child-friendly schools in a variety of settings.

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.

Education and Society (third edition) is a completely new edition of this popular text. In fifteen wholly new chapters, the authors, outstanding educators, writers and leaders in their particular fields, focus on questions which have a highly current relevance for students of education in 2001 and beyond. Future teachers for our twenty-first century will read chapters which deal with such key issues as education for active citizenship, democracy and education, social identity, conflict and education for peace, social class in children's lives, reconciliation and multiculturalism, Asian values and human rights, minority school settings, marketing schools, gender and ethnicity and achievement, Information Technology, education and new literacies and issues arising from emerging technology-society relations in cyberspace and information technology dependence. The new edition of Education and Society (third edition) complements the excellent selection of chapters in Education and Society and can be used in conjunction with the earlier edition, in order to offer students a wide and stimulating introduction and overview to the major issues in the debate over the relationship between the school and the social and economic and political institutions which surround it. inc.

The OECD review of Gender Equality in Chile: Towards a Better Sharing of Paid and Unpaid Work is the first of a series addressing Latin American and the Caribbean countries. It compares gender gaps in labour and educational outcomes in Chile with other countries. Particular attention is put on the uneven distribution of unpaid work, and the extra burden this places on women. It investigates how policies and programmes in Chile can make this distribution more equitable.

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