



Newsletter July 2010

Welcome to the 14th edition of the GEA newsletter.

Welcome to the July edition of the newsletter.

I wish to thank all of the writers who have contributed to this edition. These include reports from the successful Barcelona conference, and news of the next GEA conference in Exeter, UK in April 2011. Sally Campbell Galman also contributes a viewpoint article on pre-service teachers and the new Girl Cultures in the United States (p4).

In the UK the past months have seen a General Election, and the threat of widespread cuts in public spending – including education. Following the international economic crisis such ideological driven, new education policies of the Coalition government suggest a future of increased inequalities in schools, adult and further and higher education. Future editions of the newsletter aim to include further viewpoint pieces from scholars and practitioners of how such cuts impact at the local level, in addition to thinking about how a continuing focus on gender equity can be maintained at such times of fiscal uncertainty and austerity. If you would like to contribute viewpoint pieces from your national context, feel free to get in touch and we hope to include such pieces in the January 2011 issue.

As always, there can be no newsletter without the continuing valuable support and contributions from GEA members. I urge readers to contribute to our January edition with international news stories, forthcoming publications and local and international campaigns. In addition to the twice-yearly newsletter, the excellent new GEA website (www.genderandeducation.com) also provides an excellent space to exchange ideas and publicise events, research findings and publications.

With warmest regards,

Fin Cullen— July 2010

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NEWS ITEM: NEW GEA WEBSITE LAUNCH

March 2010 saw the launch of the new GEA website.

The new interactive site provides exciting opportunities to find out about the latest GEA news, discuss pertinent issues in the field, and recent discussions have included discussions of the role of women in electoral politics and debates around the increased sexualisation of girl culture.

Visitors can also read brief overviews on many key topics in the field – from the boys' underachievement debate, to feminism and pedagogy – each topic area provides links to useful reading and important research in the area. In addition, the up-to-date international web links include various downloadable resources for educators to use when exploring issues of gender equality within a range of education settings. Special thanks are due to Heather Mendick for supporting the development of the new website. As always, we are keen to hear feedback from GEA members, so encourage you to visit, blog and contribute links to make this an evolving, essential resource for all those with an interest in gender and education issues.

Barcelona 2010

Here, the SAFO CREA woman's group report from the successful GEA Interim Conference Barcelona 2010 entitled: Gender & Education: Diversity of Voices

On the 8th and 9th of April this year, we had the pleasure of being the host institution for the GEA Interim Conference 2010. Over the two intensive days, more than 120 participants (researchers, scholars and activists) had the opportunity to hold debates with colleagues from other countries such as Finland, the UK, Cyprus, Italy, Spain, the Czech Republic and Sweden, amongst others. The debates focused on the following fascinating topic: *How to include the diversity of voices into education?*

The main objective of our conference was to include the wide plurality of voices which exists in the feminist movement into a rich dialogue, in order to make progress in terms of overcoming the main inequalities that still mainly affect women, especially those belonging to vulnerable groups.

We are especially pleased with the distinguished speakers that took part at the event. Judith Butler, a contemporary author who is well-known to all of us, opened the Conference with the lecture: *The voices of the diversity of women in gender issues*. Later, one of the round tables of the Conference was dedicated to explore the role of the diversity of women voices in the public sphere. We had the opportunity to listen to Myria Vassiliadou, the Secretary General of the European Women's

Lobby; Inés Sánchez de Madariaga; the Director of the "Unidad de Mujeres y Ciencia del MICCIN" in Spain (Unit for Women and Science); Gaby Weiner, the Chair of the Gender and Education Association, and Lidia Puigvert, Sociology Professor at the University of Barcelona and a Member of the Advisory Group for the EPACVAW (European Policy Action Centre on Violence Against Women)

The debates focused on the following fascinating topic: *How to include the diversity of voices into education?*



Over these two days, we also had the opportunity to share and debate a plethora of different ideas. These went all the way from the thoughts of Judith Butler to the thoughts of some of the traditionally excluded collectives such as those at "The voices of the other women" round table, in which women who had traditionally been silenced in academic forums were the speakers. Their voices were

listened to in a fascinating debate on their contributions to the feminist movement.

Through the inclusion of all this diversity, and based on the aforementioned shared objective, we would like to highlight in this text some of the ideas which emerged over the two days.

First, the significance of education and the need to rethink the concept of education itself was highlighted. Women in science still need to overcome many barriers and diverse gender identities must continue to be included into our debates, theories, and research on gender and

education topics. Based on this, the need to create spaces for dialogue and negotiation in the public sphere so as to achieve improvements in education and other social spheres was identified, thus overcoming gender inequalities. With this aim in mind, the need to take advantage of the European political context was underlined, in order to push forward decision-making processes on gender issues.

Second, it was claimed that sexual freedom is not individual but connected to collective sexual freedom. Some of the contributions emphasised the need to include the topic of gender and sexuality when training education professionals, and to also take into account the visibility of trans issues from early ages, while others explained why the Queer theory can not be separated from antiracism.

Third, violence against women was another of the topics dealt with, with contributions which explained, for example, why migration is not the cause of so much gender violence. On the contrary, why the western model of attraction must be overcome was discussed, as well as the importance of including all voices and languages into the definition of alternative models and preventative socialization processes. Along these lines, the impact of dating and teenage violence today was also stressed.

Fourth, special emphasis was placed on a reflection on ways to work with intersectionalities, how to learn about them and how to include them. The fact that many migrant women and Romani women are involved in education and contribute to breaking down stereotypes was indicated as an example of this.

Finally, the need to create and extend networks such as GEA was highlighted, using different channels of communication and opening up the feminist movement to the plurality of voices.

All of the many and important issues that were raised over these two days demonstrate that there are still many things to do, and that there is a need to create spaces such as this one so as to reflect on the future together. These spaces should include the diversity of cultures and contributions of voices from around the world, without forgetting the specificity of the forms into which each group would like to be organised.

We are all already taking many steps forward, and we are sure we all left this conference with a stronger commitment to creating new forums which will include those voices which are still silenced.

From Safo, we would like to thank all the participants in the GEA Interim Conference 2010 for making this possible. We would like also to thank the Gender & Education Association and our sponsors for all their support.



**SAFO CREA WOMEN'S GROUP,
Barcelona**



UNIVERSITAT DE BARCELONA



Gender and Education Association

Viewpoint: Princesses and Passengers

Princesses and Passengers: Some Thoughts on Pre-Service Elementary Teachers and Contemporary US Girl Culture

Yesterday I found my children sitting in bed, surrounded by books and toys. My four year old daughter announced that she and her toddler brother were playing "ship." I asked if she was the ship's captain, to which she replied, "No, Benny is the captain. I am a tiny, tiny princess." My son looked genuinely surprised to be assigned such authority, given that he was still in diapers and unable to construct sentences from his 50 word vocabulary. My daughter, meanwhile, began singing and brushing her hair. Even though my children live in the universe of feminist activist parents--they don't have access to television, play with Barbie dolls or get to dress up as a Disney princesses for Halloween--the idea of being a princess has somehow crept into my daughter's world as though through the ether. I left the children to their pretend game, thinking of Marjorie Williams' (2005) analysis of the lure of the Princess trope among contemporary women: "it is a rare little girl who wants to grow up to be queen,

. . . to wish to be a princess is not simply to aspire upward, to royalty; it is also to aspire to perpetual daughter-hood, to permanent shelter, to dependency . . . Can this old drama really be so powerful in the lives of modern women? In fact, this drama *is* girlhood and young womanhood in America: a succession of choices between the possibilities of independence and the seductions of dependence (186-188).

And while I had (and have) a hard time imagining my daughter giving up her captain's chair to become the passenger "which is the most a princess can hope to be" (Williams, 2005, 188), I see the force and lure of this face of contemporary Girl Culture working on her still, making smallness, meekness, powerlessness (and compulsory heterosexuality) and the rest of the dominant white western feminine norms ever more attractive. I find myself overcompensating, masculinizing even, my own gender performance and selecting her play dates based on which preschool girlfriends wear pants to school.

And even as it works on my young daughter (and monolithic, hegemonic masculinity does its work on my young son), I see similar effects on the almost entirely young, monolingual English-speaking, white, middle-class pre-service teachers with whom I work as an elementary and early childhood teacher educator. I remember leaving my children at home to return to campus one evening to teach; my then three-year-old daughter, dancing and singing a song about her "prince" from Cinderella in a grandparent-bestowed princess tiara and shiny skirt was

still in my mind when I arrived a few minutes before class to see my bright, engaging young students gathered around a new engagement ring, pages open to an article in *Cosmopolitan* magazine (The article: "What Guys Notice About You Within Six Seconds" advises young women that "you may want to think twice about what kind of image you're projecting with these traits dudes check out immediately!" The work of impression management, it seems, is never done), glittery words like "JUICY" emblazoned across the seats of their pink sweatpants. Most of them want to become teachers because they had a teacher they loved, because they love children, because the work of the teacher is compatible with marriage and motherhood, and (though this is only whispered) because it "made sense" as a Plan B after other professional aspirations proved too difficult, too alienating, or were frowned upon by friends and family as a waste of "natural" aptitude for love and care ("I thought I'd go into business, but it was too hard--my parents say I'll be a natural teacher -- I am so good with little kids"). They often identify the work of the teacher as highly compatible with moral careers as wives and mothers. They pass in their brightly colored folders of lesson plans, often asking detailed questions about what must be included in each assignment. I know I will later scrawl frantic critical and even political questions in the margins of each ("Okay, but what does this mean? Read *Rethinking Columbus* again . . .") until I run out of energy and resort to check marks. Today they are happy. The weekend is coming and they are all aglow with plans with their boyfriends, families and friends. I half expect them to begin dancing and twirling around the room, singing to princes, imagined and real. I smile, thinking of my daughter. Then I invariably start making mental notes to myself about what she will not be allowed to read, wear, and so on. I contemplate steering her toward summer camps for girls in engineering and away from babysitting. I internally scold my own tendency toward internalized sexism and masculinist hegemony. I remind myself that teaching is important, transformative work and that the School of Education may appear to be a pragmatic "Plan B" for some young women because here, I like to think, we are in the business of interrogating schooling and sexism and creating a less overtly alienating environment. And I'm married, and a mother, and that, too, is noble work regardless of its demeaned status in the skewed, patriarchal US domestic ideology.

I also acknowledge that popular Girl Culture in the US context is diverse, rich and by no means wholly oppressive. That said, current trends, as Joan Brumberg writes in her introduction to Lauren Greenfield's disquieting *Girl Culture* (2002), reflect a trend toward controlling bodies and aspiration: "American popular culture is especially dangerous for girls . . . everywhere," she notes, "we see girls and women looking in mirrors, nervously checking who they are" noting that for all our

impression management, we are not a terribly reflective or self-aware society (88-89). Instead, we collectively encourage girls and women to focus on, as Mahalik et al (2005) defines as one of the quintessential Western feminine norms, a nearly obsessive interest in "appearances"-- of niceness, of love, of idealized self. This perpetual performance for the mirror, for the other, is emblematic of, as Brumberg suggests, a radical shift over the last century from an internal focus in which girls learned "critical skills from older women" and endeavored to become women of substance to an obsessively appearance-oriented "toxic culture" in which "as the twentieth century progressed, more and more young women grew up believing that good looks rather than good works were the highest form of female perfection" (5).

For many pre-service teachers, though not all, becoming teachers is part of envisioning this externally-focused female perfection, which is to say, *being* the young, pretty schoolmistress, Meiners' modern "Lady Bountiful" (2002) instead of *doing* the work of instruction, though this certainly may change over time. The beginning pre-service teachers with whom I work assert that good primary level teachers are "pretty" and "young" and love their students, nurturing their nascent identities and self-esteem. They hear the language of loving children, of vocation, of highly flexible work compatible with childrearing and gender norms echoed in teacher education program materials. When it becomes clear that the work of the teacher is less about looking and acting the part of the social mother (Cortina & San Roman, 2005), but rather critical, even political work that resists many of the most pervasive tenets of this face of Girl Culture as we know it, many pre-service teachers become disenchanted with teacher education, possibly because it demands constant reflection, and also because the work of critically examining oneself and one's identity is difficult and unfamiliar territory for the NCLB-era high school graduate (Galman, 2006). Teacher educators themselves act simultaneously in resistance to and collusion with this aspect of Girl Culture, and I count myself among the guilty in this regard. Too often I see our overburdened, accountability-drowned programs perseverating on female-specific dress codes and behavioral compliance policies, while we sideline important conversations about what it means to politicize the work of care, problematize students' interpretations of "loving children" as self-centered aesthetics rather than real critical care (Valenzuela, 1999). We also often fail to critique our own driving needs (because we are also statistically mostly white, middle-class women) to be liked, to be "good girls" in the Holland and Eisenhart (1992) sense, and to valorize other pervasive western feminine norms, often to the detriment and silencing of other women, especially women of color.

In a recent *New York Times* article, Peggy Orenstein quoted Deborah Tolman's work on girls and sexuality; "By the time they are teenagers," she said, "the girls I talk to respond to questions about how their bodies feel — questions about sexuality or desire — by talking about how their bodies look. They will say something like, 'I felt like I looked good.' Looking good is *not* a feeling" (June 7, 2010, MM11). So also, vocationally speaking, enjoying doing the work is very different than enjoying performing gendered tropes that are associated with gendered identity. Putting the appearances before feeling and doing has created the devastating synesthesia that is the hallmark of mainstream girl culture, fueling "post-feminist" neoliberal rhetoric, among other disturbing contemporary discourses (Douglas, 2010). No wonder we don't feel good behind the wheel.

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Sally Campbell Galman
University of Massachusetts at Amherst, USA

Education for Change Seminar

On 23rd June 2010 UCU, the union which represents academic and academic-related staff in further and higher education in the UK, held a day seminar entitled '*Education for Change: preparing an activist agenda to promote a new education for women*'.

Joanna de Groot opened the seminar by taking us back to the 1980s, a theme that would recur through the day. She reported that in her college there were now fewer nursery places and fewer women's studies programmes than there had been in the 1980s. Also, they've lost the women only courses in traditionally male dominated craft areas, although there's now women at all training in these areas. She hoped, that by bringing together our expertise in research and activism we would be able to come up with an agenda to begin to move forward.

The first speaker was Carole Leathwood from the Institute for Policy Studies in Education, London

Metropolitan University. She questioned the popular idea that the university has been feminised by pointing out the global variability in women's higher education participation – they make up 80% of undergraduates in St Lucia but only 12% in Eritrea – and the way that women's increasing undergraduate participation often did not transfer to postgraduate levels or to employment where in 2006 the OECD found that there was an average gender pay gap of 18%. She then asked: Which women are at university and which are not? Which universities are they at? And, which subjects are they studying? She finished by analysing the images of women in the UK's main higher education newspaper: the Times Higher.

Meg Maguire from King's College spoke next, focusing on working-class women in higher education. She started by calling attention to the progress during her own lifetime – as she said: '*50 years ago, I would not be in this room, some women would, but they would not be us*' – and in comparison to then we now

know a great deal – although not enough – about class, gender and education. She reviewed the current state of research in order to take up the challenge to create an activist agenda. Among other things, she advocated the need to go back to primary schools and to do gender and class work there, to explore the possibilities of women's only colleges like Hillcroft and to ensure that our institutions and our government do equity audits to look at the consequences of the current drastic financial cuts that all universities are in the process of making.

There are now fewer nursery places and fewer women's studies programmes than there had been in the 1980s.

Caroline Turner from JTL training spoke about her experiences of using positive action to promote the participation of women in the building engineering services industry. Despite her work women still make up less than 1% of technicians and electricians. She stressed the importance of making the business case for gender equity.

Uvanney Maylor from University of Bedfordshire spoke about her experiences as a Black woman working in higher education. She described how she had been positioned as someone not interested in promotion by her line manager and as someone who must be an administrator by a university manager. She recalled positive experiences of being a role model for Black children in schools and of support from colleagues that had enabled her to gain confidence.

Finally, Sandy Leaton-Gray from the University of East Anglia recalled how, as a Masters student at Cambridge university, she and other postgraduates had campaigned to get accommodation and nursery provision for student parents.

Heather Mendick, Goldsmiths, University of London

Forthcoming GEA conference: EXETER 2011

The Gender & Education Association would like to announce that the 8th International Gender and Education Conference will be held in the Graduate School of Education at Exeter University from **27th-30th April 2011**.

Main Conference:

Wednesday 27th April- Friday 29th April 2011

Postgraduate and Practitioner Conference Events:

Saturday, 30th April 2011, 9.30am-1.30pm

Conference Theme:

The theme for the 2011 conference is 'Gender and Education: Past, Present and Future'. A theme that was inspired by a special edition of the journal 'Discourse: Studies in the Cultural Politics of Education', published in 2008. In this special edition the guest editors sought to trace the changes that have occurred in the field of gender and education in recent years, to discuss the explosion of interest that has arisen and to *'trouble – in a generous sense – the field from the vantage point of insiders...to inquire into the state of the relationship now and to see where new possibilities may be emerging'* (Dillabough et al 2008: 302).



The conference organising committee welcome a range of papers (from a wide variety of academic disciplines, a range of theoretical backgrounds and authored by practitioners working in a number of different fields) which will seek to draw on these notions of 'troubling', 'reflecting' and 'imagining'. Given the current interest in this field, the changes that have occurred over time and the current crossroads that some believe we are facing in the present, the conference will present scholars and practitioners alike with an exciting opportunity to 'take stock' of the field – to look backwards and to look forwards in order to assess what has previously constituted the field of gender and education, what is shaping it now and what it may look like in the future.

Further information.

Abstracts for individual papers, symposia and workshops will all be welcomed:

Abstract submission deadline 5/11/10.

For further details on submissions including a downloadable abstract form see:

http://www.genderandeducation.com/conferences-and-events/future_conferences/gea-conference-2011/

Conference Fees

The *main conference* fees will provide delegates with: access to all paper sessions, keynotes, and workshops (Wednesday to Friday), morning and afternoon refreshments, a conference pack, a buffet lunch (Wednesday to Friday), wine receptions on Wednesday and Thursday evening, and a fork buffet on Thursday evening with entertainment. Please note that Wednesday evening is the only time when food will not be provided, this is deliberate so that delegates can explore Exeter.

The fees for the *half-day postgraduate workshop* and the *teacher workshop* will provide delegates with: a conference pack, early morning and mid-morning refreshments, access to a range of different workshop sessions. More details will be provided about these events shortly. For those students/teachers attending the main conference, this day will be free of charge – we will not charge you anything in addition to the main conference fee.

There are a limited number of bursaries for students or presenters from low income countries (of a maximum of £200 each) to help cover some of the cost of conference fees

For a further details of how to register and fees for GEA members for the full conference and associated events , please see.

http://www.genderandeducation.com/conferences-and-events/future_conferences/gea-conference-2011/



Gender and Education Association



Campaigns and resources

There are a number of new campaigns that may be of interest to the membership.

Girls' Net

Girls' Net is a South African youth driven multimedia programme that gets girls actively involved with technology for their development. The GN website is a space created for girls and by girls where they can get information on relevant topics, air their views on social issues, communicate with other girls, express themselves creatively, and have a place where they can exchange thoughts and ideas on just about everything! Girls' Net started in 2004 with four technical training camps that resulted in the creation of unique provincial Girls' Net clubs. Girls' Net is a project of Women's Net, an NGO that uses information & communication technologies (ICTs) to help women & girls develop themselves. The programme is supported by club mentors, the Girls' Net club-elected officials, the Women'sNet team and different partners.

For further details see:

<http://www.womensnet.org.za/node/863>

UNGEI: United Nations'

Girls' Education Initiative

The United Nations' Girls' Education Initiative (UNGEI) is working to narrow the gender gap in primary and secondary education by 2015. At the country level, UNGEI supports country-led development and seeks to influence decision-making and investments to ensure gender equity and equality in national education policies, plans, and programs. It operates as a mechanism to advance education strategies and the technical capacity to assist countries. UNGEI partners mobilize resources for both target.

For further details see: www.ungei.org

Object

Object is a UK based campaign group. OBJECT challenges 'sex object culture' – the ever increasing sexual objectification of women in the media and popular culture through lads' mags, advertising or lap dancing clubs. The campaign uses lobbying and direct action campaigns and downloadable resources including campaign DVD are available from the website.

For further details see:

www.object.org.uk

Useful weblinks:

Girls' Net - <http://www.womensnet.org.za/node/863>

UN Girls Education Initiative- www.ungei.org

OBJECT– www.object.org.uk

Welcome to New GEA Members

As part of an occasional series where new members write about their interests in feminism and education, Geeta Ludhra of Brunel University describes her past and current research and why she chose to become involved with the GEA.

I am currently engaged in PhD doctoral research at Brunel University and as a full time member of staff I also teach on the Primary PG Cert Initial Teacher Training programme. My PhD is an exploratory study that focuses on the identities of South Asian adolescent girls. In acknowledging the breadth of the term 'South Asian' and the complexity in defining it even within groups, I have narrowed the focus of my study to the experiences of British born, Hindu, Sikh and Muslim girls.

Between 2008-2009, I conducted a small-scale study with a group of eighteen girls from these groups in two West London secondary schools. I used a semi-structured interview approach to probe their views on a range of topics such as culture, religion, language, fashion, friendship circles and relationships. This study provided initial insights into their perceptions and also highlighted the complexity of such a study on identities. I left the study with valuable insights but felt dissatisfied with my methodological approach and the depth of my findings. The girls had so much to talk about yet the space of one interview could only 'scratch the surface'. For many, it was the first opportunity of this kind where they could talk openly about their experiences with a complete stranger. I wrote about my reflections on the research process in a research methods book chapter now awaiting print. Feeling dissatisfied with my methodology and 'surface level' findings, I decided to shift towards a narrative approach for the main study where I planned to revisit a sample of girls over three separate occasions, building in reflection opportunities to the research process. The girls will engage in 'research conversations' and have access to the transcripts after each visit, using them to develop their contributions. Again, I have written about my reflections on the shifting methodology in a journal article (awaiting print).

Through a process of reflexivity, I have become particularly interested in understanding power relationships between the researcher and participant and how my 'insider' position as an Indian woman with two adolescent girls positioned me very differently within the study. I started reading the work of Asian and 'black' feminist writers and became particularly interested in the concept of 'intersectionality' and how this could be used to shape my understanding of the girls' varied and complex experiences.

My PhD is an exploratory study that focuses on the identities of South Asian adolescent

I have found the work of Farzana Shain particularly useful and the way in which she contests stereotypes and discourses relating to agency. Heidi Mirza's work has also helped me to theorise the experiences of 'black' women and understand the complex differences within and across groups. More recently, I have come across the work of Gayatri Spivak and attended her thought provoking lecture at Goldsmiths University which has helped to 'root' my understanding within a wider historical and political context.

Having presented my early research at international, national and local conferences and embarking on academic writing for journals, I have been privileged

to share ideas with colleagues at my university and researchers in other institutions; I have gained immensely through the questions they have asked me. This has resulted in co-writing opportunities with more experienced researchers or those involved in doctoral research. I am currently developing ideas for two papers: one on the ethical dilemmas of 'insider research' and also the value of co-analysing one's own autobiography of experiences to better support an understanding of researching the experiences of young women.

The journey has been painful at times and as an 'insider' researching my own group, I bring a wealth of experiences to the study from my own life; at some levels, I share a parallel world and can visualise the experiences that they narrate. At times, I have found myself 'revisiting old ghosts' - 'old ghosts' from my schooling experiences and insights gained from watching my two daughters develop in their school, family and social circles which has continually inspired and re-shaped my understandings.

I have become a member of GEA for various reasons. It came highly recommended by academic colleagues at Brunel with an interest in gender and education research and practice. The website covered a range of interesting topics and links to the latest resources and research findings were well signposted. I see valuable opportunities to present at the main conference next April 2011 and get my work known by others in the field. As an early career researcher, I learned that GEA was not hierarchical and valued contributions from researchers at all levels, from leading names in the field to doctoral students like me developing their research profiles in Higher Education. I look forward to opportunities for getting involved in the association's activities and developing collaborative engagements with experts in my field.

Geeta Ludhra, Brunel University, UK

Forthcoming events

CONFERENCE:

8th International Gender & Education Conference
'Gender and Education: Past, Present and Future'

University of Exeter, UK

27th-30th April 2011.

For more info see: www.genderandeducation.com/conferences-and-events/future_conferences/gea-conference-2011/

CONFERENCE:

The International Federation for Research in
Women's History

Unequal Sisters: Women, Gender, and Global
Inequalities in Historical Perspective
CfP for IFRWH Conference in Amsterdam,
Netherlands

22-28 August 2010

The general theme of our 2010 conference will be:
"Unequal Sisters: Women, Gender, and Global
Inequalities in Historical Perspective." The aim of this
theme is to focus on and further explore women's
history from a global and non-Western perspective.

For further details see: <http://www.ichs2010.org/>

CONFERENCE:

Mind the Gap: 6th International Conference on
Youth Work and Youth Studies,

University of Strathclyde, Glasgow, Scotland

7th—9th September 2010

For more details see: <http://www.strath.ac.uk/pdu/mg2010/>

CONFERENCE:

19th Annual Conference Women's History
Network

Performing the Self: Women's Lives in
Historical Perspective

University of Warwick, UK

10-12 September 2010.

For more details see: http://www2.warwick.ac.uk/fac/arts/history/res_rec/conferences/whn/

SEMINAR:

FWSA event 'A Dead End?:
Feminism Within & Beyond the Academy',

Women's Library (London);

2nd October 2010.

The event will consist of a roundtable discussion
followed by the presentation of the 2010 FWSA Book
Prize, and the association's Annual General Meeting.
Chaired by Srila Roy (University of Nottingham), the
roundtable will include the following speakers:

- ◆ **Kat Banyard (UK Feminista),**
- ◆ **Sukhwant Dhaliwal (Goldsmiths/ WAF),**
- ◆ **Clare Hemmings (LSE)**
- ◆ **Maggie O'Neill (Durham University).**

For more info see: <http://fwsa.wordpress.com/conferences-and-events/>

Forthcoming events

CONFERENCE:

Feminism in London Conference,

Friends Meeting House, Euston, London , UK

23rd October 2010

Speakers include:

- ◆ **Nadje Al-Ali,**
- ◆ **Helena Kennedy,**
- ◆ **Leila Alikarami;**
- ◆ **Cynthia Cockburn**

For further information (including details of speakers and workshops) see:

<http://www.feminisminlondon.org.uk/home.ikml>

CONFERENCE:

Women's Worlds 2011:

Call for papers:

Are you engaged in research and/or advocacy relating to women's equality, women's rights, women's empowerment?

Then you should know about Women's Worlds 2011, a place where we can all connect and converse. The conversation includes you.

The 30th anniversary of this international & interdisciplinary global feminist conference will take place in Ottawa-Gatineau, Canada from 3-7 July 2011.

Until September 15, 2010, we are accepting proposals from academia, the community level, and everywhere in between -- groups, individuals, coalitions, networks, teams.

We hope you will ANSWER THE CALL.

This event will bring together academics, advocates, researchers, policy-makers, workers, activists, and artists of all ages from around the world under the theme "Inclusions, exclusions, and seclusions: Living in a globalized world".

For more information see: <http://www.womensworlds.ca/>

CONFERENCE:

A Carnival of Feminist Cultural Activism,

York, UK - 5th March 2011

This carnival of feminist cultural activism seeks to bring together artists, activists and academics from many nations to learn from each other, celebrate our creativity, and advance feminist work. To this end, we welcome proposals for a three-day international conference and festival of academic papers, presentations, performance, exhibitions & workshops.

We ask: can feminist art change the world, and if so, how?

For further details see: <http://www.feminist-cultural-activism.net/>

WANT TO HOLD AN EVENT?

All GEA members are eligible to apply for up to £300 seedcorn money for a GEA event.

Applications for alternative amounts will be considered on the basis of their merits. Seedcorn funding is also available for practice-based events on a gender and education theme.

If you wish to apply please email GEA with the following details:

- ◆ Your name;
- ◆ Institution where the event is to be held;
- ◆ Title of event;
- ◆ Indicative outline;
- ◆ What you plan to use the money for;
- ◆ Why GEA should fund the event rather than another organisation.

We encourage applicants to consider securing co-funding from other sources where appropriate.

All applications will be considered by the GEA committee. Priority will be given to applications that demonstrate why GEA is the most appropriate body to fund the event. If you have any queries relating to this fund, please email :

admin@genderandeducation.com



Gender and Education Association

Get involved with the GEA

There are several ways to become more involved in the GEA.

We have over 30 regional representatives who represent the GEA internationally. For details of your nearest rep, please see: <http://www.genderandeducation.com/contactus/regReps.html>

If you would like to become a GEA representative in your local area, please contact us at: **admin@genderandeducation.com**

The **Gender and Education Association (GEA)** has been set up to represent those with feminist interests in gender and education. Its aims are:

- ◆ To promote feminist scholarship and encourage the advancement of feminist understandings of, and practices in, gender and education internationally, nationally and locally; and in these fields:
- ◆ To provide an authoritative and influential voice;
- ◆ To promote, problematise and disseminate knowledge;
- ◆ To encourage teaching, learning, research and publication;
- ◆ To provide a source of expertise and knowledge for policy makers and practitioners;
- ◆ To create networks to facilitate and develop the exchange of information between its constituent members.

Membership Benefits

- ◆ Access to, and participation in, a vibrant network of committed feminists through e-mail subscriber lists, regional day seminars and regional meetings;
- ◆ Reduced rate for personal subscriptions to the journal *Gender and Education*;
- ◆ Advance information of, and a reduced rate for the Gender and Education conferences, and associated seminars and workshops.

◆ How to Join or Renew Membership

Membership is open to practitioners, academics, policymakers, managers and administrators who have interests in the field of Gender and Education.

You can join GEA online (see our new website for further details—www.genderandeducation.com).

We have reduced rates for unwaged members/students and members from eligible countries, details of which can be found on the website.

Alternatively, send your details and £24 waged/ £12 reduced rate to:

Gender & Education Association
c/o Department of Educational Research
Lancaster University
Lancaster, LA1 4YD,
UK

Newsletter compiled by Fin Cullen



Please note that all pieces reported in this newsletter represent the viewpoints of individual authors, and are not necessarily representative of the opinions of the wider GEA membership or the association's executive committee.

If you would like to contribute to our next edition, please send any copy (text or images) as word or PDF files to admin@genderandeducation.com by December 15th 2010

admin@genderandeducation.com
www.genderandeducation.com