# Gender, Schooling and Global Social Justice

Elaine Unterhalter

Ian Rivers, Neil Duncan

Gender, Schooling and Global Social Justice Elaine Unterhalter, 2012-07-26 Timely and original this book examines gender equality in schooling as an aspiration of global social justice With nearly one billion people having little or no schooling and women and girls comprising nearly two thirds of this total this book analyses the historical sociological political and philosophical issues involved as well as exploring actions taken by governments Inter Government Organisations NGOs and women s groups since 1990 to combat this injustice Written by a recognised expert in this field the book is organised clearly into three parts the first provides a background to the history of the provision of schooling for girls worldwide since 1945 and locates the challenges of gender inequality in education the second examines different views as to why questions of gender and schooling should be addressed globally contrasting arguments based on human capital theory rights and capabilities the third analyses how governments Inter Government Organisations and NGOs have put policy into practice Addressing the urgent global challenges in gender and schooling this book calls for a new connected approach in policy and practice It is essential reading for all those interested in education along with developmental studies sociology The Gender Effect Kathryn Moeller, 2018-02-23 How and why are U S transnational politics and women s studies corporations investing in the lives educations and futures of poor racialized girls and women in the Global South Is it a solution to ending poverty Or is it a pursuit of economic growth and corporate profit Drawing on more than a decade of research in the United States and Brazil this book focuses on how the philanthropic social responsibility and business practices of various corporations use a logic of development that positions girls and women as instruments of poverty alleviation and new frontiers for capitalist accumulation Using the Girl Effect the philanthropic brand of Nike Inc as a central case study the book examines how these corporations seek to address the problems of gendered poverty and inequality vet do so using an instrumental logic that shifts the burden of development onto girls and women without transforming the structural conditions that produce poverty These practices in turn enable corporations to expand their legitimacy authority and reach while sidestepping contradictions in their business practices that often exacerbate conditions of vulnerability for girls and women With a keen eye towards justice author Kathryn Moeller concludes that these corporatized development practices de politicize girls and women s demands for fair labor practices and a just global economy Before the UN Sustainable Development Goals Martin Gutmann, Daniel Gorman, 2022 This volume examines the legacies and historical context of the UN Sustainable Development Goals The complex background of relationships actors and institutions of the several goals are explored in detail by international experts from a range of disciplines **Education and Masculinities Chris** Haywood, Mairtin Mac an Ghaill, 2013-06-19 Across media academy and popular culture in western societies there is much talk of an implosion of the modern gender order Education is often presented as a key site in which a crisis of masculinity is played out and schools have become a focus for practical attempts to reconcile social and cultural transformations through

the recalibration of teaching and learning increasing male teachers and masculinising the content of subjects Education and Masculinities argues that we are experiencing a shift from the establishment of the social constitution of gender associated with modernity politics to the gendering of society that has an intensified resonance among men and women in a global based late modernity The book explores the main social and cultural approaches to education and masculinities within the broader context of sex and gender relations considering the masculinity question alongside local and global changes in society and bringing a fresh evaluation of key issues Included in the book how the suggestion of academically successful girls and failing boys plays out in relation to issues of inequality across class and ethnicity a current empirical analyses of gender inequality across schools higher education and the labour market representation identity and cultural difference with reference to male and female social experiences and cultural meanings forms of power connected to social divisions and cultural differences Education and Masculinities provides a critical yet constructive diagnosis of gender relations across educational sites exploring both academic accounts and alternative global responses that illustrate the limits of Western models and sensibilities. This accessible book will be valuable reading for students following courses in education sociology gender studies and other social sciences and humanities courses **Education and the Family** Leon Feinstein, Kathryn Duckworth, Ricardo Sabates, 2008-06-30 Why it is that success deprivation or disadvantage are so often passed down intergenerationally What part does education play The educational achievement of parents is often reflected in that of their children and there are many underlying causes for such a relationship Education and the Family argues that government policy has an important role to play in addressing this inequality even though many of the causes lie within the home Although each child should be supported to achieve his or her objectives differences in the willingness or capabilities of families to take advantage of educational opportunities exacerbate social class differences and limit actual equality of opportunity for many Understanding the causes of this transmission is key to tackling both social class inequality and to expanding the skill base of the economy By providing an overview of academic and policy thinking in relation to the role of the family this book explores the educational success of children It focuses on the education of the parents but also considers how the family compared to wider external influences such as schools is a driver of differences in educational outcomes It concludes with a consideration of what policy makers are attempting to do about this key issue and why and how this will impact on schools and teachers This book will interest researchers and academics in education and social policy as well as teachers and other education and social policy practitioners The Struggle for the History of Education Gary McCulloch, 2011-02-25 The history of education is a contested field of study and has represented a site of struggle for the past century of its development It is highly relevant to an understanding of broader issues in history education and society and yet has often been regarded as being merely peripheral rather than central to them Over the years the history of education has passed through a number of approaches more recently engaging with a different areas such as curriculum

teaching and gender although often losing sight of a common cause In this book McCulloch contextualizes the struggle for educational history explaining and making suggestions for the future on a number of topics including finding a set of common causes for the field as a whole engaging more effectively with social sciences and humanities while maintaining historical integrity forming a rationale of missions and goals for the field defining the overall content of the subject its priorities and agendas and reassessing the relevance of educational history to current educational and social issues Throughout this book the origins of unresolved debates and tensions about the nature of the field of history of education are discussed and key examples are analysed to present a new view of future development The Struggle for the History of Education demonstrates the key changes and continuities in the field and its relationship with education history and the social sciences over the past century It also reveals how the history of education can build on an enhanced sense of its own past and the common and integrating mission that makes it distinctive interesting and important for a wide range of scholars from different A Social History of Educational Studies and Research Gary McCulloch, Steven Cowan, 2017-07-20 A Social History of Educational Studies and Research examines the development of the study of education in the UK in its broader educational social and political context since its early beginnings in the first part of the twentieth century By providing a historical analysis of the contested growth of the field this book examines the significant contribution that has been made by institutions of higher education journals text books conferences centres and academic societies It discusses the problems and opportunities of the field and its prospects for survival and adaptation to current changes in the decades ahead The work draws on documentary sources social network analysis and interviews with leading figures from across the field This book highlights international influences on the development of educational studies and research in the UK its role in the growing internationalisation of the field as a whole and also comparisons and contrasts with the nature of the field elsewhere It relates the development to the wider social political and economic changes affecting higher education in general and educational studies and research in particular It addresses the historical development of disciplines in higher education institutions and the nature extent and limitations of interdisciplinarity A Social History of Educational Studies and Research discuss the problems and opportunities facing the study of education today and its prospects of adapting to changes in the decades ahead It is a distinctive and original analysis of educational studies and research that provides the first comprehensive study of its type The Datafication of Primary and Early Years Education Alice Bradbury, Guy Roberts-Holmes, 2017-10-02 The Datafication of Primary and Early Years Education explores and critically analyses the growing dominance of data in schools and early childhood education settings Recognising the shift in practice and priorities towards the production and analysis of attainment data that are compared locally nationally and internationally this important book explores the role and impact of digital data in the data obsessed school Through insightful case studies the book critiques policy priorities which facilitate and demand the use of attainment data within a neoliberal education system

which is already heavily focused on assessment and accountability Using an approach influenced by policy sociology and post foundational frameworks the book considers how data are productive of data driven teacher and child subjectivities. The text explores how data have become an important part of making teachers work visible within systems which are both disciplinary and controlling while often reducing the complexity of children's learning to single numbers Key ideas covered include The impact of data on the individual teacher and their pedagogical practice particularly in play based early years classrooms. The problems of collecting data through assessment of young children How schools respond to increased pressure to produce the right data or how they play with numbers How data affect children and teachers identities International governance and data comparison including international comparison of young children's attainment Private sector involvement in data processing and analysis The Datafication of Primary and Early Years Education offers a unique insight into the links between data policy and practice and is a crucial read for all interested in the ways in which data are affecting teachers practitioners and **Education** Tamara Bibby, 2011 In classrooms and lectures we learn not only about academic topics but also about ourselves our peers and how people and ideas interact Education An Impossible Profession extends the ways in which we might think about these processes by offering a refreshing reconsideration of key educational experiences including those of being judged and assessed both formally and informally adapting to different groups for different purposesstruggling to think under pressurelearning to recognise and adapt to the expectations of ot *Postfeminist Education?* Jessica Ringrose, 2013 Using feminist post structuralist and Foucaldian frameworks this book explores and critiques how educational discourses have directly contributed to post feminist notions about female power and success **Teacher Education and** the Political Matthew Clarke, Anne Phelan, 2017-01-12 Teacher Education and the Political is a striking book which addresses the nature and purpose of teacher education in a global context characterised by economic and political anxieties around declining productivity and social inclusion These anxieties are manifested in recent policy developments such as the promotion of professional standards the deregulation and marketisation of teacher education and the imposition of performance related regimes that tie teachers pay to outcomes in high stakes testing The book assesses the implications of such policies for the work of teachers as well as for teacher educators and those undertaking initial teacher training It is argued that these policy moves can be read as a depoliticising and de intellectualising of teacher education In this context they illustrate how contemporary theory can provide a language for critiquing recent developments and imagining new trajectories for policy and practice in teacher education Drawing on the work of theorists from Derrida and Mouffe to Agamben and Lacan this book argues for the need to maintain a space for intellectual autonomy as a critical dimension of the ethico political work of teachers Together these ideas and analyses provide examples of the power of negative thinking illustrating its capacity to unsettle comfortable truths and foreground the political nature of teacher education Current teachers teacher educators and school leaders will be particularly interested readers alongside those concerned with policy

in the wider educational landscape Bullying Ian Rivers, Neil Duncan, 2013 Provides researchers and practitioners with a baseline upon which to develop research or enhance an understanding of ways of conceptualising and challenging bullying related to gender sexuality and transgender status Materialities and Mobilities in Education Rachel Brooks, Johanna Waters.2017-09-14 Materialities and Mobilities in Education develops new arguments about the ways in which educational processes can be analysed Drawing on a recent interest in mobilities across the social sciences and a conterminous resurgence in academic accounts of materialities the book demonstrates how these two ostensibly differing perspectives on education might be fruitfully deployed in tandem Considering the interaction and convergence of materialities and mobilities the book highlights the relationship between structural constraints and opportunities and the agency of individuals providing a unique and essential insight into contemporary education Examining a range of education spaces from the formal to the informal and the different types of mobility that manifest in relation to education the book introduces readers to a range of theoretical resources and detailed case studies used to analyse the spatiality of education from across the disciplines of human geography education and sociology Drawing on material from across the globe Materialities and Mobilities in Education is an engaging and relevant text which will appeal to postgraduate students researchers and academics interested in the development of education policy and practice Learners, Learning and Educational Activity Judith Ireson, 2008-03-05 Learners Learning and Educational Activity offers a new and creative approach to the psychology of learning The central idea in the book is that learning in schools and other educational settings is best understood by paying attention to both individual learners and the educational contexts in which learning takes place Providing an accessible introduction to new ideas and recent developments in cognitive and socio cultural perspectives on learning the book reviews advances in selected topics that are especially relevant for teachers and other educators These include learners conceptions of the nature of learning the development of advanced levels of learning and thinking the role of motivation and self regulation in learning how learning and thinking relate to social and cultural contexts the ways in which these contexts influence interactions between teachers and learners By illustrating connections between individual and social aspects of learning in educational settings in and out of school the book encourages teachers parents and other educators to think about learners and learning in new ways Questioning Leadership Gabriele Lakomski, Scott Eacott, Colin W. Evers, 2016-11-10 Questioning Leadership offers a diverse mix of cutting edge research in the field of educational leadership with contributions from expert and emerging leadership scholars It contextualises school leadership within broader social and historical contexts and traces its influence on school performance through time from its relatively modest role within a systems theory paradigm to its growing influence from the 1980s onwards as exercising leadership came to be perceived as being largely responsible for improving educational outcomes This book invites the reader to challenge the current orthodoxy of leader centrism and instead reflect more broadly on the various structural and institutional interrelationships that

determine how a school functions successfully It poses challenging questions such as Is leadership really necessary for high quality school performance Can schools function effectively without leadership Is it possible to describe the work that principals do without using the word leadership How do we challenge the assumption that leadership simply exists and that it is seen as the appropriate default explanation for school performance This book does not assume that leadership is the key to organisational performance although it acknowledges the work that principals do It goes against current orthodoxy and offers varied perspectives on how leadership might be repositioned vis vis organisational and institutional structures It also suggests some new directions for leading and learning and throws open a discussion on leadership that for too long has been captured by the assumption that the leader is the cause of organisational performance and learning outcomes in schools At a time when leadership s dominance seems unshakeable this is a bold book that should appeal to postgraduate students of educational leadership and management those undertaking training in educational administration and current school leaders interested in exploring the value of leadership for educational organisations Decolonizing Education for Sustainable Futures Yvette Hutchinson, Artemio Arturo Cortez Ochoa, Julia Paulson, Leon Tikly, 2024-12-10 Bringing together the perspectives of researchers policy makers activists educators and practitioners this book critically interrogates the Western centric assumptions underpinning education and development agendas and the colonial legacies of violence they often uphold The book considers the crucial connection between the idea of sustainable futures and the demand to decolonize education Containing an innovative mixture of text stories and poetry it explores how decolonized futures can be conceived and enacted offering theoretical and practical examples including from practice in educational and cultural organizations In doing so the book highlights education s potential role in facilitating processes of reparative justice that can contribute to decolonized futures Being a University Ronald Barnett, 2010-10-06 The university both in its form and the ideas through which it is understood continues to evolve In this book Ron Barnett questions Just what is it to be a university And what **School Trouble** Deborah Youdell,2010-11 This book sets out a series of possible might the university become approaches to pursuing social justice in and through educational settings It identifies a series of key features of the contemporary political theoretical and popular landscape in relation to school practice **Religion in the Primary School** Peter Hemming, 2015-02-20 Religion and its relationship to schooling is an issue that has become more and more topical in recent years In many countries developments such as the diversification of state school sectors concerns about social cohesion between ethnic and religious groups and debates about national identity and values have raised old and new questions about the role of religion in education Whilst the significance of this issue has been reflected in renewed interest from the academic community much of this work has continued to be based around theoretical or pedagogical debates and stances rather than evidence based empirical research This book aims to address this gap by exploring the social and political role of religion in the context of the primary school Drawing on original ethnographic research with a child centred

orientation comparisons are drawn between Community and Roman Catholic primary schools situated within a multi faith urban area in the UK In doing so the study explores a number of ways in which religion has the potential to contribute to everyday school life including through school ethos and values inter pupil relations community cohesion and social identity and difference At the centre of the analysis are two key sociological debates about the significance of religion in late modern societies The first is concerned with the place of religion in public life and the influence of secularisation and post secularism on the relationship between religion and schooling The second relates to the increasingly multi faith nature of many national populations and the implications for religious citizenship in educational settings Religion in the Primary School will be a useful resource for academics researchers and students as a key addition to existing knowledge in the disciplines of education sociology and human geography It will also be of value to both policy makers and educationalists interested in the role of religion in schools and the implications for the wider community and society in a range of national contexts

Schools and Schooling in the Digital Age Neil Selwyn,2010-10-07 This book tackles the wider picture addressing the social cultural economic political and commercial aspects of schools and schooling in the digital age offering to make sense of what happens and what does not happen when the digital and the educational come together in the guise of schools technology

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