

Gender and Feminisms

MAIED

Theories Lecture Session 3

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Session overview

- MDGS ----- SDGs
- Gender statistics
- Gender and development?
- What is gender?
- What about feminism?
- Implications for knowledge
 - Society
 - Education
 - Development

Development – Education - Gender

Millennium Development Goals (MDGs)



MDG Progress by 2015 (i)

UNESCO (2015) EFA GMR, UNESCO, Paris

- ***Discriminatory institutions** undermine gender equality*
- Gender bias remains in **textbooks**
- *Gender stereo-typing negatively affects girls performance especially in maths*
- Once enrolled girls stand an equal or better chance of continuing to upper primary
- *New schools and available **sanitation** improve girls' access*
- Gender disparities increase in secondary school and higher levels

MDG Progress by 2015 (ii)

UNESCO (2015) EFA GMR, UNESCO, Paris

- More **female teachers** increase parental demand for girls' education
- *There are increased numbers of female teachers but this drops at higher levels*
- **Little gender training** in teacher ed. Courses
- *In some cases **boys drop out** more with a gender disparity against boys*
- Boys encounter physical **violence** and girls experience sexual harassment and sexual abuse in schools
- *Teachers often have impunity in such violence cases*

Progress by 2015 (iii)

UNESCO (2015) EFA GMR, UNESCO, Paris

- 69% of countries will achieve gender parity in primary education by 2015
- **Poverty** increases gender disparities
- **Early marriage and pregnancy** negatively affect girls' access to school
- Girls and women are **under-represented** in all aspects of social /political / economic life

Sustainable Development Goals

<https://sustainabledevelopment.un.org/index.php?menu=1300>

Access to all levels

(pre-school to university)

Quality

Learning outcomes

Skills for work

Equality

Literacy and Numeracy

Sustainable livelihoods

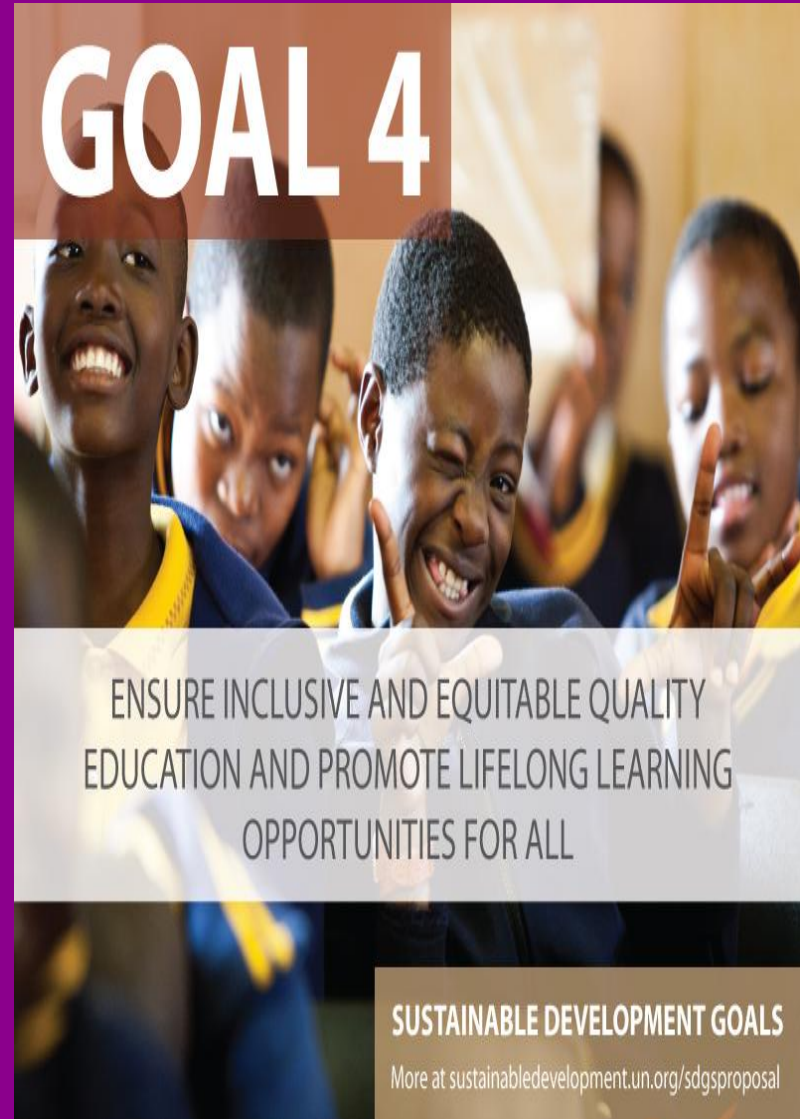
Rights

Equality

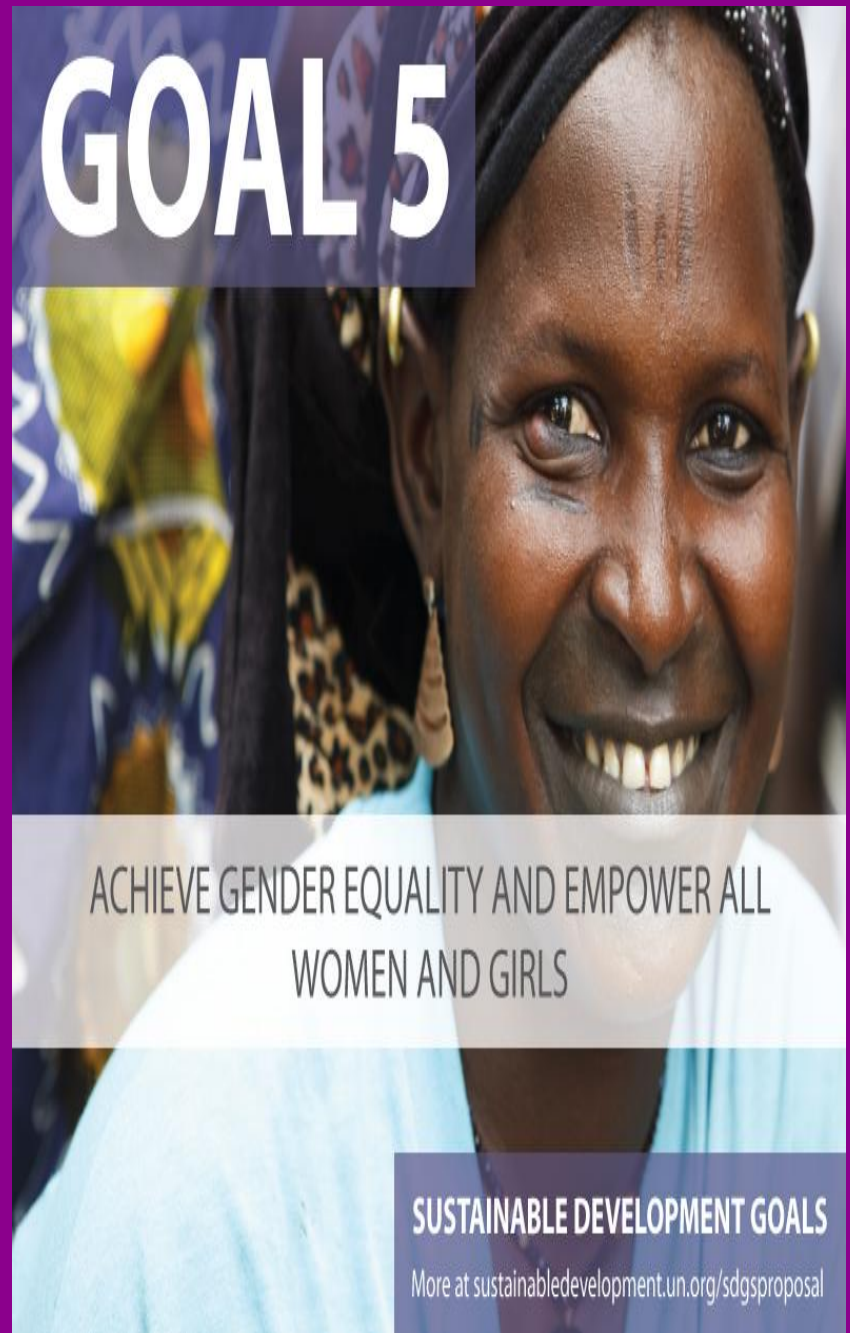
Peace

Global citizenship

by 2030



**End- Discrimination
Violence
FGM
Early Marriage
Value- unpaid care
domestic work
Share responsibilities
Offer social protection
Enable - Participation
Leadership
Decision making
Sexual and reproductive
health rights**



Measuring development

<http://hdr.undp.org/en/content/table-1-human-development-index-and-its-components>

HDI rank	Country	Human Development Index (HDI) Value, 2015	Life expectancy at birth (years)	Mean years of schooling	Expct'd years of schooling	Gross national income (GNI) per capita	(HDI) 2014
1	Norway	0.949	81.7	12.7	17.7	67,614	0.948
2	Australia	0.939	82.5	13.2	20.4	42,822	0.937
187	Niger	0.353	61.9	1.7	5.4	889	0.351
188	Central African Republic	0.352	51.5	4.2	7.1	587	0.347

Gender-related Development Index

<http://hdr.undp.org/en/content/table-5-gender-related-development-index-gdi>

- **Ratio of female to male Human Development Index (HDI) value** (see also definition of HDI).
- **Life expectancy at birth:** Number of years a newborn infant could expect to live if prevailing patterns of age-specific mortality rates at the time of birth stay the same throughout the infant's life.
- **Mean years of schooling:** Average number of years of education received by people ages 25 and older, converted from educational attainment levels using official durations of each level.
- **Expected years of schooling:** Number of years of schooling that a child of school entrance age can expect to receive if prevailing patterns of age-specific enrolment rates persist throughout the child's life.
- **Estimated earned income** Gross national income (GNI) per capita: Derived on the basis of the ratio of female to male wage, female and male shares of economically active population, and GNI (constant 2011 PPP\$).

Gender Inequality Index

<http://hdr.undp.org/en/content/table-4-gender-inequality-index>

Gender Inequality Index: A composite measure reflecting inequality in achievement between women and men in three dimensions: reproductive health, empowerment and the labour market.

- **Maternal mortality ratio:** Number of deaths due to pregnancy-related causes per 100,000 live births.
- **Adolescent birth rate:** Number of births to women ages 15–19 per 1,000.
- **Share of seats in national parliament:** Proportion of seats held by women in a lower &/ or upper house/ senate as % of total seats.
- **Population with at least some secondary education:** % population ages 25 + who have reached (even if not completed) a secondary schooling
- **Labour force participation rate:** Proportion of a country's working-age population (15+) in the labour market, working or looking for work, as a % of the working-age population.

Questions about gender in education for development (for seminar)

- Why is there a special concern for gender?
- How would you rationalise this?
- Do the statistics help you justify this? Explain.
- Does a WID or GAD approach to gender make a difference to how you might address gender?
- Can you describe how gender is conceptualised in these approaches?
- Does this matter?

Education, Development and Gender

- Education is a vector for development
- Education is an indicator of development
- Education is justified in terms of its impact on:
 - Economic rates of return to education(social / individual)
 - Human capital theory and economic production (modernisation)
 - Literacy / numeracy
 - Empowerment and participation
 - Reduced fertility, child & maternal mortality & improved health
 - Educated women as better producers and consumers (neo-liberalism and markets)

The production of gender identities

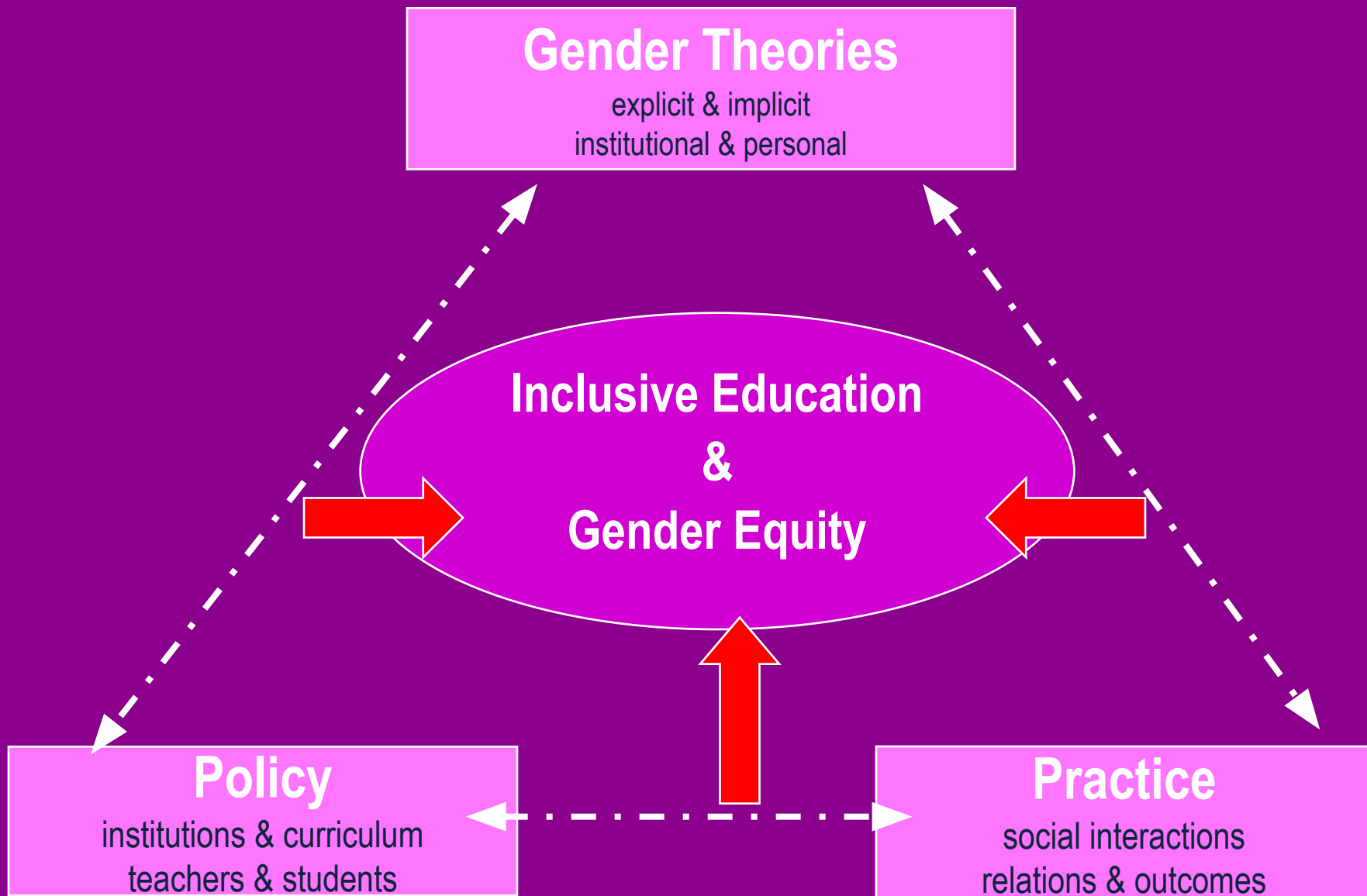
- Multiple and contingent
 - geographical and cultural
- Social regulation & institutional regimes
 - In home, school & work
- ‘Othering’(what you are not)
 - including Learner / intellectual identities

Schools as Institutions

- Networks of institutional processes and relations - power and position
- Institutional regimes regulate boundaries and discipline
- Rules and practices formal and informal life
- Space, place and action symbolise power and position
- Schools as identity sites production and performances

Gender regimes in schools

- leadership & management
- curriculum (texts /choice / specialism)
- teacher and student duties and relations
- physical & verbal space
- physical and verbal violence
- non-intervention in the ‘natural’ gender order.



Deconstructing gender theories

Female



Male

From

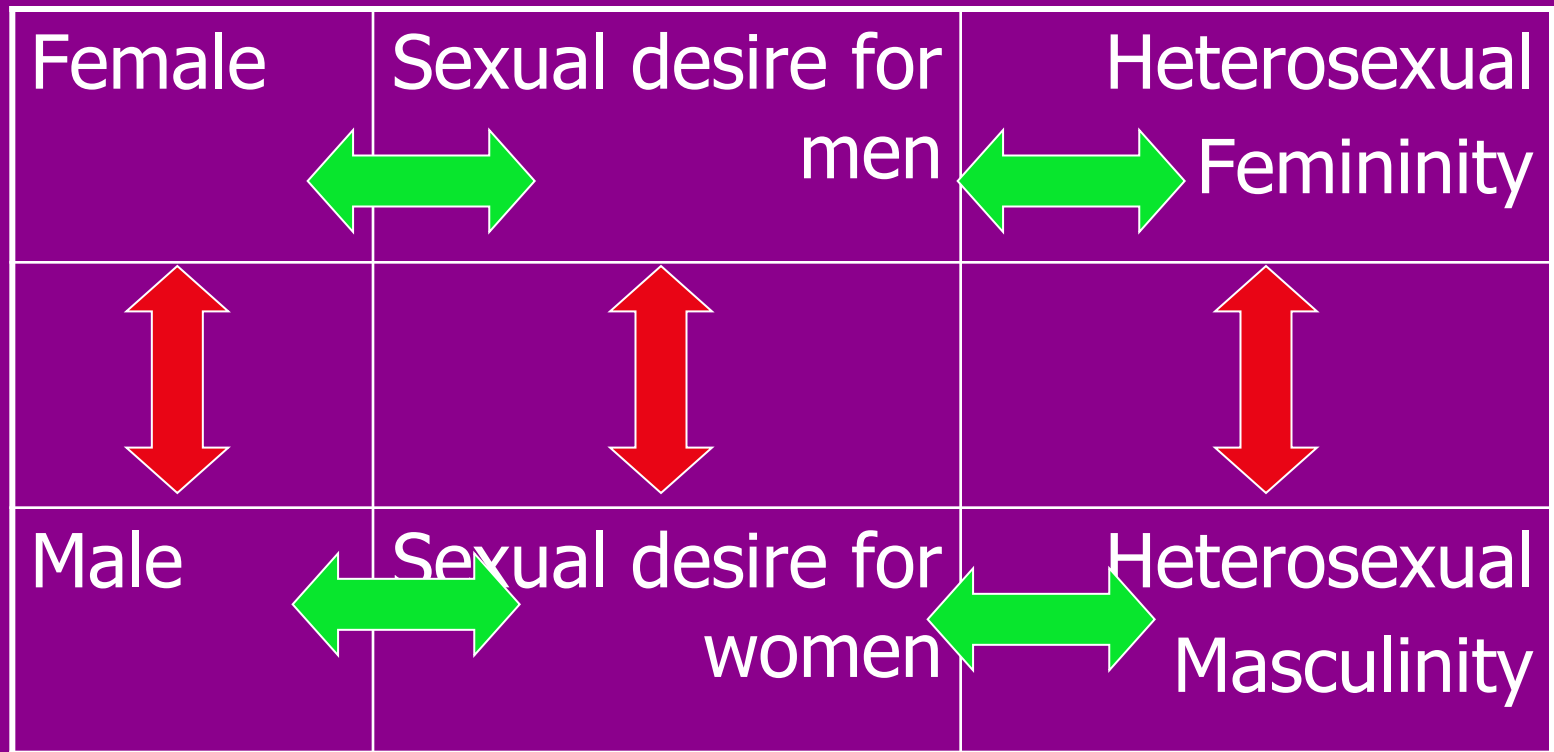
- Biology to social construction
- categories to relations
- natural to performative
- outcomes to processes
- macro to everyday

Gender Identities

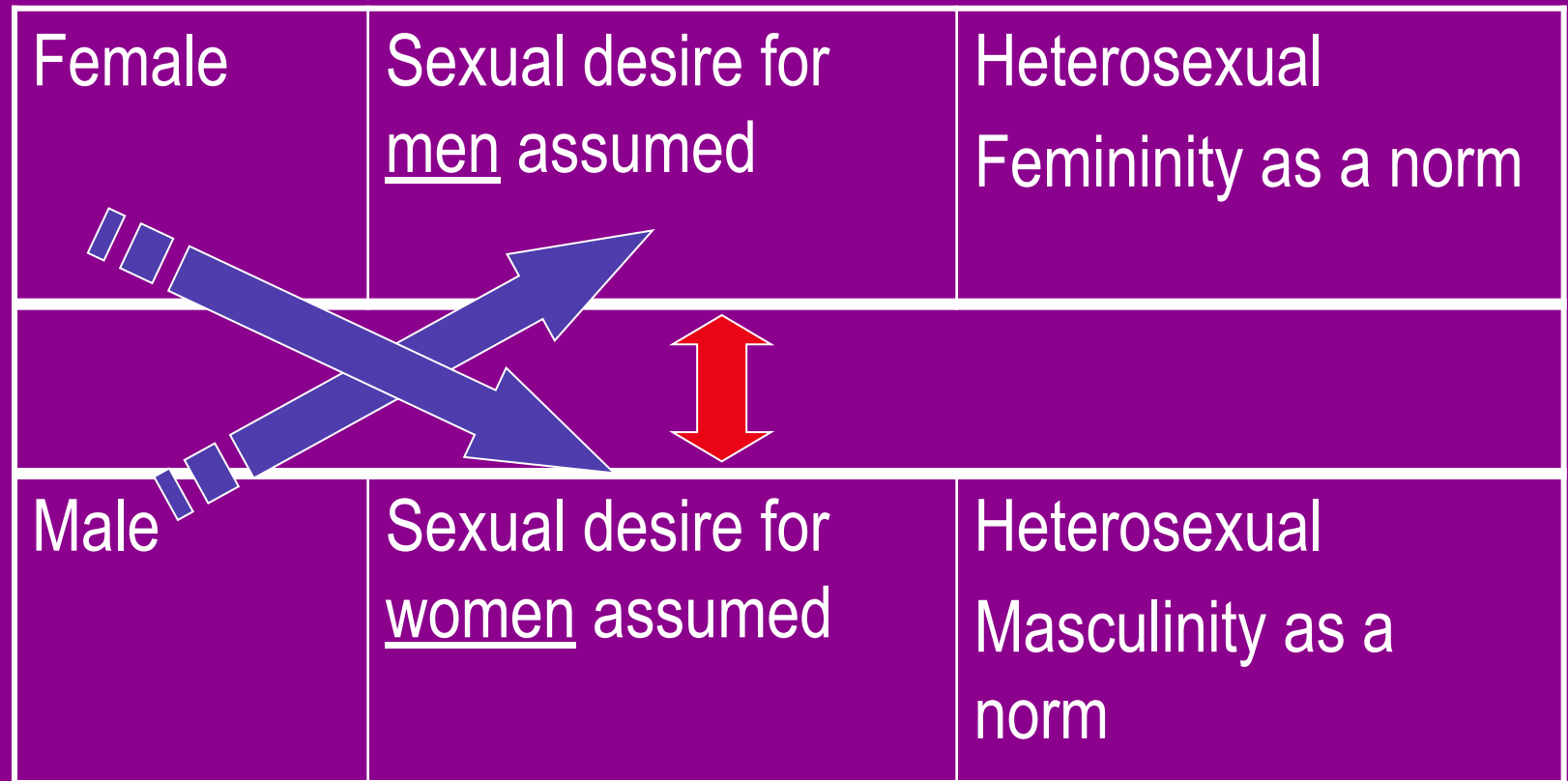
- Beyond biology and ascription
- Being gendered is an embodied identity performance
- A constant becoming
- Relational and multiple rather than Female/Male polarity
- Contextually contingent upon institutional regimes and regulation
- More than the conflation of gender and (hetero-)sexualities

Gender and sexuality

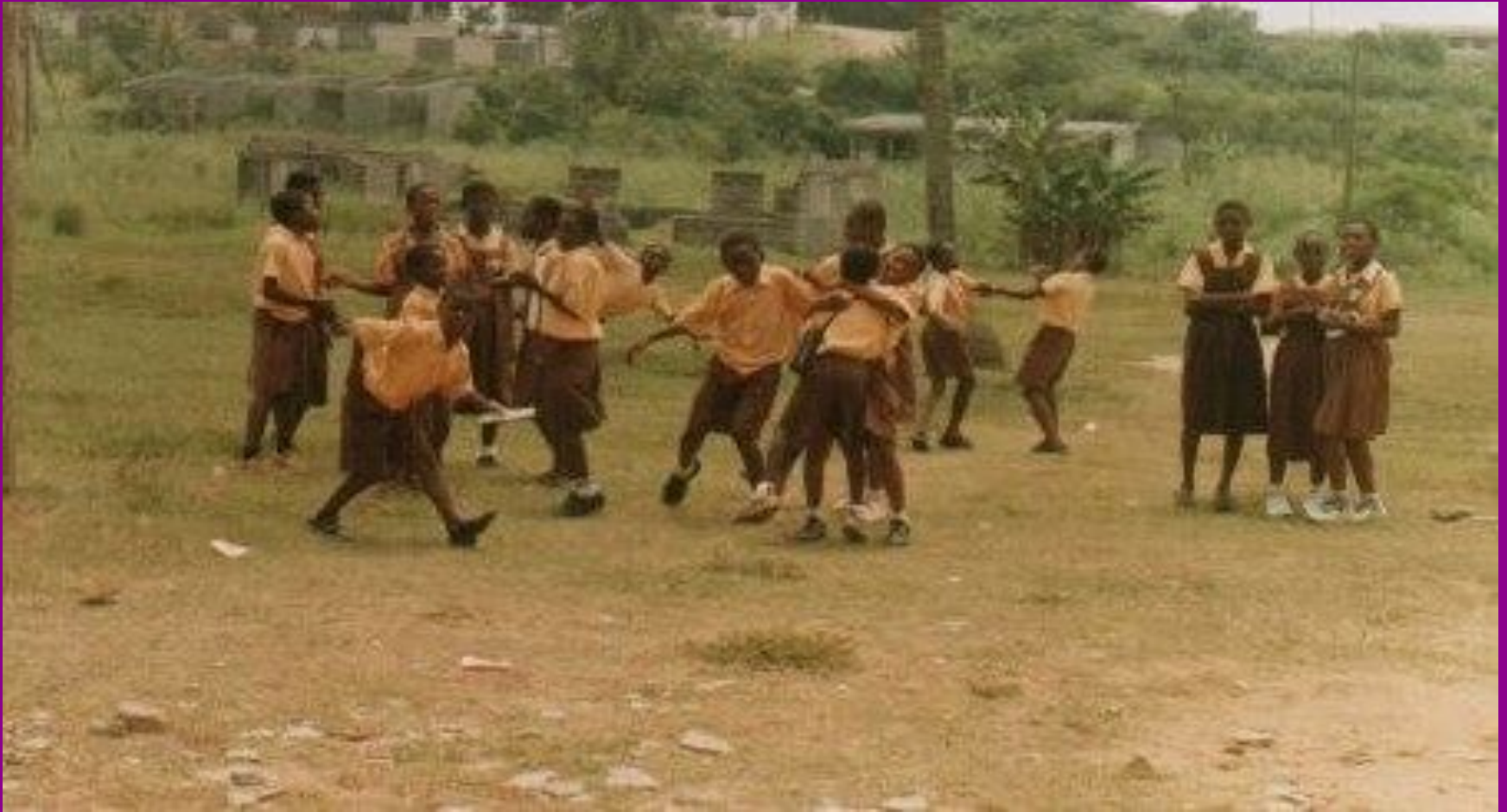
- the heterosexual matrix



Regulating gender and sexuality - the heterosexual matrix



Performing Heterosexual Identities



Hetero-normativity

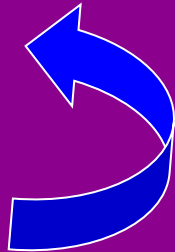
- Heterosexual femininities / masculinities assumed
- Learned & accomplished within a gender regime
- Regulated by institutional norms and other institutional actors
- Identification, internalisation but some space for agency

Culture & Context

- Gender and sexuality performances vary
 - » from one context to another
 - » over time
 - » they are contextually & culturally contingent
- Different social meanings
 - » boys holding hands in school compound in rural Malawi / North London School
- Differently appropriated
 - » male strength
 - Lifting carrying heavy objects (doors / pints of beer/ furniture)
 - Wood or water on their head

Gender /Sexuality regimes

- Institutional practices structure & regulate gender and sexuality
 - processes
 - identities
 - power
 - relations
- When gender / sexuality is naturalised in reference to original biological difference
 - Reproduction of stereotypes
 - A cultural dead-end
 - Denial of agency
 - Limit possibilities for intervention & change



.... and knowledge????

We have now considered gender in
development
education
society

And there are implications of this for :
research
knowledge

.....

FEMINISM!!!!!!

Rise of feminist critique due to the exclusion

- as subjects of research (Freud/ Piaget)
- in the production of knowledge

Highlighting

power and interests

voice and participation

different standpoints

links between the process and products of
research

importance of reflexivity

Doing gender

Natural ----- Normal ----- Neutral

- ***Social categories***

The relationship between distributions and representations is both the product and the stake of a permanent struggle ... the classifications ... are expressed and legitimated, ... perpetuating misrecognition, an alienated cognition that looks at the world through categories the world imposes, and apprehends the social world as a natural world.'
(Bourdieu, 1990:141)

- ***Denial of subjectivity and affect.***

The objectifier treats the object as something whose experiences and feelings (if any) need not be taken into account. (Nussbaum, M. 1999: 218)

Undoing gender

- ***Production of difference***

...differences are never just “differences”. In knowing differences and particularities, we can better see the connections and commonalities because no border or boundary is ever complete or rigidly determining.

(Chandra Mohanty , 2003 p.226)

- ***The illusion of biological origins***

There is no gender identity behind the expressions of gender; that identity is performatively constituted by the very ‘expressions’ that are said to be its results.

(Butler, 1990 p.25)

Heuristic Map

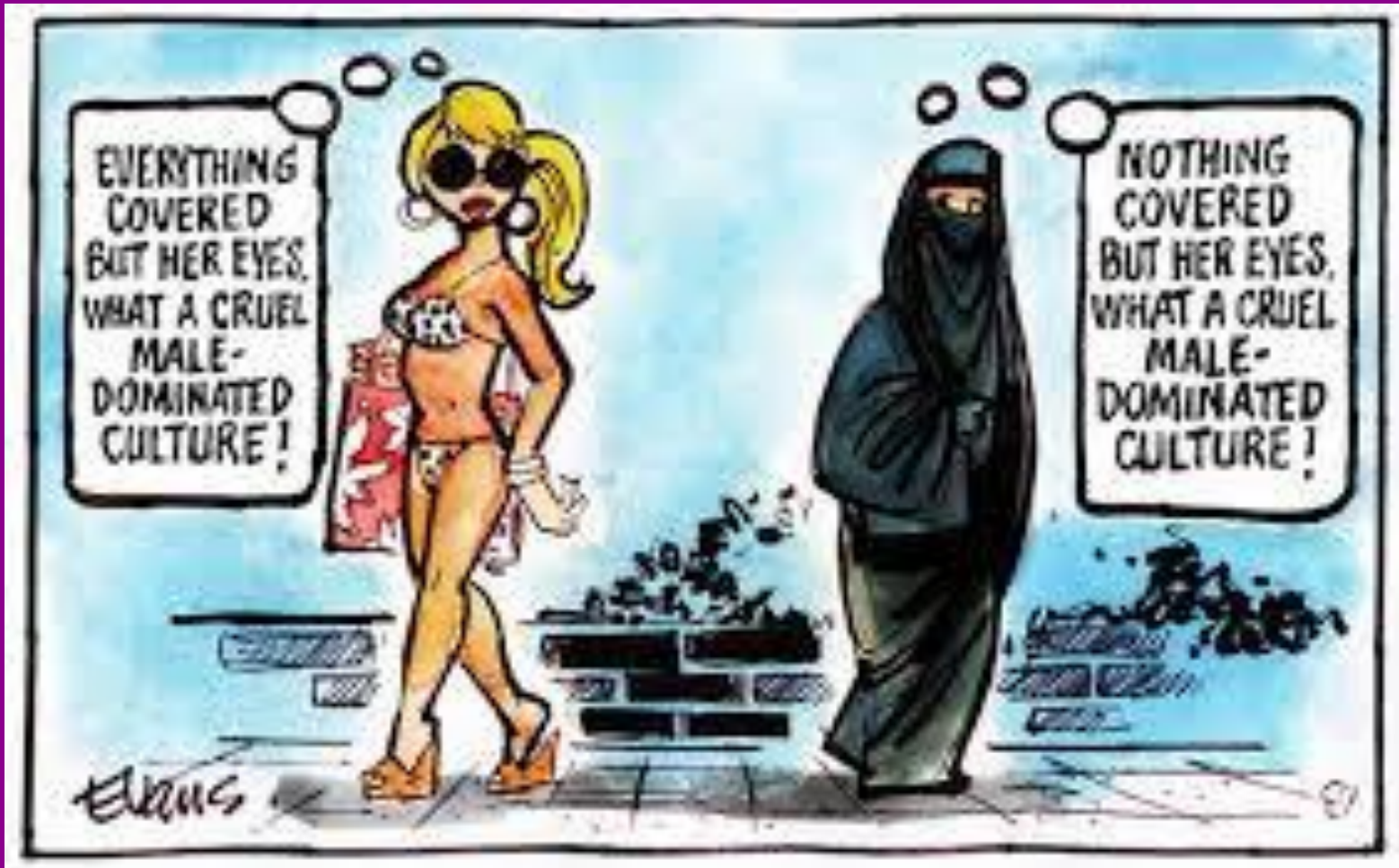
Science/ positivism	Anti-Science/ feminism
Objective	Subjective
Universal	Contextual
Absolute	Contingent
Certain	Contested / Complex
Expert definition	Socially negotiated
Singular	Multiple
Rational	and Affective

Feminist research

- Feminism as
 - embodied knowledge
 - the personal as political
 - a site of action & knowledge production
 - involving the affective / emotions
 - starting to addressing pleasure, intimacy, links between sexualities & intimacies and to citizenship

But all feminists are not the same

(Hey, 2014)



Liberal	Radical	Socialist/Marxist	Post-Modern Post-Structural
Ameliorate	Antagonises gender	Men benefit Capital benefits = dual systems theory	Deconstruct Discourses Trace gender as a binary category
Adjust women to fit	Men as a class – men = violence	Claims on wages Socialise child care	Political project of undoing gender –and heterosexual matrix
Remediate	Separate	Struggle against men & Capital (!)	Ask what stakes are placed in divisions
Women ‘lack’	Women’s worlds	Challenge division of labour and men’s consciousness	Trouble and trammel how subjects arise
Gender as noun	Gender as political battle ground	Revolutionary lifestyles -communes	Every day small victories <i>(Hey, 2014)</i>

Infectious modernity

- *. . . interests, concerns, predilections, neuroses, prejudices, social institutions and social categories of Euro/Americans have dominated the writing of human history. One effect of this Eurocentrism is the racialization of knowledge: Europe is represented as the source of knowledge and Europe as knowers. Indeed male gender privilege as an essential part of European ethos is enshrined in the culture of modernity. This global context for knowledge production must be taken into account in our quest to understand African realities and indeed the human condition (Oyěwùmí, 2002: 1).*

Feminisms beyond gender

To define feminism purely in gendered terms assumes that our consciousness of being 'women' has nothing to do with race, class, nation, or sexuality, just with gender. But no one 'becomes a woman' (in Simone de Beauvoir's sense) purely because they are female. Ideologies of womanhood have as much to do with class and race as they have to do with sex. (Chandra Mohanty 1991: 12-13)

Feminism

Absences

Participation in doing research
as subject to/ of research

Voice & interests

Different human motivations for action

‘The simplifying core of economic theory is the assumption that all agents within society are essentially and universally motivated by the attempt to maximise their individual utilities and satisfaction, the ‘ends’ of economic endeavour.’ P.14

Kabeer, N (1996) *Reversed Realities: Gender Hierarchies in Development Thought*. London, Verso

Feminism stands

Against polarisation of debate

For the inclusion of

marginalised voices,

highlights relations, contingencies and complexities

non-rational / emotional aspects

Different Feminisms

- Working class, black and third world feminisms
- Intersectionality
- Liberal, radical and poststructuralist feminisms
- GAD and WID in development
- Gender and sexuality

Feminist writers include Smith, Kabeer & Subramanian, hooks, Oyěwùmí, Mohanty etc