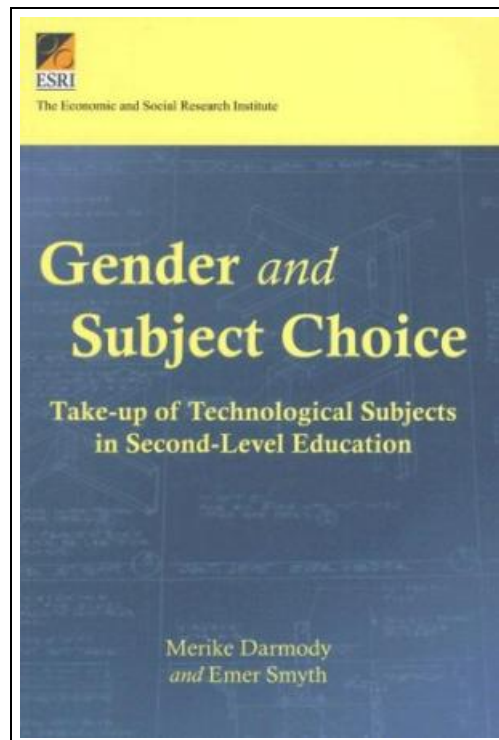


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GENDER AND SUBJECT CHOICE: TAKE-UP OF TECHNOLOGICAL SUBJECTS IN SECOND-LEVEL EDUCATION



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The Liffey Press, Ireland, 2005. Paperback. Book Condition: New. 229 x 152 mm. Language: English . Brand New Book. The persistence of gender differentiation in subject choices within secondary and tertiary education in a number of countries has remained a subject for research interest and policy concern. In the Irish context, persistent gender differences are evident in second-level education, particularly in the take up of the technological subjects, Materials Technology (Wood), Metalwork and Technical Graphics. This pattern has potential implications for the skills acquired by young women, their engagement in education and for the education, training and labour market opportunities open to them on leaving school. This study explores the factors shaping gender differences in the take-up of these traditionally male technological subjects at junior cycle level. This is a crucial stage in a student s schooling career as choices made at junior cycle have a significant impact on their subsequent educational pathways. The study examines the role of school provision, school policy and student choice in shaping gender differences in the take-up of the technological subjects. It draws on detailed case-studies in twelve second-level schools, case-studies based on interviews with key personnel (such as principals, guidance counsellors and teachers of the technological subjects) and with groups of students in each school. Thus the students own experiences of selecting subjects at junior cycle level are documented, placing their accounts within the context of school policy and practice. Overall, the study shows that there is a strong case for promoting greater gender equity in the take-up of the technological subjects and makes specific recommendations on how to achieve this goal. It is published in association with the Economic and Social Research Institute.



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