

WHAT?

The Improving Gender Balance and Equalities (IGBE) team is working with school clusters to explore and assess interventions to address gender imbalances in participation, curricular preferences and learner pathways at every stage (3 – 18 years).

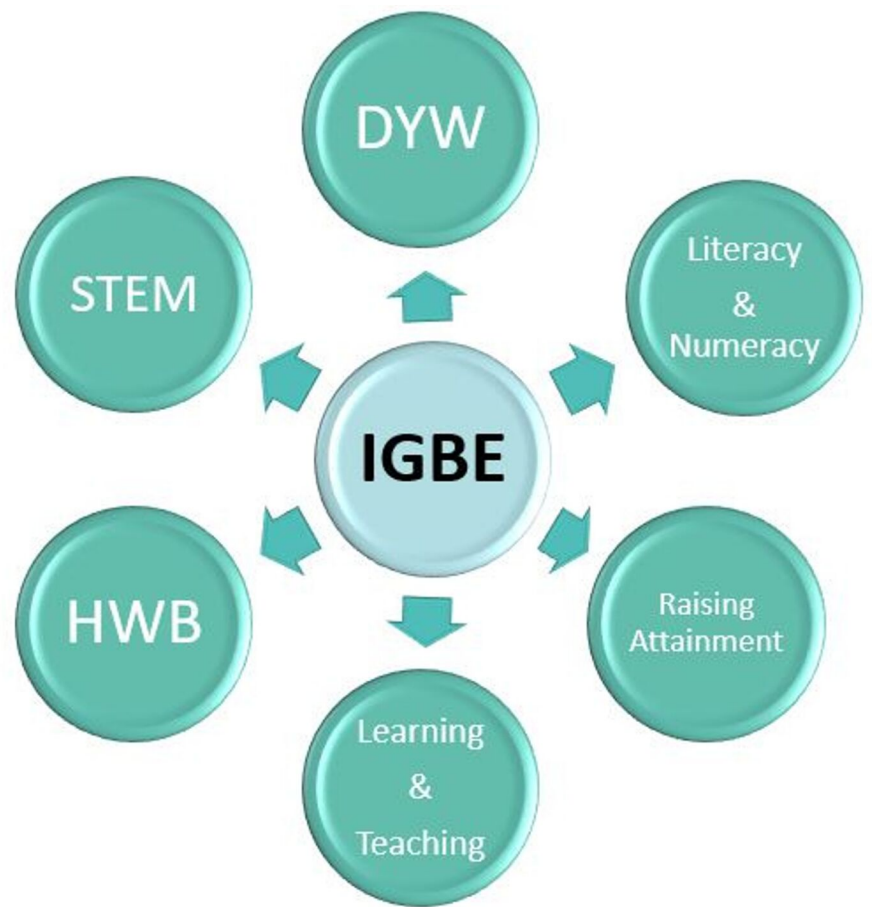


- Children receive and absorb gender stereotyped messages about what they can and cannot do as a girl or as a boy from a very early age.
- Research strongly suggests that there is no inherent difference between girls and boys which should limit their interests, capabilities or ambitions. And yet, we recognise that subject choice, and many subsequent work and life choices, are highly gendered.
- Our approach is a whole-establishment one, tackling the root causes of gender imbalances, in a sustained and embedded way.
- By reflecting and making small adjustments to everyday practice we can start to make a difference in providing equality of opportunity

HOW?

- Children and young people are given ongoing and sustained opportunities to reflect on gender stereotypes
- We recognise and address our unconscious bias
- Learning environments (both physical and heard) are reviewed
- Children and young people access all areas of the curriculum and self-selection is tackled at all stages

IGBE TIES IN WITH NATIONAL PRIORITIES



WE'RE HERE TO HELP



Get in touch:

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Resources: www.bit.ly/NIHIGB