Gendered positionings in education
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Abstract
Educational segregation concerns democracy and equality, since individuals are positioned differently in relation to power, economy, work opportunities etc. During the late twentieth century, Swedish educational politics have aimed to broaden the recruitment to higher education. Both concerning gender and concerning class. The recruitment is however still skewed, due to social reproduction, and it starts (at the latest) with the choice of upper secondary school education. Young men and women’s educational segregation challenges the Swedish gender equality goals. Even more so, since the segregation is more pronounced when class is added as a factor.

This paper presents some results from a study of 35 Swedish ninth graders, in a town with a history of labour work and low transition to higher education. Through reasonings of traditional gender divisions and interests, they reproduce gender dichotomy and thereby justify educational segregation. The paper further discusses these boys and girls’ positionings away from traditional female domains, the girls’ tendency to be individualized to a greater extent than boys, and the different (gendered) frames of action they perceive and act within.