

Session 2, Track 1 | Paper Session: Gender

Time: Friday, 25th Sept. 2026

2:00pm - 4:00pm

Chair: Chatranee Nunjamnong, University of Vienna

Intersectionality and Educational Inequity: Mapping the Silences of Pregnant Students

Chatranee Nunjamnong, University of Vienna, Austria

Abstract

This study explores how silence functions as an intersection of educational inequity among pregnant Thai secondary students. Using intersectional feminist theory, the research conceptualises silence not as absence, but as a socially and institutionally constructed phenomenon shaped by intersected structures such as gender norms, moral expectations, age hierarchies, and school regulations. These intersecting forces lead pregnant students to the margins of educational participation, constraining what can be said and under what circumstances. Methodologically, the study introduces an integrated analytical approach that combines Situational Analysis (SitA) with an intersectional lens to examine silence as empirical data. Rather than treating silence as a limitation of qualitative interviewing, it is analysed as a meaningful element emerging from the complex interplay of human and non-human actors, including institutional policies, cultural discourses, and relational dynamics within the research encounter. Acknowledging the researcher's positionality, the study approaches knowledge production as co-constructed and situated. In this study, five types of situational maps, e.g. messy, ordered, relational, social worlds/arenas, and positional, are employed to fully comprehend the discursive and structural conditions that make certain experiences difficult to articulate. Through these maps, silence becomes analytically visible as an outcome of intersecting inequities embedded within educational systems. By foregrounding silence as an indicator of inequity, the study contributes to ongoing discussions on inclusive and equitable education, aligning with the aims of United Nations Sustainable Development Goal 4, particularly in addressing barriers to participation and voice for marginalised learners. The findings offer situational insights for equity-oriented research, highlighting the need to recognise not only what is spoken in educational contexts, but also what remains systematically unheard.

Social Trauma of Caste and Gender in Higher Education Institutions

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Abstract

Caste and gender constitute a critical intersection through which discrimination is reproduced and experienced in everyday social interactions in India. Within higher education institutions which are often imagined as spaces of meritocracy and social mobility, this intersection structures routine academic practices and interpersonal encounters, producing unequal experiences of recognition, belonging, and mental well-being. This paper empirically examines social trauma as it is produced and lived through everyday social interactions shaped by caste and gender in higher education in India. It is qualitative in nature and adopts snowball sampling for selection of the participants. The semi-structured interviews were conducted with students from lower caste backgrounds enrolled in

a central university in the Delhi NCR region, across diverse undergraduate and postgraduate courses. It highlights how harm often arises through routine interactions and institutional encounters, rather than through rare or overt acts of discrimination. Classroom participation, pedagogical authority, peer relations, assessment practices, language use, and informal institutional spaces emerge as contexts where caste hierarchies are subtly enacted and normalised in daily academic life.

The paper argues that caste-based social trauma in higher education is produced through everyday institutional practices, such as questioning merit, regulating speech, and assigning credibility, that lead to humiliation, silencing, and conditional belonging. These harms are intensified for lower-caste women through gendered expectations. Accumulating over time, such interactions shape emotional, bodily, academic, and mental well-being, framing social trauma as a collective, structural condition rather than an individual psychological issue. This paper positions caste as a crucial yet under-recognised lens in global debates on social trauma, mental health, and education, and shows how trauma is lived and reproduced in contemporary Indian universities.

Care, Capabilities and Inequality: Understanding Time Poverty and Learning Outcomes in Rural Ethiopia

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Abstract

Education holds significant potential for transformative change; however, structural inequalities constrain the equitable distribution of its benefits, resulting in widening education gaps across lines of inequality (UNESCO 2024; Jones et al 2025). Interconnected constraints, including spatial and socioeconomic disparity, entrenched gender norms, labour market precarity, and structural violence, intersect to produce conditions of educational inequality. In contexts of labour market precarity, insecure livelihoods shape household survival strategies, often increasing reliance on paid and unpaid contributions from children, intensifying caregiving and domestic responsibilities, particularly in settings with limited physical and social infrastructure.

Such interconnected dynamics contribute to the depletion of human capabilities, understood here as the exhaustion of time, energy, resources, and emotional capacity required to care for oneself and others and engage meaningfully in education. Heightened caregiving demands generate time poverty and fatigue, constraining students' ability to attend school regularly, study effectively and participate fully in learning. Without intentional efforts in education policy to address structural barriers and capability depletion, formal education risks reinforcing inequalities rather than enabling transformative change.

While enrolment has increased, many girls continue to balance their studies with caregiving and household responsibilities, resulting in disproportionate time and energy constraints. Under conditions of economic precarity, climate shocks and conflict, these gendered expectations often intensify as girls are more likely to be drawn into increasing time on domestic and care roles. Evidence further shows that gender norms established early in life influence educational trajectories, subject choices, and labour market outcomes even amid gains in access and learning, contributing to gendered inequalities in occupation, opportunity and participation. These patterns suggest the need to examine caregiving demands as central to understanding the conditions influencing young people's learning, well-being, and life chances.

This study applies a Capabilities Approach to examine formal education in rural Ethiopia, specifically focusing on the associations between care work, time poverty, and mathematics learning outcomes. It draws on a secondary data analysis of the Young Lives Round Five (2016- 2017) student survey and mathematics assessment. An intersectional analysis of mathematics outcomes across gender, locality, and region, alongside time use variables—including hours spent on caregiving, domestic labour, and paid work—reveal distinct formations of inequality. The findings show that increased care and work burdens are associated with heightened time poverty and reduced capacity to engage in learning, contributing to lower numeracy outcomes, particularly for rural girls.