



Girls and Exclusion: Rethinking the Agenda

Audrey Osler, Kerry Vincent

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The widespread view that girls are succeeding in education and are therefore 'not a problem' is a myth. By drawing directly on girls' own accounts and experiences of school life and those of professionals working with disaffected youth, this book offers startling new perspectives on the issue of exclusion and underachievement amongst girls.

This book demonstrates how the social and educational needs of girls and young women have slipped down the policy agenda in the UK and internationally. Osler and Vincent argue for a re-definition of school exclusion which covers the types of exclusion commonly experienced by girls, such as truancy, self-exclusion or school dropout as a result of pregnancy.

Drawing on girls' own ideas, the authors make recommendations as to how schools might develop as more inclusive communities where the needs of both boys and girls are addressed equally.

The book is essential reading for postgraduate students, teachers, policy-makers and LEA staff dedicated to genuine social and educational inclusion.

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