
Gender differences of floating children in quality of education on perspective of educational equity-example of Shanghai primary school

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Résumé

Promoting equity is the main and also fundamental value of educational policy nowadays in People Republic of China. However, the issues of gender equity, especially gender differences in the field of education are still neglected by our national policy and school education, particularly for the group of floating children in urban primary schools, so what the status quo on gender differences of floating children during school education today is? What and how the floating children will influence the local classes on gender difference when they come to urban schools in megalopolis like Shanghai? Does the group of floating children vary the same ways on gender difference and social stratification? If not, who varies the most? Does this gender difference is relevant to the variation of school quality or school geography? Why there's the difference between boys and girls during the process of learning, etc. According to the framework of five dimensions on quality of education by UNESCO (Learner, learning environment, learning content, learning process and learning result), we try to use the framework of "learning process" to explore and analyze the status quo of gender difference in shanghai primary school today, and then try to find the reasons why the gender gap is so big in school education for the group of floating population in Shanghai urban primary schools. In order to find these answers, we select ten primary schools in four different districts of Shanghai on geography, which covers the schools in center city and also in the areas of out-skirt, where we do 55 teacher interviews (including 36 female teachers and 19 male teachers) and seven schools are selected for doing the class observations by containing 100 sections. During the process of data collection, we recorded all by the permission of interviewees, then we coded and analyses by Nvivo 9. Through our research, we find that the proportion of floating children has influenced the local classes, especially on gender percentage, the schools and classes which accept more floating children, the percentage of the boys is bigger than the girls, especially for the families of immigrant workers, the gender difference between boys and girls is big, which presents on the aspect of students performance in class, teacher student relationship, etc. When we try to explore the reasons, it shows that the traditional and patriarchal thought is still popular especially in the family of floating children today, which socializes the social division of gender role first in family, then our school education continues to reinforce and even reproduces this patriarchal culture through teacher-student interaction in the classroom pedagogy field. Thereby the processes of "teaching and educating" pull the gender differences and even gender gap to be big in students' classroom behavior and academic performance, and during this process, teacher's evaluation plays an important role in guiding and orienting, etc.

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Links with the cross-cutting theme : to what questions are we trying to answer ?

"Equity" is more and more important for Chinese educational policy nowadays, especially for the education of immigrants children in megapolis cities, like Shanghai, Beijing, etc, The education system exposes individuals to a process of socialization during which the values that are considered appropriate become internalized. Through this process of socialization in schools, students adopt fundamental societal values from the pedagogic contents in class and other educational venues. The awareness of the fundamental values is reinforced by teachers' attitudes, expectations, different focuses on specific students as well as the impact of their peers, which seems to reinforce the value of "la domination masculine". From the researchs, we find that no matter how the government or school change and improve the quality of education, there still exists the gender gap between boys and girls, especially for the group of immigrants children in the megapolis cities and rural areas of China. The questions we want to answer are how our school education and even family education extend this gender gap, why it is so important for our educational policy and school reform?

Mots-Clés: Floating children, gender difference, gender gap