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Title/Título: A critical feminist perspective on policies and practices for family-education partnerships for gender equality

Una perspectiva crítica feminista sobre las políticas y las prácticas de la colaboración familia-educación para una igualdad de géneros

Topic: Cultural, technological and multicultural aspects of school, family, community partnerships
Aspectos culturales, tecnológicos y multiculturales de las relaciones que se establecen entre las familias, los centros docentes y las entidades y servicios sociales comunitarios

Presentation time/Día de presentación: Plenary Round Table. Friday 16, 4:00-5:30 p.m.
Conference Room, Ground Floor

Mesa Redonda Plenaria. Viernes 16, 4:00-5:30 p.m. Sala de Cámara, Planta Baja

Abstract

This paper reviews studies on how policies and practices around family-education partnerships have developed under neo-liberalism, including private-public partnerships and gender equity issues. Studies of home-school relations, parental involvement in schools and education and pedagogies for sex and sexuality education in the British policy context are contrasted with other Anglophone and European countries. Setting the reviews in the changing socio-economic context and developing theoretical, methodological and conceptual perspectives on family and education relations a wealth of studies illustrating changing family and community practices and the moves towards personalised and individualised perspectives on conceptions of masculinities and femininities within school and family are reviewed. New pedagogies and practices for personal and social education and developments within teacher and community education that would provide supportive and reflexive approaches to gender equality in schools and communities, are proposed, challenging the assumption that gender equity has been achieved in advanced Anglophone and European societies.