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BANDA ACEH, INDONESIA

- ‘Serambi Mekkah’ [verandah of mecca] 16th century
- Historical heroines in the 18th century - Cut Nyak Dhien & Laksamana Malahayati
- Post fire – (recent) conflict for independence 1976-2005
- Post water – devastating tsunami 24 December 2009
- Shari’a law (since 2001)

THEORY: DEFINING GENDER JUSTICE EDUCATION AND ITS IMPORTANCE FOR PEACE

- Gender is conceptualised as a social construct
- Nancy Fraser’s three dimensional SJ model: redistribution, recognition and representation
- Four approaches: global vs particular, local and subjective
- Engaging with gender: Eurocentric & Asiacentric approaches
- Gender as relevant and important aspect of education (EFA, MDGs). Especially in context of conflict – two faces of education

STRATEGIC RELATIONAL APPROACH

- Bridging theory and practice: structure vs agency
- SRA as research approach

METHODS AND DATA COLLECTION

RQ: How does education influence gender justice in Banda Aceh, analysed through perceptions of different relevant educational actors?

- Mostly qualitative methods: interviews, observations and focus group with high school students
- Students, teachers, headmasters, academics, experts and policy people
- SMA – state high schools
- Wearing a headscarf: observing and experiencing gender?
- Challenges: Ramadan and holidays

FINDINGS

- Strategic selective context: gender allergy, three perspectives of Islam, segregation of men and women, history of heroines, Islamic pride.
- Strategic actors actions: re-interpreting Islam as justice, Rasulullah & responsibilities, education as an important space for change
- Effects of action: enhanced knowledge of actors, strategic learning

CONCLUSIONS

- Three dimensional model appropriate yet ‘incomplete’: adding the notion of responsibilities?
- Western vs Asiacentric notions of gender justice – individualism/religion
- Enhanced learning: new puzzles and struggles arise – parallel coffee shop, insecurity and lack of policies
- Is there indeed a positive face of education recognisable?
- Recommendations: special attention to urban and rural, madrassas, curriculum

REFERENCES:

- Rasulullah & responsibilities
- Methods and data collection
- Findings
- Conclusions
- Literature and theoretical background
- Methodology
- Findings
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