

# OPENING MINDS, IMPROVING LIVES



EDUCATION AND WOMEN'S  
EMPOWERMENT IN HONDURAS

ERIN MURPHY-GRAHAM

# Opening Minds Improving Lives Education And Womens Empowerment In Honduras

**Lifutso Tsephe**



## **Opening Minds Improving Lives Education And Womens Empowerment In Honduras:**

**Opening Minds, Improving Lives** Erin Murphy-Graham,2012 A fresh conception of women s empowerment through education as a process of recognition capacity development and action in a community setting **Women's Empowerment and Global Health** Shari Dworkin,Monica Gandhi,Paige Passano,2017 What is women s empowerment and how and why does it matter for women s health Despite the rise of a human rights based approach to women s health and increasing awareness of the synergies between women s health and empowerment a lack of consensus remains as to how to measure empowerment and successfully intervene in ways that improve health Women s Empowerment and Global Health provides thirteen detailed multidisciplinary case studies from across the globe and through the course of a woman s life to show how science and advocacy can be creatively merged to enhance the agency and status of women Accompanying short videos provide background about programs on the ground in India the United States Mexico Nicaragua Zimbabwe and South Africa Women s Empowerment and Global Health explores the promises and limits of programmatic scientific and rights based work in real world settings and provides the next generation of researchers and practitioners as well as students in global and public health sociology anthropology women s studies law business and medicine with cutting edge and inspirational examples of programs that point the way toward achieving women s equality and fulfilling the right to health Provided by publisher **Education, Learning and the Transformation of Development** Amy Skinner,Matt Baillie Smith,Eleanor Brown,Tobias Troll,2016-07-15 Whilst education has been widely recognised as a key tool for development this has tended to be limited to the incremental changes that education can bring about within a given development paradigm as opposed to its role in challenging dominant conceptions and practices of development and creating alternatives Through a collection of insightful and provocative chapters this book will examine the role of learning in shaping new discourses and practices of development By drawing on contributions from activists researchers education and development practitioners from around the world this book situates learning within the wider political and cultural economies of development It critically explores if and how learning can shape processes of societal transformation and consequently a new language and practice of development This includes offering critical accounts of popular informal and non formal learning processes as well as the contribution of indigenous knowledges in providing spaces for the co production of knowledge thinking and action on development and in terms of shaping the ways in which citizens engage with and create new understandings of development itself This book makes an important and original contribution by reframing educational practices and processes in relation to broader global struggles for justice voice and development in a rapidly changing development landscape **Routledge Handbook of International Education and Development** Simon McGrath,Qing Gu,2015-07-24 This timely Handbook takes stock of the range of debates that characterise the field of international education and development and suggests key aspects of a research agenda for the next period It is deliberately divergent in its approach recognising the major ideological

and epistemological divides that characterise a field that draws on many traditions. Leading and emergent voices from different paradigms and contexts are afforded a space to be heard and each section puts current debates in larger historical contexts. The Handbook is divided in four parts and book ended by an introduction and a conclusion the latter oriented towards the implications that the volume has for future research agendas. The first part explores major strands of debates about education's place in development theory. The second acknowledges the disciplining of the field by the education for all movement and examines the place that learning and teaching and schools play in development. Part three looks beyond schools to consider early years adult and vocational education but focuses particularly on the return to thinking about higher education's role in development. The final part considers the changing but still important role that international cooperation plays in shaping education in developing countries. Featuring over thirty chapters written by leading international and interdisciplinary scholars, the Routledge Handbook of International Education and Development offers the first

comprehensive and forward looking resource for students and scholars. **Education and Youth Agency** Joan G. DeJaeghere, Jasmina Josić, Kate S. McCleary, 2016-09-01. This book offers a comprehensive overview of studies on youth agency across various parts of the world. It explores diverse perspectives on education, citizenship and future livelihoods, modernity and tradition, gender equality and social norms and transformations as they relate to how young people construct their agency. Drawing on case studies of young women and men from Africa, the Americas and South Asia, this book illustrates the different ways in which education affects youth's beliefs, engagement, action and identities in broader historical, social, cultural, economic and political contexts. Chapters argue for education as a potential force for equity and explore how both formal schooling and informal educational programs may challenge and inspire youth through individual and collective action to change the social conditions affecting their lives and their communities. The global nature of this book gives readers a deeper understanding of youth agency as a dynamic process in relation to changing economic, political and social environments. Featured topics include: The role of community context and relationships in shaping U.S. youth's citizen agency; Malala Yousafzai and media narratives of girls' education within Islam and modernity; Social capital, sexual relationships and agency for Tanzanian youth; Boys' agency toward higher education in urban Jamaica; Children's economic agency in Kanchipuram, India; Vocational training and agency among Kenyan youth. **Education and Youth Agency** is an essential resource for researchers, educators, practitioners and undergraduate and graduate students across such related disciplines as developmental psychology, international and comparative education, family studies as well as public health, educational policy and politics, youth studies and social policy. **Empowering Adolescent Girls in Developing Countries** Caroline Harper, Nicola Jones, Anita Ghimire, Rachel Marcus, Grace Kyomuhendo Bantebya, 2018-02-13. The Open Access version of this book available at <http://www.tandfebooks.com/doi/view/10.4324/9781315180250> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license. Adolescence is a pivotal time in a girl's life. The

development of educational physical psychosocial familial political and economic capabilities enable girls to reach their full potential and contribute to the wellbeing of their families and society However progress is still significantly constrained by discriminatory gender norms and the related attitudes and practices which restrict girls horizons restrain their ambition and if unfettered allow exploitation and abuse Empowering Adolescent Girls in Developing Countries explores the detrimental impact of discriminatory gender norms on adolescent girls lives across very different contexts Grounded in four years of in depth research in Ethiopia Nepal Uganda and Viet Nam the book adopts a holistic approach recognising the inter related nature of capabilities and the importance of local context By exploring the theory of gendered norm change contextualising and examining socialisation processes the book identifies the patriarchal vested interests in power authority and moral privilege which combine in attempts to restrict and control girls lives Throughout the book Empowering Adolescent Girls in Developing Countries demonstrates how efforts to develop more egalitarian gender norms can enable disadvantaged adolescent girls to change the course of their lives and contribute to societal change Accessible and informative the book is perfect for policy makers think tanks NGOs activists academics and students of gender and development studies **Gender**

**Justice, Education and Equality** Firdevs Melis Cin,2017-01-23 This book reframes gender and education issues from a feminist and capabilities perspective through a multi generational study of women as teachers It explores how different understandings of gender equality and education generate a variety of approaches with which to pursue gender equality in education Through employing the capabilities approach in a critical and innovative way to question justice agency and well being and also to evaluate valued functionings and capabilities freedoms and lack of opportunities in women s lives in Turkey it highlights the need for constructing a gender just society The book takes a closer look at these women s memories in order to understand how gender roles were created negotiated and contested and how the transition to modern ways of socialising and existing was shaped and women s emancipation was guided by women teachers as social actors rather than as passive onlookers or oppressed individuals It provides important insights and critical evidence to be used in the planning and implementation of education and social gender policies Comparative Education Carlos Alberto Torres,Robert F.

Arnone,Lauren Ila Misiasek,2022-08-10 Now in its fifth edition Comparative Education The Dialectic of the Global and the Local has established itself as the state of the art comprehensive as well as sophisticated framework for taking into account the dynamic interactions of local national regional and transnational factors shaping education systems around the world Our theoretical and methodological strategy for this volume has proven effective as a standard textbook for introducing the field of comparative education from various theoretical and methodological perspectives Life Skills Education for Youth Joan DeJaeghere,Erin Murphy-Graham,2021-11-23 This open access volume critically reviews a diverse body of scholarship and practice that informs the conceptualization curriculum teaching and measurement of life skills in education settings around the world It discusses life skills as they are implemented in schools and non formal education providing both qualitative and

quantitative evidence of when with whom and how life skills do or do not impact young women's and men's lives in various contexts. Specifically, it examines the nature and importance of life skills and how they are taught. It looks at the synergies and differences between life skills educational programmes and the way in which they promote social and emotional learning, vocational employment, education and health, and sexuality education. Finally, it explores how life skills may be better incorporated into education and how such education can address structures and relations of power to help youth achieve desired future outcomes and goals set out in the Sustainable Development Goals (SDGs). Life skills education has gained considerable attention by education policymakers, researchers, and educators as being the *sine qua non* for later achievements in life. It is nearly ubiquitous in global and national education policies, including the SDGs, because life skills are regarded as essential for a diverse set of purposes: reducing poverty, achieving gender equality, promoting economic growth, addressing climate change, fostering peace and global citizenship, and creating sustainable and healthy communities. Yet to achieve these broad goals, questions persist as to which life skills are important, who needs to learn them, how they can be taught, and how they are best measured. This book addresses these questions.

*Sustainable Development Research in the Asia-Pacific Region* Walter Leal Filho, Judy Rogers, Usha Iyer-Raniga, 2018-02-27. This multidisciplinary book focuses on best practices in sustainability research in the Asia-Pacific Region. Drawing links between research, practice, education for sustainability, and the needs of industry, it addresses the sustainable development goals (SDGs). The book also presents research undertaken by a wide range of universities on matters related to sustainable development in order to promote research in this area across multiple disciplines. Four key themes are explored: 1. Education for Sustainability, 2. Sustainable Cities, 3. Sustainable Buildings, 4. Sustainable Infrastructure. This unique book documents and disseminates the wealth of knowledge on sustainable development research in the Asia-Pacific Region today. It presents lessons learned and comparative case studies from various countries, including India, China, Indonesia, the Philippines, Bangladesh, New Zealand, and Australia.

**Educating Entrepreneurial Citizens** Joan DeJaeghere, 2017-05-18. *Educating Entrepreneurial Citizens* examines the multiple and contradictory purposes and effects of entrepreneurship education aimed at addressing youth unemployment and alleviating poverty in Tanzania. Governments in sub-Saharan Africa face increasing pressure to educate young people through secondary school, supposedly equipping them with knowledge and skills for employment and their future. At the same time, many youths do not complete their education, and there are insufficient jobs to employ graduates. The development community sees entrepreneurship education as one viable solution to the double-edged problem of inadequate education and few jobs. But while entrepreneurship education is aligned with a governing rationality of neoliberalism that requires individuals to create their own livelihoods without government social supports, the two NGO programs discussed in this book draw on a rights-based discourse that seeks to educate those not served by government schools, providing them with educational and social supports to be included in society. The chapters explore the tensions that occur when international

organizations and NGOs draw on both neoliberal and liberal human rights discourses to address the problems of poverty unemployment and poor quality education Furthermore when these neo liberal perspectives meet local ideas of reciprocity and solidarity they create friction and alter the programs and effects they have on youth The book introduces the concept of entrepreneurial citizens those who utilize their innovative skills and behaviors to claim both economic and social rights from which they had been previously excluded The programs taught youth how to develop their own enterprises to earn profits and to save for their own futures but youth used their education skills and labor to provide for basic needs to be included in society and to support their and their families well being By showing the contradictory effects of entrepreneurship education programs the book asks international agencies and governments to consider how they can go beyond technical approaches of creating enterprises and increasing income and head toward approaches that consider the kinds of labor that young people and communities value for their wellbeing This book will be of interest to scholars and practitioners of education and international development youth studies African Studies and entrepreneurship social entrepreneurship education

**The Bloomsbury Handbook of Theory in Comparative and International Education** Tavis D. Jules, Robin Shields, Matthew A. M. Thomas, 2021-01-28 This book offers a practical and approachable overview of central theories in comparative and international education CIE The chapters focus in depth on specific theoretical perspectives and seek to elucidate the histories assumptions and recent developments of these theories The chapters also situate the theories within CIE include specific case studies of theoretical application and outline suggestions for further reading Written by leading scholars from around the world this is must have reference work for anyone teaching researching studying or working in CIE The handbook includes chapters on a diverse collection of theories including but not limited to Structural functionalism Colonialism Imperialism Marxism Human Capital Theory Dependency World Systems Theory Post Colonialism Post Socialism Post Foundationalism Neo liberalism Neo Institutionalism Neo Marxism Policy Borrowing and Lending Peace Theories Human Rights Constructivism Racism Gender Queer Theory Social Network Theory Capabilities Theory and Cultural Political Economy

[Fifty Years of Comparative Education](#) Michele Schweisfurth, 2017-10-02 This edited collection was produced to celebrate the 50th anniversary of the journal Comparative Education one of the most established and prestigious journals in the field Each chapter was written by a leading scholar of comparative and international education The collection marks a creative and critical engagement with some of the most important topics in contemporary comparative education including big data pedagogy adult education scholarly mobility and gender The theme of silences connects the papers while comparative education covers the breadth and depth of educational concerns it has its own obsessions but which themes do not receive the attention they deserve This book will be of interest to anyone interested in the theory method and practice of comparative education today or in its development over the past 50 years It will be informative to all scholars and graduate students concerned with education in its global contexts In addition to those readers who situate themselves within the field

of comparative and international education it offers a unique perspective on this important area of inquiry and the activities preoccupations absences and communities within it This book was originally published as a special issue of Comparative Education

**Factors impacting African women's doctoral success** Lifutso Tsephe,2023-12-20 With the knowledge economy playing such a critical role in global economic development increasing the number of Doctor of Philosophy degree PhD graduates in higher education institutions worldwide has been imperative The knowledge economy emphasises the importance of critical thinkers and researchers as doctoral education cultivates thinkers and researchers and equips them to participate in development African identifying females account for 30% of doctoral graduates in sub Saharan African countries even when PhD education is viewed as an entry into academia and a gateway to careers in research and other disciplines There is a paucity of research regarding PhD graduates who are specifically women in Africa as a result there is little information about their attributes to success in PhD studies what opportunities and freedoms they have and what challenges they face during their PhD journey along with their motivation to overcome these challenges so that they can achieve their goals It is essential for women in Africa to complete their PhD education to contribute to the development of their countries as some scholars believe no nation can grow without women s participation Thus modern civilisation is the result of males and females cooperating in modern society Even though some women complete their PhD studies there is scant research on what strategies enabled their success Instead the reasons for their attrition are known This book aims to contribute to PhD education scholarship specifically for women in Africa It allows women in Africa to narrate their PhD experiences through resilience theory and the capabilities approach lenses

**WESTECH 2018** Robbi Rahim,Ansari Saleh Ahmar,Rahmat Hidayat ,Janner Simarmata, We are delighted to introduce the proceedings of the first edition of Workshop Environmental Science Society and Technology This Workshop has brought researchers developers and practitioners around the world who are leveraging and developing of Environmental for Society and Technology for life We strongly believe that Workshop Environmental Science Society and Technology provides a good forum for all researcher developers and practitioners to discuss all science and technology aspects that are relevant to Digital Society We also expect that the future Workshop will be as successful and stimulating as indicated by the contributions presented in this volume

**Education, Poverty and Global Goals for Gender Equality** Elaine Unterhalter,Amy North,2017-08-07 Drawing on case study research that examined initiatives which engaged with global aspirations to advance gender equality in schooling in Kenya and South Africa this book looks at how global frameworks on gender education and poverty are interpreted in local settings and the politics of implementation It discusses the forms of global agreements in particular contexts and allows for an appraisal of how they have been understood by the people who implement them By using an innovative approach to comparative cross country research the book illuminates how ideas and actions connect and disconnect around particular meanings of poverty education and gender in large systems and different settings Its conclusions will allow assessments of the approach to the



post 2015 agenda to be made taking account of how policy and practice relating to global social justice are negotiated sometimes negated the forms in which they are affirmed and the actions that might help enhance them This book will be valuable for students researchers academics senior teachers senior government and inter government officials and senior staff in NGOs working in the field of education and international development gender poverty reduction and social development

*Comparative Perspectives on Refugee Youth Education* Alexander W. Wiseman, Lisa Damaschke-Deitrick, Ericka L. Galegher, Maureen F. Park, 2019-05-22 This volume explores the shared expectations that education is a panacea for the difficulties that refugees and their receiving countries face This book investigates the ways in which education is both a dream solution as well as a contested landscape for refugee families and students Using comparative cross national perspectives across five continents the editors and contributors critically analyze the educational structures policies and practices intended to support refugee youth transition from conflict and post conflict zones to mainstream classrooms and schools in their new communities

**Gender and Sexuality in Senegalese Societies** Babacar M'Baye, Besi Brillian Muhonja, 2019-07-10 Drawing from the diverse fields of postcolonial studies literary studies history anthropology sociology political science environmental studies and development studies among others Gender and Sexuality in Senegalese Societies demonstrates the urgency and necessity of new research in gender and queer studies in and on Senegalese societies By focusing on subjects that have thus far been largely neglected in national and scholarly debates the chapters are subversive complex and inclusive centering within Senegalese studies themes and elements of alternative nonbinary variant and nonheteronormative gender identities sexualities and voices Contributors demonstrate that nationalist and anticolonial discourses propelled by deep and lingering socioeconomic inequalities have led in postcolonial Senegal to vitriolic scapegoating of individuals and communities with variant sexual and gender identities The chapters in this volume look inward to the voices and experiences of the Senegalese people to challenge nationalist representations of advocacy for the liberation of gender and sexual minorities in Senegal as a function of a Western neocolonialist agenda

**Polarised Logics of Pedagogy: Crises, Contexts and Classrooms in the Global South** Michele Schweisfurth, 2025-01-31 This novel book demonstrates the polarised logics that exist between exploring cultural structural political and historical contexts as a primary focus for pedagogical research versus an interventionist agenda that isolates pedagogy and its components from their environments Combining theoretical discussions with empirical evidence and case studies the book provides a synthesising approach to both research and educational planning recognising pedagogy as an open system while acknowledging that not all teaching methods are equal when it comes to enhancing learning Considering the so called learning crisis and learning poverty in the context of Sustainable Development Goal 4 in the wake of the COVID 19 pandemic this book is also sensitive to concerns about the mental health and wellbeing of young people and the sustainability of the planet Ultimately providing a timely informed and balanced discussion of these issues this book will appeal to researchers

scholars and post graduate and doctoral students working in pedagogical research or international and comparative education and anyone interested in the relationship between education and international development     **Motherhood Across Borders** Gabrielle Oliveira, 2018-07-24 While we have an incredible amount of statistical information about immigrants coming in and out of the United States we know very little about how migrant families stay together and raise their children Beyond the numbers what are the everyday experiences of families with members on both sides of the border Focusing on Mexican women who migrate to New York City and leave children behind this book examines parenting from afar as well as the ways in which separated siblings cope with different experiences across borders Drawing on more than three years of ethnographic research Gabrielle Oliveira offers a unique look at the many consequences of maternal migration Oliveira illuminates the life trajectories of separated siblings including their divergent paths and the everyday struggles that the undocumented mother may go through in order to be a good parent to all of her children no matter where they live Despite these efforts the book uncovers the far reaching effects of maternal migration that influence both the children who accompany their mothers to New York City and those who remain in Mexico

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