

WHEN DOES GENDER MATTERS? PHYSICAL EDUCATION AND SPORT

Pedrona Serra Payeras^{1,2} ; Dra. Susanna Soler Prat^{1,2} ; Dra. Maria Prat Grau^{2,3}

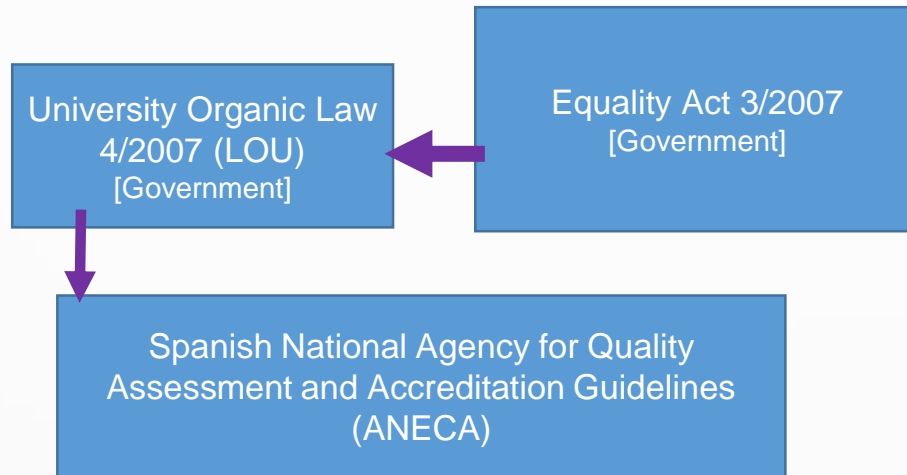
¹ Institut Nacional d'Educació Física de Catalunya – Barcelona (INEFC)

² Grup d'Investigació Social i Educativa de l'Activitat Física i l'Esport (GISEAFE)

³ Universitat Autònoma de Barcelona

Email: pedronaserra@gencat.cat

Introduction



Art. 25:

Higher Education should promote gender knowledge by:

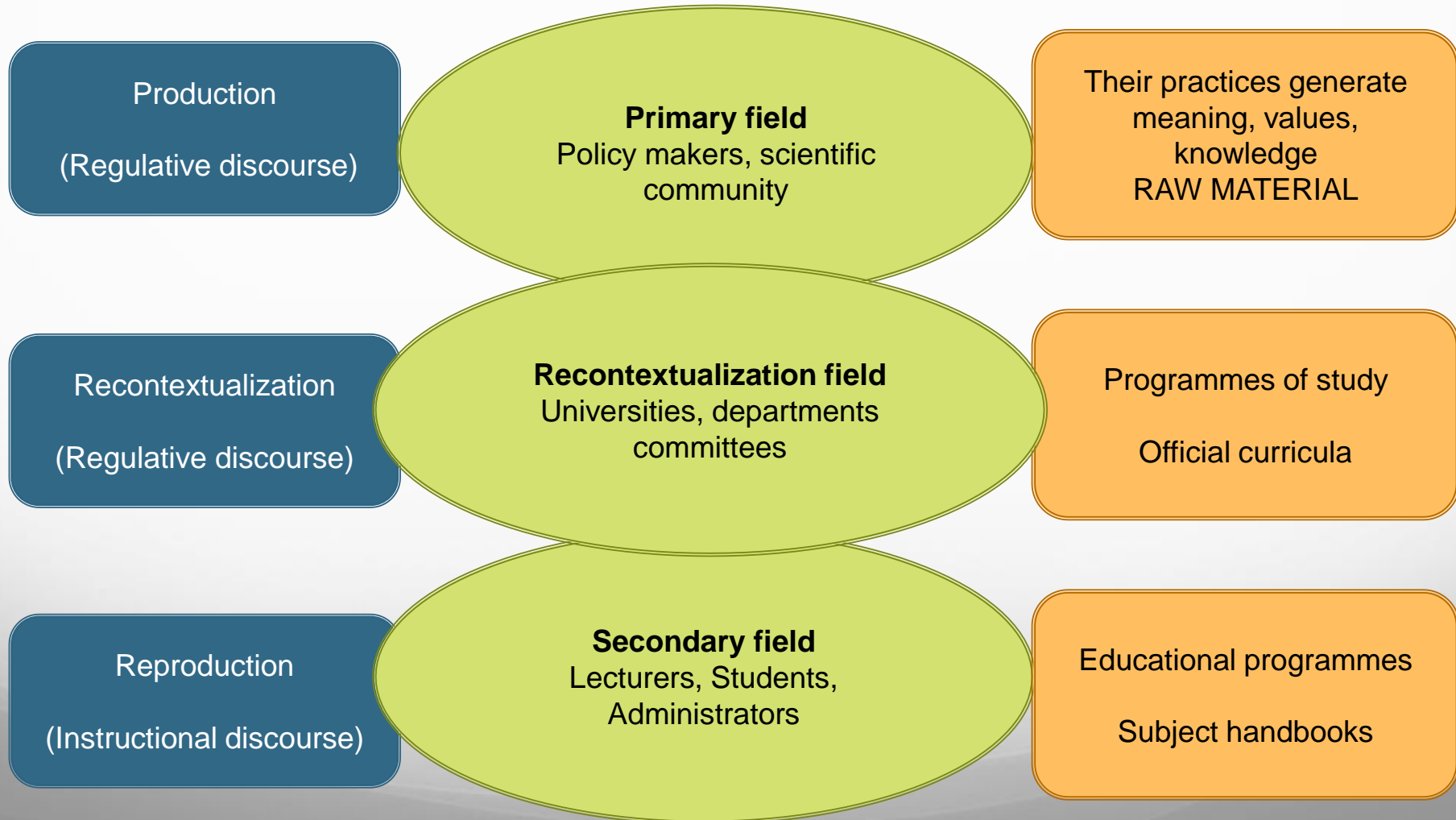
- its inclusion into appropriate study programmes
- development of specific postgraduate courses
- research projects

➔ **In what extent is gender knowledge included in PASS degrees in Spain?**

How is it presented and displayed?

Framework

Social Construction of Pedagogic Discourse (Bernstein, 1990)



Method

Content analysis of

National Policy Document
for PASS
("White Book" of PASS)
[Academics]

16 PASS programme
specification in Spain
(Memoria Académica)
[Academics]

763 Handbooks
[Lecturers]

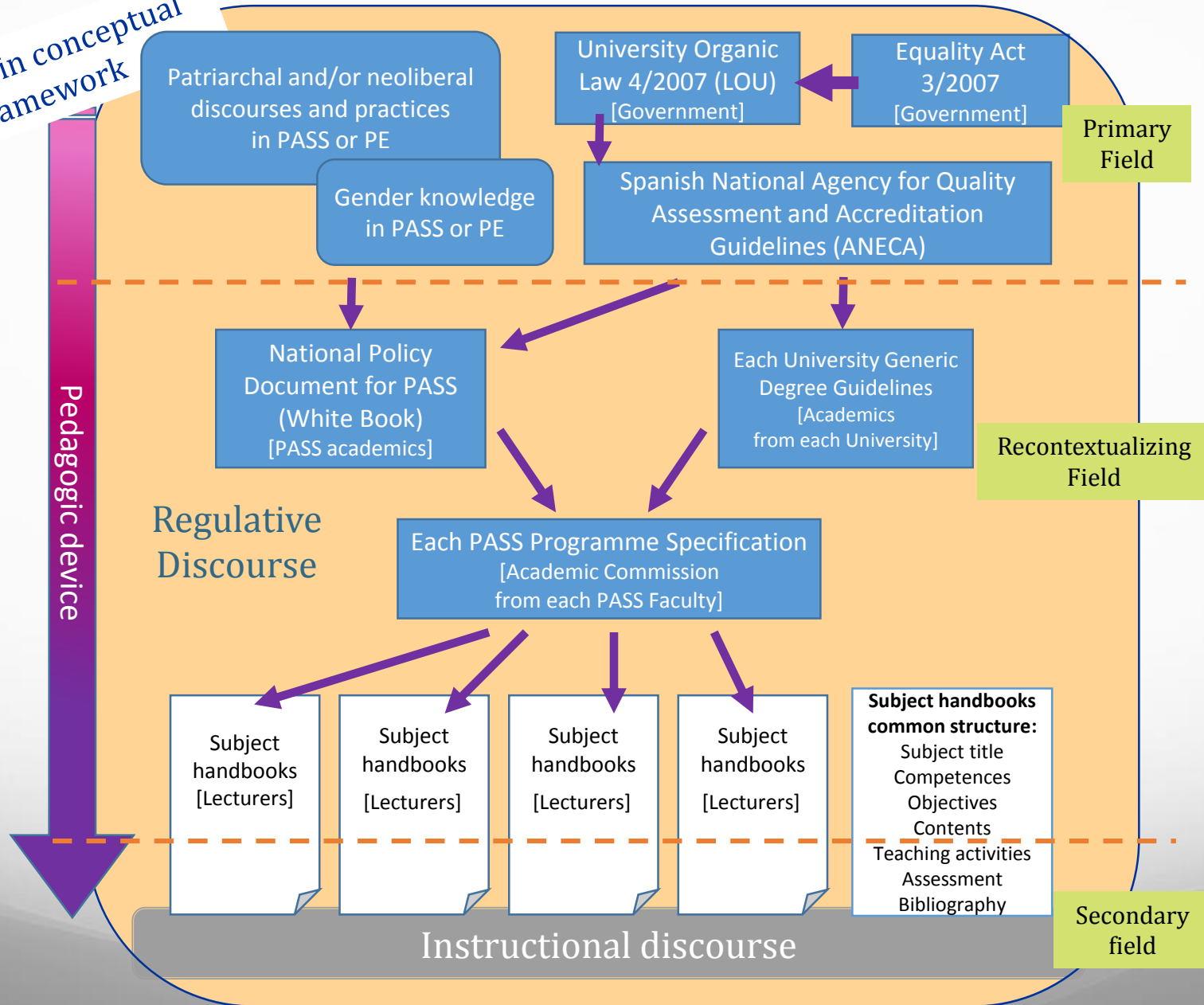
Academic Year:
2012-2013

equality equity discrimination gender
sex women or woman
coeducation mixed feminism men or man

Descriptive analysis:
quantitative
"What extent"

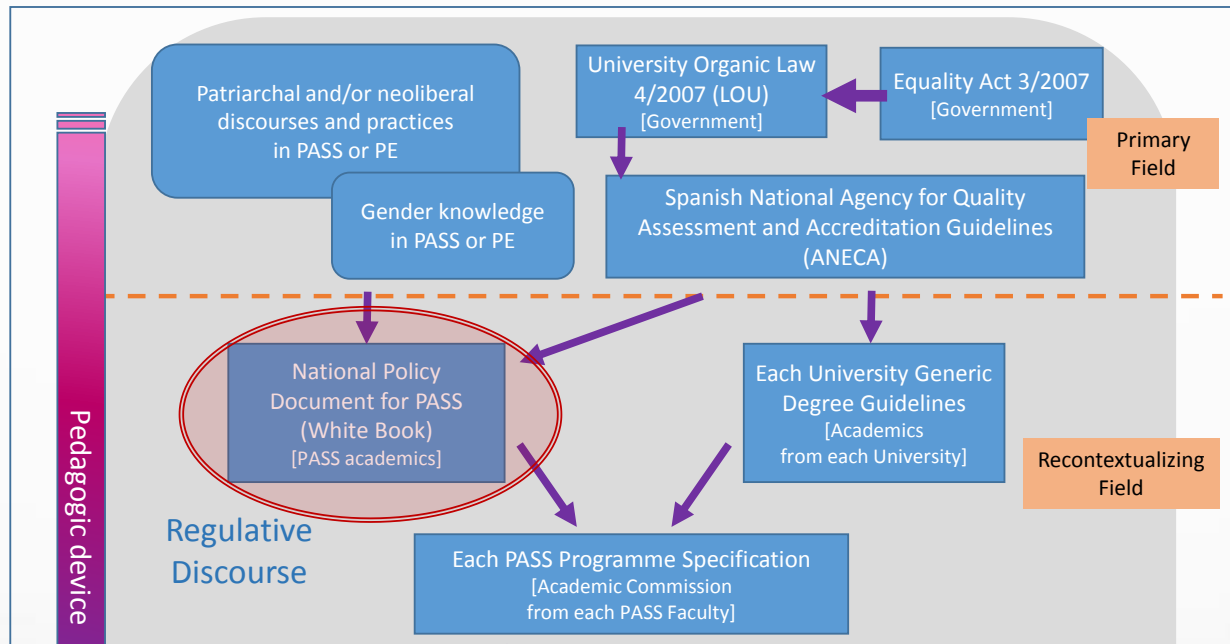
Discourse analysis:
qualitative
"How"

Bernstein conceptual framework



Results

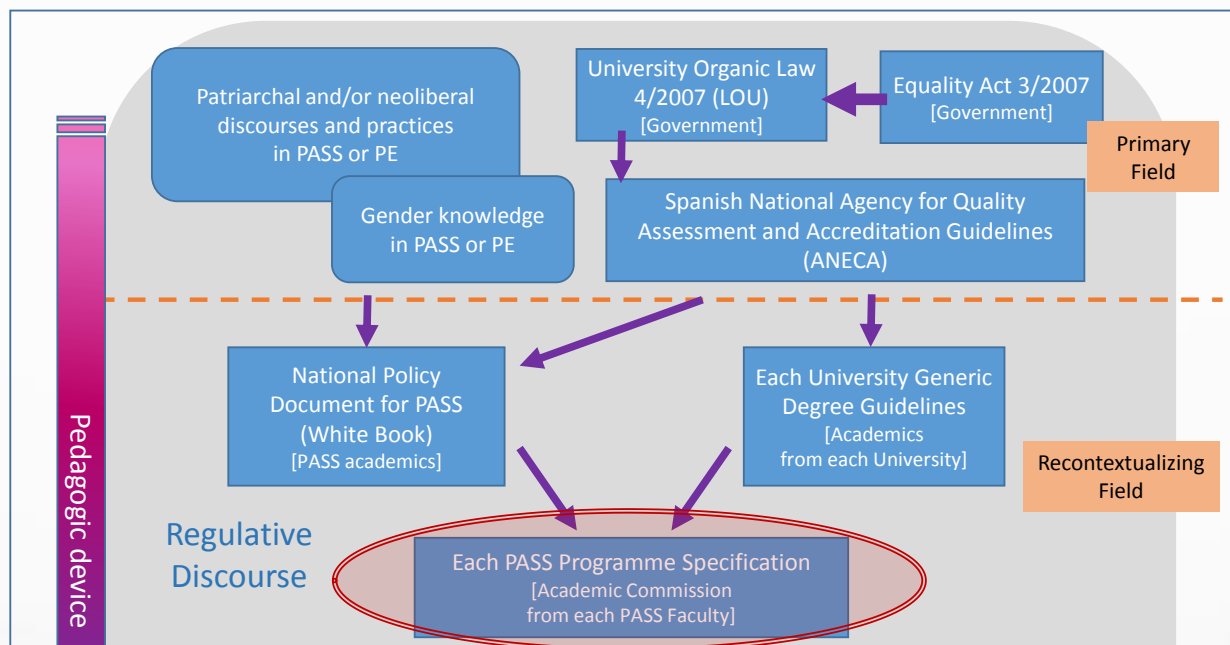
None compliance: the invisibility of gender knowledge within PASS



Gender is absent in the National Policy Document for PASS, apart from a brief mention in the first section describing the labour market

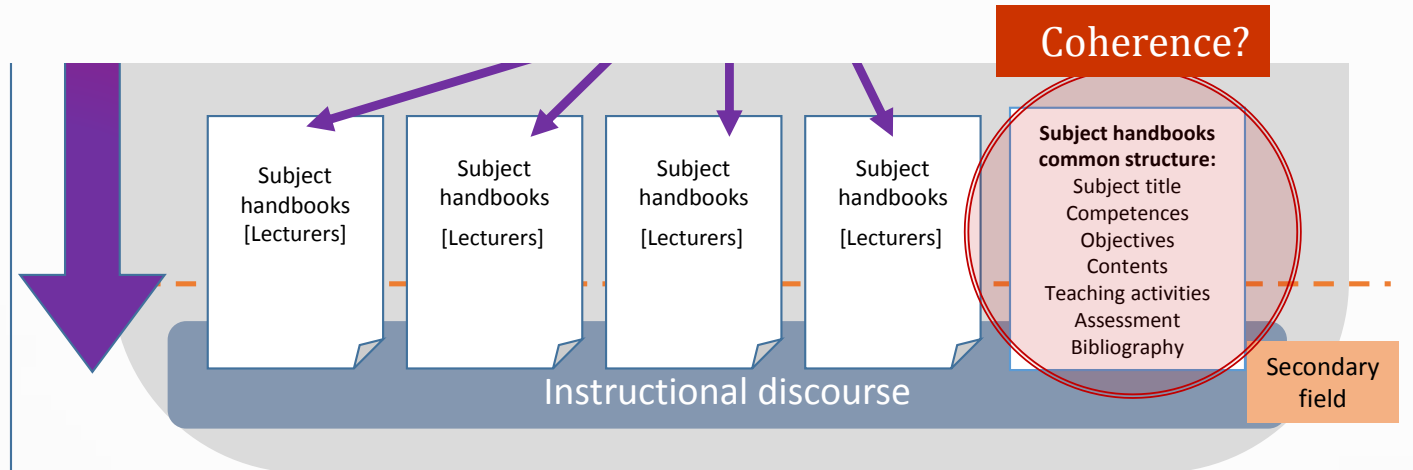
Results

None compliance: the invisibility of gender knowledge within PASS



Cases	Visibility level	How is mentioned
11	Gender mentioned	8 cases: includes gender alongside other categories (class, age..)
		2 cases: gender appear as an unique concept
5	No mention	Subsumed in terms such as "human rights" or "democratic values"

Results



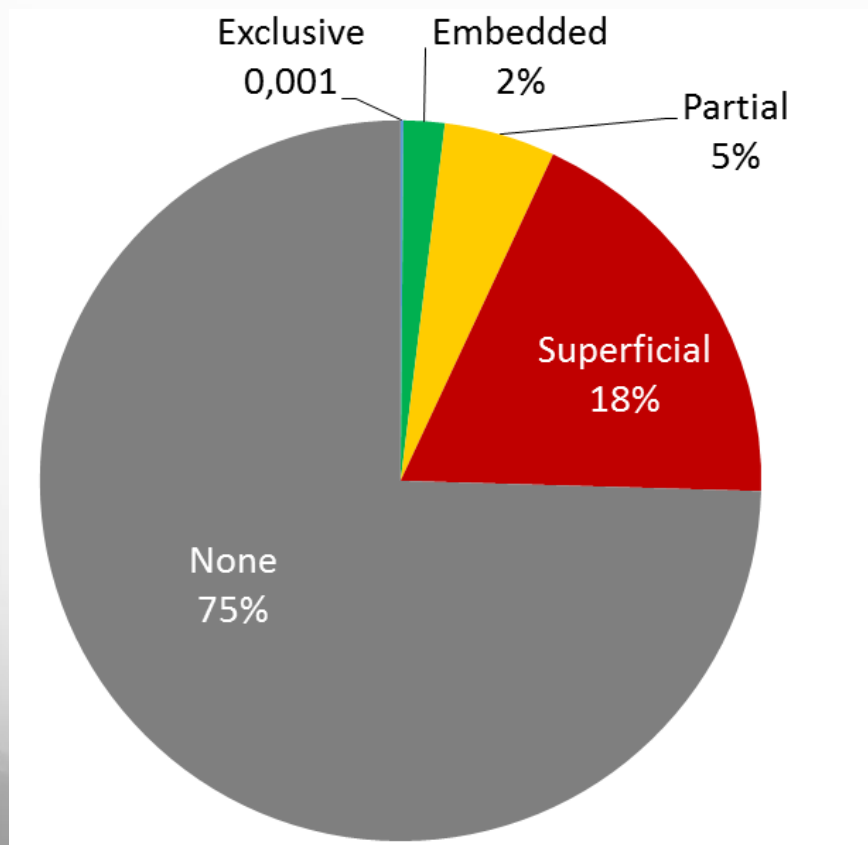
Five levels of gender visibility in subject handbooks:

- i) **Exclusive:** gender is the sole focus studied in the subject
- ii) **Embedded:** gender knowledge is included in all the sections of the document or explicitly in the content
- iii) **Partial:** it is only introduced in some other sections of the handbook
- iv) **Superficial:** it only appears in the “competences” section
- v) **None:** there is no reference to gender at all

Results

Political lipservice: superficial

Graph 1: The % of subjects incorporating gender knowledge

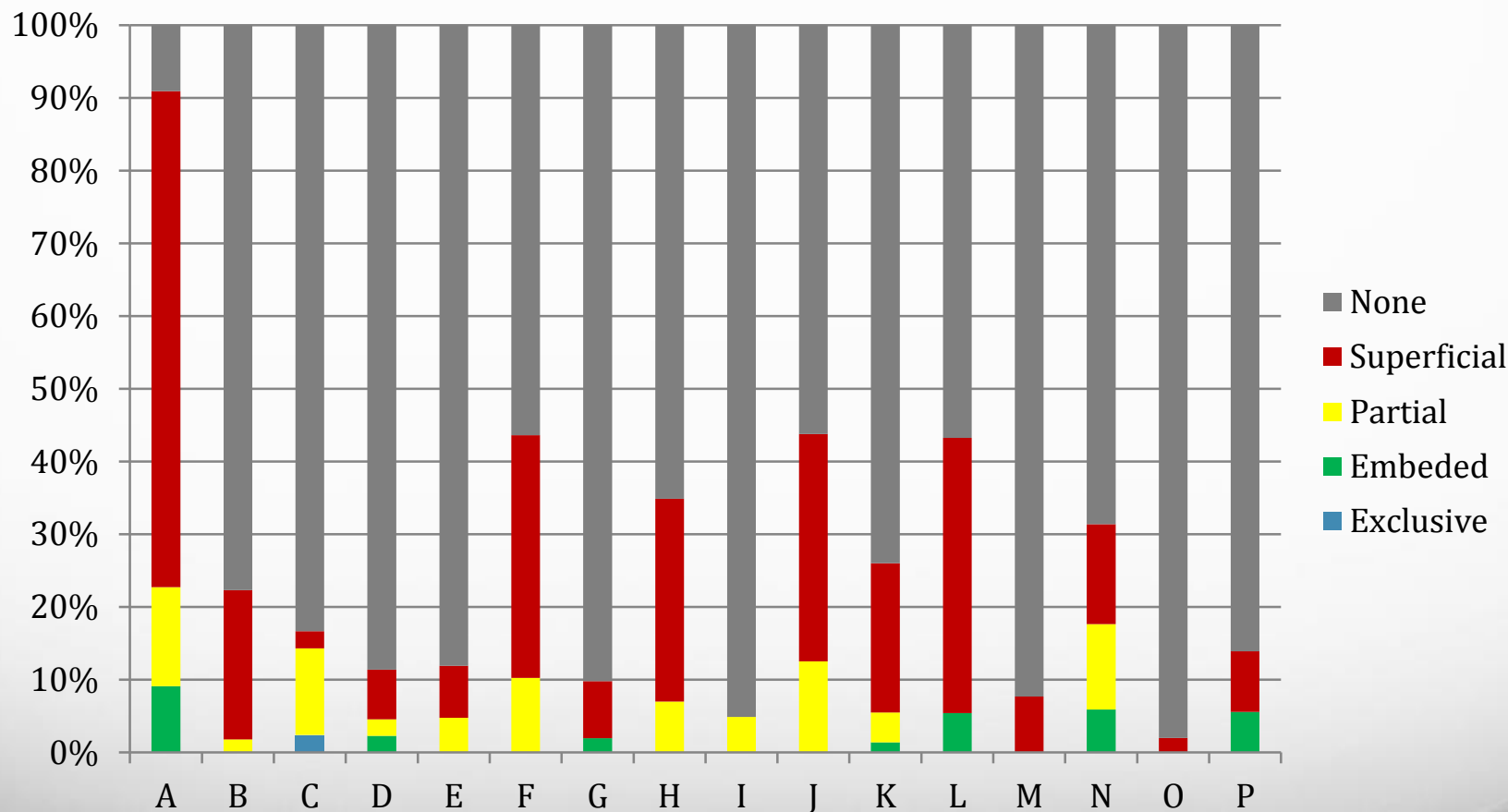


- i) **Exclusive:** gender is the sole focus studied in the subject
- ii) **Embedded:** gender knowledge is included in all the sections of the document or explicitly in the content
- iii) **Partial:** it is only introduced in some other sections of the handbook
- iv) **Superficial:** it only appears in the “competences” section
- v) **None:** there is no reference to gender at all

Results

Political lipservice: superficial

Graph 2: The % of subjects in each category, by university



Gender knowledge is often in optional subjects: marginal

Results

Space for gender: the private struggles of individual feminists

Case C: 1 *exclusive* subject “Woman and sport”

Optional 3 ECTS subject just 1.25% of the overall degree

Two historical PASS degrees, with research groups on gender:

Case B: initially there was an optional subject, but after 3 years, it's not offered anymore

Case G: included in a broader optional subject about social issues

Case A:

25% of the Program Specification competences including the term “gender”

4 subjects with gender *embedded*, all of which are compulsory

6 subjects with gender *partially* included, all of which are compulsory

**A specialist in gender studies was in the
Drafting Commission for the Study
Programme**

Conclusions

- Significant gap between national and local contexts in terms of the visibility and legitimation of gender knowledge.
- Whilst gender equity is visible and strongly legitimated in the primary field (laws), gender is repositioned and marginalised during the recontextualisation process.
- Despite the legal framework in favour of the incorporation of gender knowledge within higher education curricula, this does not happen automatically.
- Agents who “produce” and “reproduce” the pedagogic discourse influence whether or not gender is introduced into the degree.
- It seems that PASS degrees will continue to reproduce rather than disrupt the gender relations that have traditionally characterised our field.

References

- ANECA. 2005. *Libro blanco título de grado en ciencias de la actividad física y del deporte*. Madrid: ANECA.
- ANECA. 2012. *Guía de apoyo para la elaboración de la memoria de verificación de títulos oficiales universitarios*. Madrid: ANECA.
- Bernstein, Basil B. 1990. *The Structuring of Pedagogic Discourse*. London: Routledge.
- Bernstein, Basil B. 2000. *Pedagogy, Symbolic Control, and Identity: Theory, Research, Critique*. New York: Rowman & Littlefield.
- Brown, David, and John Evans. 2004. "Reproducing Gender? Intergenerational Links and the Male PE Teacher as a Cultural Conduit in Teaching Physical Education." *Journal of Teaching in Physical Education* 23 (1):48-70.
- Dowling, Fiona. 2006. "Physical Education Teacher Educators' Professional Identities, Continuing Professional Development and the Issue of Gender Equality." *Physical Education and Sport Pedagogy* 11 (3):247-63. doi: 10.1080/17408980600986306.
- Flintoff, Anne, and Hayley Fitzgerald. 2012. "Theorizing Difference and in(Equality) in Physical Education, Youth Sport and Health." In *Equity and Difference in Physical Education, Youth Sport and Health: A Narrative Approach*, edited by Fiona Dowling, Hayley Fitzgerald and Anne Flintoff, 11-36. London: Routledge.
- Kårhus, Svein. 2010. "Physical Education Teacher Education on the Education Market – Who's Defining What Physical Education Teachers Need to Know?" *Physical Education and Sport Pedagogy* 15 (3):227-41. doi: 10.1080/17408980903150139.
- Kårhus, Svein. 2012. "Providers, Consumers and the Horizons of the Possible: A Case Study of Marketization and Physical Education Teacher Education Pedagogical Discourse." *Sport, Education and Society* 1 (15):245-59. doi: 10.1080/13573322.2011.607953.
- Kirk, David, and Doune Macdonald. 2001. "The Social Construction of PETE in Higher Education: Toward a Research Agenda." *Quest* 53:440-56.
- Macdonald, Doune, David Kirk, and Sandy Braiuka. 1999. "The Social Construction of the Physical Activity Field at the School/University Interface." *European Physical Education Review* 5 (1):31-52. doi: 10.1177/1356336x990051003.
- Márcia, Ana, Susanna Soler, Antoni Costes, and Pere Lavega. 2013. "¿Está Bolonia en Cataluña? Configuración y desarrollo del nuevo plan de estudios en CAFyD en el INEFC: un estudio de caso." *Agora para la EF y el Deporte* 15 (2):96-112.
- Weiner, Gaby. 2000. "A Critical Review of Gender and Teacher Education in Europe." *Pedagogy, Culture & Society* 8 (2):233-47. doi: 10.1080/14681360000200091.

WHEN DOES GENDER MATTERS? PHYSICAL EDUCATION AND SPORT

Pedrona Serra Payeras^{1,2} ; Dra. Susanna Soler Prat^{1,2} ; Dra. Maria Prat Grau^{2,3}

¹ Institut Nacional d'Educació Física de Catalunya – Barcelona (INEFC)

² Grup d'Investigació Social i Educativa de l'Activitat Física i l'Esport (GISEAFE)

³ Universitat Autònoma de Barcelona

Email: pedronaserra@gencat.cat