

# Sex Differences And Discrimination In Education

Handbook for Achieving Gender Equity Through Education Susan S. Klein 2014-05-22 First published in 1985, the Handbook for Achieving Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education. This new, expanded edition provides a 20-year retrospective of the field, one that has the great advantage of documenting U.S. national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX, the landmark federal law prohibiting sex discrimination in education, equity programs and research. Key features include: Expertise - Like its predecessor, over 200 expert authors and reviewers provide accurate, consensus, research-based information on the nature of gender equity challenges and what is needed to meet them at all levels of education. Content Area Focus - The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics, science, and engineering. Global/Diversity Focus - Global gender equity is addressed in a separate chapter as well as in numerous other chapters. The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans, Latina/os, Asian and Pacific Island Americans, American Indians, gifted students, students with disabilities, and lesbian, gay, bisexual, and transgender students. Action Oriented - All chapters contain practical recommendations for making education activities and outcomes more gender equitable. A final chapter consolidates individual chapter recommendations for educators, policymakers, and researchers to achieve gender equity in and through education. New Material - Expanded from 25 to 31 chapters, this new edition includes: \*more emphasis on male gender equity and on sexuality issues; \*special within population gender equity challenges (race, ability and disability, etc); \*coeducation and single sex education; \*increased use of rigorous research strategies such as meta-analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs; \*technology and gender equity is now treated in three chapters; \*women's and gender studies; \*communication skills relating to English, bilingual, and foreign language learning; and \*history and implementation of Title IX and other federal and state policies. Since there is so much misleading information about gender equity and education, this Handbook will be essential for anyone who wants accurate, research-based information on controversial gender equity issues—journalists, policy makers, teachers, Title IX coordinators, equity trainers, women's and gender study faculty, students, and parents.

**Education, Gender And Anxiety** Jenny Shaw 2003-12-16 This interdisciplinary text explores the scope for applying psychoanalytical ideas to gender inequalities that are inherent in the educational system. Although modern education aims to egalitarian and meritocratic, it is still true that in most cases it does not improve the life chances of girls to the extent that it ought to, or does for boys. Based on literature gathered from North America, Europe and Britain, this text argues for an 'object relations' approach when analysing gender differences in subject choice and polarisation in reading, writing and drawing, and stresses the need to pay close attention to the unconscious processes which school settings mobilise. Analysing the concept of 'in Loco Parentis', it presents parenting as the emotional substructure of education, and suggests challenging areas for future empirical work.

**Gender and Choice in Education and Occupation** John Radford 2002-09-26 Despite many years of equality of choice, boys and girls continue to differ in both the subjects they study at school and later in the careers they decide to pursue. In this collection of papers by leading researchers from academic and practitioner backgrounds, the current evidence from a range of fields is reviewed. Drawing on both their own original research and that of others, the contributors consider topics as diverse as subject choice in secondary school, differences in brain functions between the sexes, the comparison of men and women in management and recruiting women to science and technology.

**Gender, Equality and Education from International and Comparative Perspectives** David Baker 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.

**Sex Discrimination in Guidance & Counseling** United States. National Advisory Council on Women's Educational Programs 1977

**How Educators Get Top Jobs** Mildred Jean Hudson 1991 This is the first study to separate men, women, blacks, and whites to analyze how they get top jobs. It presents evidence to support the thesis that equal employment opportunity laws stopped short of ensuring equal access to jobs for women and minorities, and it exposes a national employment structure that results in preferential treatment for white males.

**Handbook for Achieving Sex Equity Through Education** Susan S. Klein 1985 This handbook of collected papers is intended to aid in the achievement of sex equity in education, and in society through education. It is divided into six parts, each with a separate editor (or editors) and contains the following chapters: (1) Examining the Achievement of Sex Equity in and through Education (S. S. Klein, and others); (2) Economic Considerations for Achieving Sex Equity through Education (G. Harvey, E. Noble); (3) Sex Equity as a Philosophical Problem (M. Greene); (4) The New Scholarship on Women (S.K. Biklen, C. Shakeshaft); (5) Facts and Assumptions about the Nature of Sex Differences (M.C. Linn, A.C. Petersen); (6) Educational Equity and Sex Role Development (C.G. Schau); (7) Administrative Strategies for Institutionalizing Sex Equity in Education and the Role of Government (P.A. Schmuck, and others); (8) Strategies for Overcoming the Barriers to Women in Educational Administration (C. Shakeshaft); (9) The Treatment of Sex Equity in Teacher Education (D. Sadker, M.Sadker); (10) Sex Equity in Testing (E.E. Diamond, C.K. Tittle); (11) Sex Equity in Classroom Organization and Climate (M.E. Lockheed); (12) Sex Equity and Sex Bias in Instructional Materials (K.P. Scott, C.G. Schau); (13) Increasing the Participation and Achievement of Girls and Women in Mathematics, Science, and Engineering (E.K. Stage, and others); (14) Sex Equity in Reading and Communication skills (K. P. Scott, and others); (15) Sex Equity in Social Studies (C.L. Hahn, J. Bernard-Powers); (16) Sex Equity in Visual Arts Education (R. Sandell, and others); (17) Sex Equity in Physical Education and Athletics (P.A. Geadelmann); (18) Sex Equity in Career and Vocational Education (H.S. Farmer, J.S. Sidney); (19) Achieving Sex Equity for Minority Women (S. Lewis); (20) Gifted Girls and Women in Education (B.J.A. Gordon, L. Addison); (21) Rural Women and Girls (S.A. Rosenfeld); (22) Educational Programs for Adult Women (R.B. Ekstrom, M.G. Marvel); (23) Educational Equity in Early Education Environments (S. Greenberg); (24) Improving Sex Equity in Postsecondary Education (K. Bogart); and (25) Summary and Recommendations for the Continued Achievement of Sex Equity in and through Education (S. S. Klein, and others). Data and recommendations are presented on 17 tables. A list of editors and major authors is included. (BJV)

*Gender, Class and Education (Routledge Revivals)* Stephen Walker 2013-11-05 First published in 1983, Gender, Class and Education is a collection of papers that formed presentations at the Westhill Sociology of Education Conference in January 1982, and is the fifth such collection to emerge from the annual conference. The conference theme, 'Race, Class and Gender', was not only chosen because of its topicality, but also to provide a framework for debate between educational researchers and teachers. The papers focus on the reproduction of gender relations through education and provide important insights into how this process works, how it is resisted in schools and colleges, and the possibilities for radical intervention. This volume includes three teaching bibliographies on gender and education which were not presented at the conference, but were compiled specially for the book.

Sex Differences and Discrimination in Education Scarvia B. Anderson 1972

**Academic Achievements** Sidney J. Hewitt 2021-05-11 "One pressing concern that exists in education around the world today stems from the differences in experiences between male and female students and how these differences manifest in academic outcomes. Differences in students' experiences also depend upon a wide variety of other factors, including race, economic status and environment. For example, women and girls in the Devanga community in India face discrimination in the form of reduced educational opportunities and a sense of social obligation to take on nurturing and care-giver roles, whereas male students face no such restrictions. Conversely, female students in Lebanon outperform male students in many subjects, though women and girls nonetheless face significant gender discrimination in Lebanese society. This book presents a compilation of studies that focus on disparities in education resulting from factors including race, gender and economic background in places like India, Rwanda,

and Texas, as they apply to elementary, middle and high school students as well as college students"--

**Gender Equality and Stereotyping in Secondary Schools** Maria Tsouroufli 2021-08-23 This book explores gender stereotyping and gender inequalities in secondary education in England, Hungary and Italy. The authors highlight the importance of addressing student and teacher attitudes if long-term changes in mindset are desired, as well as the underlying stereotypes that persist and linger in these educational contexts. Promoting a whole-school culture change approach, this book explores views of gender stereotypes from teachers and students concerning subject and career choices, as well as collaborative work with teachers, experts and NGOs in implementing and evaluating gender equality charters. Drawing on extensive research, this book employs an intersectional and cross-country approach: while the authors acknowledge the challenges and opportunities of researching gender equality frameworks across different countries, ultimately these link to the UN Sustainable Development goal of gender equality.

Women Education, Employment and Gender-discrimination Talwar Sabanna 2007 In Addition To Sex Differences In The Availability Of Schooling And In Enrolment Patterns; There Are Other Types Of Sex Inequalities In Educational Opportunity That Have Implications For Economic Roles. Many Educational Systems Are Characterized By Pervasive Sex-Linked Streaming, With The Result That Girls Are Not Offered The Same Curriculum, Standards, And Programme Options As Boys. The Nature Of This Streaming Rarely Derives From Traditional Sex-Role Norms Or The Traditional Division Of Labour Between The Sexes, But Instead Reflects Trends And Practices. Pre-Vocational And Vocational Programmes Usually Tract Females Into Homemaking Or Domestic Science Courses, While Males Are Taught Skills Which May Lead To Remunerative Employment. When Females Are Offered Career Training Courses, They Are Usually Encouraged To Choose Terminal Vocational Programmes That Prepare Them For A Limited Range Of Sex-Stereotyped Jobs. Taking Into Account The Need For Study Of The Problem Of Women Education, Employment And Gender Discrimination The Present Study Specifically Examined The Women Education, Employment And Various Aspects Responsible For Gender Discrimination In Backward Region Like Hyderabad-Karnataka Of Karnataka State.

*World Atlas of Gender Equality in Education* Edward B. Fiske 2012-01-01 "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.

*Gender and Classroom Interaction* Christine Howe 1997 This book evolved from a report, commissioned by the Scottish Office Education and Industry Department, which examined gender differences in classroom interaction. The book examines existing research and makes proposals for further action on the topic of whether social interaction in schools perpetuates behavioral differences between males and females. Starting from how classroom interaction might, in theory, result in discrimination, the author provides a review of the evidence, organized around interactive settings which cut across subject areas and school sectors. Chapters on whole-class discussion, desk-based group work, group work around computers, and discussion for oral assessment are followed by a synthesis of findings and discussion of the implications for further research and educational intervention. There are six chapters in the book. Contains 93 references. (EH)

International Perspectives on Gender and Higher Education Christine Fontanini 2020-11-26 Despite improved access to higher education for women, the distribution of women and men varies considerably between fields of study. The chapters in this edited collection explore the participation status of women in higher education across the varying socio-economic and sociological backgrounds observed in different countries and regions.

*"Race," Class, and Gender in Exclusion from School* Cecile Wright 2000 This book provides a compelling account and analysis of the delicate balance between power and resistance and the ways in which developing conceptions of 'self' must be entered into any theoretical model.

Race, Gender and Educational Desire Heidi Safia Mirza 2008-11-19 'This book is a great genealogy of black women's unrecognised contributions within both education and the wide social context. I think it constitutes an important piece of work that is totally missing from the existing literature' - Diane Reay, Professor of Education, Cambridge University *Race, Gender and Educational Desire* reveals the emotional and social consequences of gendered difference and racial division as experienced by black and ethnicised women teachers and students in schools and universities. It explores the intersectionality of race and gender in education, taking the topic in new, challenging directions and asking How does race and gender structure the experiences of black and ethnicised women in our places of learning and teaching? Why, in the context of endemic race and gender inequality, is there a persistent expression of educational desire among black and ethnicised women? Why is black and ethnicised female empowerment important in understanding the dynamics of wider social change? Social commentators, academics, policy makers and political activists have debated the causes of endemic gender and race inequalities in education for several decades. This important and timely book demonstrates the alternative power of a black feminist framework in illuminating the interconnections between race and gender and processes of educational inequality. Heidi Safia Mirza, a leading scholar in the field, takes us on a personal and political journey through the debates on black British feminism, genetics and the new racism, citizenship and black female cultures of resistance. Mirza addresses some of the most controversial issues that shape the black and ethnic female experience in school and higher education, such as multiculturalism, Islamophobia, diversity, race equality and equal opportunities *Race, Gender and Educational Desire* makes a plea for hope and optimism, arguing that black women's educational desire for themselves and their children embodies a feminised prospectus for a successful multicultural future. This book will be of particular interest to students, academics and researchers in the field of education, sociology of education, multicultural education and social policy. Heidi Safia Mirza is Professor of Equalities Studies in Education at the Institute of Education, University of London, and Director of the Centre for Rights, Equalities and Social Justice (CRESJ). She is also author of *Young, Female and Black* (Routledge).

Sex Bias in the Schools Janice Pottker 1977 Forty-one selections representing a wide variety of research methods document the existence of sexist practices and policies in schools and their impact on girls and women

Women and Schooling Rosemary Deem 1978

Women and Education Eileen M. Byrne 1978 Monograph comprising autobiographic elements on education of women in the UK, with particular reference to inequalities and sex discrimination regarding educational opportunity - based on statistical tables, compares the role behaviour of men and women, attitudes, unchanged educational options, the situation of woman worker teachers, etc., and denounces the lack of involvement of women in educational policy formulation. Bibliography pp. 267 to 274.

**From Tarzan to Homer Simpson** Sócrates Nolasco 2017-06-09 Men have lower life expectancy than women; they account for 90% of the incarcerated population; they die more often in traffic accidents, from alcohol and drug consumption, and they commit more suicides than women. Since that information has been accessible for a long time, why is it not taken into account when campaigns are created and actions are defined? Violence is not an 'entity': it is male. Confronted with that reality, the author sought to formulate the question orientating towards the following working hypothesis: this 'common knowledge' should be forgotten, given that the involvement of men in situations of violence plays an important role in the preservation of political ideation in contemporary societies. During this study it became clear that men are exposed to a more complex type of death than mere physical death, but just as important, which is relative to their social representation. This insight led to understanding other aspects that could be associated with men's intense involvement in situations of violence. Could it be that in contemporary culture a purpose is served by keeping men involved with situations of violence? If so, what might that be?

**Gender and Schools** Patricia J. Sikes 1992

**Women's Work, Men's Work** National Research Council 1986-02-01 Even though women have made substantial progress in a number of formerly male occupations, sex segregation in the workplace remains a fact of life. This volume probes pertinent questions: Why has the overall degree of sex segregation remained stable in this century? What informal barriers keep it in place? How do socialization and educational practices affect career

choices and hiring patterns? How do family responsibilities affect women's work attitudes? And how effective is legislation in lessening the gap between the sexes? Amply supplemented with tables, figures, and insightful examination of trends and research, this volume is a definitive source for what is known today about sex segregation on the job.

**Sex Roles and the School** Sara Delamont 2012-05-16 Schools reflect the society which surrounds them but they must also be agents of change. The last few decades have seen an explosion of research on gender and education and, in this volume the author examines in a rigorous but highly accessible way, new research findings and new strategies for change, continuing to argue that both sexes lose out from sexist schooling.

**Gender Matters in Schools** John Darling 1996-03-01 Equal opportunities for girls is the subject of this far-reaching and topical study. The author analyses educational provision in the decades following the passing of the Sex Discrimination Act, and asks whether the school curriculum is male-orientated. Are women still presented as the second sex? Are they, as has been suggested, almost invisible? Is the language of the classroom sexist? Despite many apparent handicaps, however, girls actually achieve more examination passes than boys. There is therefore a problem of squaring up the disadvantages shown up in girls' experiences of schooling and the measurable outcome of that process - a conflict which this engaging text seeks to address.

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**Gender and Sexual Diversity in Schools** Elizabeth J. Meyer 2010-06-16 Issues related to gender and sexual diversity in schools can generate a lot of controversy, with many educators and youth advocates under-prepared to address these topics in their school communities. This text offers an easy-to-read introduction to the subject, providing readers with definitions and research evidence, as well as the historical context for understanding the roots of bias in schools related to sex, gender, and sexuality. Additionally, the book offers tangible resources and advice on how to create more equitable learning environments. Topics such as working with same-sex parented families in elementary schools; integrating gender and sexual diversity topics into the curriculum; addressing homophobic bullying and sexual harassment; advising gay-straight alliances; and supporting a transgender or gender non-conforming student are addressed. The suggestions offered by this book are based on recent research evidence and legal decisions to help educators handle the various situations professionally and from an ethical and legally defensible perspective.

**Schooling for Women's Work** Rosemary Deem 2012 This collection of original papers shows how women in Britain are still being discriminated against during schooling, despite the existence of legislation prohibiting such discrimination and despite apparent concern with promoting equality between the sexes in education. Focusing on the current situation and experiences of women in education and their subsequent entry to, and experiences of, the labour market, the book shows how the category of gender is made relevant in the education of women: how it is influential in structuring their actions, beliefs, values and life chances, and how it provides them with a set of contradictions about their role in society.

**Girls and Science** Alison Kelly 1978

**Sex Role Socialization and Sex Discrimination** Constantina Safilios-Rothschild 1984

**Sex Equity in Education** Jean Stockard 1980

**Beyond Pictures and Pronouns** Myra Sadker 1979

**Gender Play** Barrie Thorne 1993 Thorne, a professor of sociology at the University of Southern California, offers her insightful observations of elementary school students in class and at play. Though, as she admits, her status as an adult and an observer may have affected what happened around her, Thorne presents a fascinating account of how children divide themselves--and how others divide them--along gender lines. Breaking students into teams for contests and the eternal game of "cooties" (a contamination attributed more often to girls than boys) reveal much about the microcosm that these students inhabit, and an extensive look at the tomboy, both in literature and in life, compares her ambiguity (sometimes an insult, sometimes a compliment) to the negative attitudes often elicited by gender-crossing in the other direction. Thorne argues convincingly against the theories of scholars like Deborah Tannen and Carol Gilligan that boys and girls have different "cultures," and she attempts to discourage "gender antagonism." A final section offers concrete steps for teachers to take in forming the attitudes--about gender and other topics--of coming generations.

**Women's Education in the Third World** Gail P. Kelly 1982-01-01 Gail Kelly and Carolyn Elliott have assembled the latest and best available scholarship from a range of disciplines to illuminate the determinants, nature, and outcomes of women's education in third World nations. This study focuses on the undereducation of women in Africa, Asia, Latin America and the Middle East, delving into its causes, changes in female education patterns and the significance of these changes to societies and to women's lives. Articles in this volume lay the foundation for further research by examining women's schooling from the novel perspective that the social and economic outcomes of women's education are shaped by gender-sex systems that subordinate women to men.

**Unequal Education** Béatrice Dupont 1981 UNESCO pub. Research report comprising a comparison of unequal educational opportunities (sex discrimination) in secondary education in developing countries - examines the differences in curriculum, technical education, vocational education and teacher training, discusses educational facilities in rural areas, education of women, woman worker employment opportunities, role of vocational guidance, etc., and comments on legislation. Bibliography pp. 87 and 88.

**The Role of Gender in Educational Contexts and Outcomes** 2014-09-04 Volume 47 of *Advances in Child Development and Behavior* includes chapters that highlight some of the most recent research in the area of gender in educational, contexts and outcomes. A wide array of topics are discussed in detail, including sexism, race and gender issues, sexual orientation, single-sex education, and physical education. Each chapter provides in-depth discussions, and this volume serves as an invaluable resource for developmental or educational psychology researchers, scholars, and students. Chapters that highlight some of the most recent research in the area. A wide array of topics are discussed in detail

**Gender Balance and Gender Bias in Education** Deirdre Raftery 2013-09-13 This book presents a compelling range of international research on the issues of gender balance and gender bias in education. The chapters draw on cutting edge work from the US, Latin America, the UK, Ireland and Africa, presenting readers with new insights into how educators and students often negotiate deeply ingrained prejudices that are expressed in gendered terms. The book reflects research that draws on a range of methodologies, and both historical and contemporary education contexts are examined. Drawing on historical research, the book widens our understanding of gender issues in education, and provides chapters on physical activity for girls in nineteenth century America, and on the 'patriarchal imperative' in mission education in Africa in the nineteenth century. Turning to research on contemporary education settings, the book explores the global phenomenon of the feminisation of teaching. It also illustrates how teachers work in classrooms in which boys' expressions of masculinities explicitly challenge school order, and looks at the performance of both masculinities and femininities in several education contexts. The book also includes absorbing work on the practices and processes that contribute to the gendering of digital technologies, and it demonstrates ways in which parents unwittingly accept the gendered management of internet 'risk' for their daughters. This book was published as a special issue of *Gender and Education*.

**PISA The ABC of Gender Equality in Education Aptitude, Behaviour, Confidence** OECD 2015-03-05 This fascinating compilation of the recent data on gender differences in education presents a wealth of data, analysed from a multitude of angles in a clear and lively way.

**Sex Differences in Reading in the Elementary School** Patricia A. Mitchell 1971

**Gender and Educational Achievement** Andreas Hadjar 2018-02-02 Gender inequalities in education - in terms of systematic variations in access to educational institutions, in competencies, school marks, and educational certificates along the axis of gender - have tremendously changed over the course of the 20th century. Although this does not apply to all stages and areas of the educational career, it is particularly obvious looking at upper

secondary education. Before the major boost of educational expansion in the 1960s, women's participation in upper secondary general education, and their chances to successfully finish this educational pathway, have been lower than men's. However, towards the end of the 20th century, women were outperforming men in many European countries and beyond. The international contributions to this book attempt to shed light on the mechanisms behind gender inequalities and the changes made to reduce this inequality. Topics explored by the contributors include gender in science education in the UK; women's education in Luxembourg in the 19th and 20th century; the 'gender gap' debates and their rhetoric in the UK and Finland; sociological perspectives on the gender-equality discourse in Finland; changing gender differences in West Germany in the 20th century; the interplay of subjective well-being and educational attainment in Switzerland; and a psychological perspective on gender identities, gender-related perceptions, students' motivation, intelligence, personality, and the interaction between student and teacher gender. This book was originally published as a special issue of Educational Research.

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## Sex Differences And Discrimination In Education Introduction

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