

Symposium
School for Women, not just Wives: the Case of France
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School and its traps - an ambivalent opportunity for girls and women

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When French Sociologists take a belated interest in Gender at School

- Social inequalities as a key (and often the only) mechanism for explaining school inequalities
- Gender gap: a topic of interest that sociology of work and sociology of family have initially put forward
- The female « overeducation » has attracted slowly but surely a great deal of attention amongst sociologists of education

Three interpretations of female over-education

- A school massification which complies with social inequalities and gender stereotypes (Establet 1990)
- Some « realistic » female school careers, taking into account school-to-work unequal probabilities (Duru-Bellat 2004)
- A remarkable breakthrough of female students at selective tertiary level, due to a profitable transgression of gender stereotypes (Ferrant, Marry et Imbert 1999)

What does the French research tell us about the transmission of gender stereotypes at school ?

- The full-time school enrolment produces a gender division of school disciplines (Jarlegan 1999)
- When coeducation is promoted but non properly thought out, it is at risk of greater gender stereotypes (Duru-Bellat 2004).
- The family representations play a central role in the mobility dynamic of female lines (Terrail)

What does the French research tell us about the feminization of professions in the field of education ?

- The feminization of the teaching staff in the primary education forms part of the institutional production of gender stereotypes
- The school professional hierarchy reveals itself a gender division of labour (Cacouault-Bitaud 1999 sq.)
- The French educational culture at the secondary level provides a greater temporal flexibility, which strengthens a « family centered » - and thus gender-biased - professional activity, (Jarty 2013)

Thank you for your attention..