

## STANDING WORKING GROUP

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

#### ANNUAL REPORT 2023

Please note that the term of the Gender SWG has expired so this report also constitutes the FINAL REPORT

#### **Convenors**

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#### **Originating Impetus**

The *Gender Group* was founded in 1994 to integrate gender issues into the ISCHE conferences. Group activities ceased in 2005 because the task of successfully integrating gender into the general ISCHE conference was thought to have been accomplished. The group reconvened in 2012 to continue its activities.

#### **Mission Statement 2018-2022**

Exploring the significance of gender in histories of education has been an ongoing project in ISCHE. In this 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.

#### **Membership**

Stephanie Spencer	Dayana Lau	Catherine Nowlan-Roebuck
Deidre Raftery	Florence Wenzek	Mary Clare Martin
Tali Tadmor-Simnoy	Melanie Fabre	Diana Vidal
Nelleke Bakker	Pierre Guidi	Stephen Parker
Kay Whitehead	Meng Wang	Yuri Uchiyama
Polly Thanailaki	Christine Mayer	Keiko Sasaki
Joyce Goodman	Rebecca Rogers	Liz Smyth
Ruth Watts	Adelina Arredondo	Sian Roberts

#### **Report – 2023**

a) ISCHE 44: Budapest, Hungary

In 2023, 15 papers were submitted to the Gender SWG, one was subsequently withdrawn, and co-convenors completed the reviews. Seven papers were selected for the two allocated

panels and one was presented online. The remaining papers were redirected to other panels.

### **Gender sessions 2023**

#### **B3 SES 08.1 Re-forming gender in various educational spaces**

**Chair Christine Mayer**

T. Allender, 'Traditions and transitions in Empire: Seeking gender from 'below' in colonial and post-colonial India'

P. Dogliotti and E. Quitzau, 'Feminine and masculine bodies as an effect of biotypological discourses in the training of physical education teachers in Uruguay (1948-1968)'

P. Thanailaki, 'Entanglements and reforms in the Greek textbooks: The questions of gender and transnationality (19<sup>th</sup> to early 20<sup>th</sup> centuries)'

T. Tadmor Shimony, 'The Victorian portrait of graduates of the Jerusalem school for Jewish girls (1900-1914)'

#### **B3 SES 09.1 Women educators: Struggling for recognition**

**Chair Tali Tadmor Shimony**

B. Eren-Aydinlik, 'Ideals of educated womanhood in women's magazines of the late Ottoman Empire (1908-1923)'

C. Sanz Simon, 'The internal exile of female teachers during Franco's regime. Marking banishment and truncated trajectories'

S. Winkler, 'Numbers, petitions, persistence: Statistics in women's augmentation strategies for educational reform in Sweden, 1904-1918'

#### **A2 ONLINE 05.1**

E. Teglas, 'Tensions and wage tensions in the mirror of the Austrian educational press of the dualism era'

b) Final publication

The Special Working Group Executive agreed at the ISCHE conference in Porto that we would issue a call for chapters, and develop a book publication. Deirdre Raftery and Stephanie Spencer agreed to edit the volume.

While the impact of the global pandemic slowed the process, it did not bring it to an end. The call was promoted at the ISCHE conference in Milan (2022), where Deirdre made face-to-face short presentations on the proposed book to all those participating in the SWG that year, and there was significant interest.

Following the submission of abstracts, Stephanie and Deirdre developed a full proposal for Palgrave Macmillan. This went through a thorough review process and was accepted. The book is currently in progress and the final version will be submitted to Palgrave Macmillan in April 2024, for a Winter publication. The chapters represent scholarship from four continents, and a range of excellent work. The final accepted proposal contained the following list of chapters:

***Gender, Intersectionality and the History of Education: Networks, Time and Place***  
Eds. Deirdre Raftery and Stephanie Spencer

**Introduction**

Deirdre Raftery and Stephanie Spencer

**“True Stars in the East”: Engendering Faith and Educational Networks in the American School for Girls in Iraq, 1920s-1950s**

Sopanit Angsusingha

**From local to supra-national discrimination and privilege: intersectionality and an English educational network of the late nineteenth and early twentieth centuries**

Mary Campbell-Day

**Crossing Boundaries and Negotiating Identities: Politics of Secondary Education for Girls in Interwar Colonial Hong Kong**

Patricia P. K. Chiu

**“We need the Esperanto Organisations for our Bahai Cause and the Esperanto Organisations need our Bahai Cause” (Martha Root, 1928, quoted in Garis 1983, 305)**

Joyce Goodman

**Shaping the Women Question to Enter the Revolution: Women Production of Knowledge in the Ethiopian Student Movement (1972-1976)**

Pierre Guidi

**Transnational time and place between East and West: Utako Shimoda and Intertwined ideal of women’s education in modern Japan**

Setsuko Kagawa

**Five Languages, Displacement, Immigration, and Transnational Professional Identity: The Travels of the Twin-Sister Teachers (1922-1970s)**

Renana Kristal and Tali Tadmor Shimony

**Transnational networks in female education, 1840-1910: a study of two Irish educators – Teresa Ball and M. Michael Corcoran**

Deirdre Raftery, Ruth Ferris and Catherine Nowlan-Roebuck

**Networking on Home Economics Education in the Early 1900 Scandinavia – and how its ideas of being woman intersect with gender, social class, and location**

Annette Rasmussen and Karen E. Andreasen

**Gender and intersectionality: feminine strategies in the teaching career (Brazil, first half of 20<sup>th</sup> century)**

Diana Vidal and Rafaela Rabelo

**Muriel Pelham-Johnson in Tanganyika Territory (1939-1959): Imperial Networks and Local Rooting in the Shaping of Girls’ Schooling Policies**

Florence Wenzek

**Minette Jee’s working life as a British progressive educator in the mid-twentieth century**

Kay Whitehead

**Afterword and commentary Nancy Rossoff**

In addition to the chapters, the introduction will bring together a discussion that links the book to the Gender SWG. It will provide an overview of the aims and the scope of the book as follows:

- Includes reference to ISCHE and the ways in which the chapters gathered from the Gender Working Group at ISCHE. The current Gender SWG's 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. The Introduction will explain how individual chapters in this book offer studies and conceptual approaches that investigate these gender relationships and transnational entanglements.
- Provides a discussion of the theoretical frames that are adopted by the submitting authors
- Provides a summary of the chapters and create a discussion that identifies points of contact and divergence within and across the chapters
- Provides a robust discussion of the chapters, which is further developed in the Conclusion to the volume
- Identifies new areas for research that have been signalled by the submitting authors



## CALL FOR PAPERS

### **ISCHE 2023 Gender SWG**

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

#### Mission Statement of the Gender Standing Working Group for 2017-2022

Exploring the significance of gender in histories of education has been an ongoing project in ISCHE. The Gender SWG's 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.

Gendering local, national, regional, transnational and supra-national histories of education invites submissions to the ISCHE 44 conference (18-21 July 2023) in Budapest, Hungary. The conference theme "Histories of education and reform: Traditions, tensions and transitions" complements our gender group's mission statement. We are seeking papers that apply the lens of gender (alone or in conjunction with other cultural markers) and an international or transnational dimension to the conference theme.

Deadline, 31 January, 2023

Please submit abstract proposals through the conference electronic system by selecting the **Gender SWG** in the Abstracts area. Proposals will be submitted in English and explain briefly the research problem, objectives, theoretical and methodological approach, main primary and secondary sources, core arguments and main results. Proposals should be a maximum of 500 words, excluding bibliography. We recommend to additionally select as a second choice one of the thematic strands of the conference, so that in case of too many proposals for our SWG some may (collectively) be redirected to another strand.