

STANDING WORKING GROUP

GENDERING LOCAL, NATIONAL, REGIONAL, TRANSNATIONAL AND SUPRA-NATIONAL HISTORIES OF EDUCATION

Convenors:

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Originating Impetus

The *Gender Group* was founded in 1994 to integrate gender issues into the ISCHE conferences. In 2005, group activities stopped because the task of successfully integrating gender into the general ISCHE conference was thought to have been accomplished. It was found, however, that there was a notable lack of gender issues addressed at the following conference, which led to the group reorganising to continue its activities.

While the usual focus and aim of ISCHE Standing Working Groups is “to coordinate research and discussion on a set topic, guided by specific research goals, for a set period of time” (see guidelines for SWGs), the SWG *Gender and Education*, guided by its history, did assume a double perspective:

1. Organizing sessions on gender topics along the conference theme (the SWG offers its support in this endeavour, including assistance chairing these sessions).
2. Organizing SWG *Gender and Education* sessions with a specific research goal

The Gender group has been notably successful in its role as one of the ISCHE panels at ICHS/CISH (*International Committee of Historical Sciences*): there was an ISCHE gender panel at the ICHS meetings in 1995, Montreal; 2000, Sydney; 2005, Oslo. During the last term of the SWG Gender approved by the ISCHE Executive, the SWG Gender and Education focused its research in the field of Gender, Power Relations and Education in a Transnational World. Under this theme it organized panels and papers in ISCHE 2012 (Geneva), 2013 (Riga), 2014 (London), 2015 (Istanbul). Papers from these panels have been collected for a proposed book in the ISCHE Book Series.

Mission Statement / Purpose of the SWG for 2017-2022

Exploring the significance of gender in histories of education has been an ongoing project in ISCHE. In this new SWG, our primary goal is to articulate the significance of gender in relation to the dynamics of intersectionality in local, national, regional, transnational and supra-national historical research in education. Thus studies and conceptual approaches that investigate the relationships and entanglements between the different levels is an important dimension of our agenda. Likewise, within this approach to intersectionality the SWG is proposing to extend its remit to include research into ways in which masculinities as well as femininities interact with an array of cultural markers including race, class, age, religion and nationality.

Given that educational networks are one of the oldest forms of global connectedness, we are interested in men and women educators whose lives and work crossed borders as well as networks of correspondence, and exchanges of material goods such as books and pedagogical materials. We include activism within groups and organisations whose work transcended national borders, for example, the United Nations. In that sense we are interested in connections between women educators and international feminist networks and their intersections with men who engaged in international feminist networks.

Planned activities:

- a themed issue of *Pedagogica Historica* on gendered perspectives of the intersections of local, national, regional, transnational and supra-national historical research in education
- a collective book on the above topic
- coaching of doctoral students (special sessions / panels with mentors)

Members:

- Christine Mayer (D)
- Adelina Arredondo (MX)
- Tali Tadmor-Shimony (ISR)
- Ruth Watts (UK)
- Marie-Elise Hunyadi (F)
- Joyce Goodman (GB)
- Rebecca Rogers (F)
- Dayana Lau (D)