

Broadening access to STEM via Gender inclusive teaching

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Various studies have demonstrated that girls are less likely than boys to take up science subjects in high schools, in most countries. This has later repercussions on professional choices. A 2015 study by the OECD demonstrates that the main reason for boys' and girls' education choices is less related to ability than self-perception.

Three years ago, with the initial support of an education researcher, CERN launched an awareness-raising initiative on gender equality in the science classroom within its International High School Teacher Programme. The objective of the initiative is to equip teachers with an understanding of concepts used in diversity management, and explore how they apply to science teaching. This translates into helping them design actions that they will put in place in their classroom, and possibly disseminate in their local education professionals' network. Sharing experience, addressing stereotypes reproduced in physics classes and other aspects that may influence students' motivation are part of the programme, as well as the exploration of collaborative tools to disseminate the lessons learnt. Gender inclusive teaching has been acclaimed by the programme's participants and has become one of its yearly features.

The presentation will explain why and how the programme was set up, and draw an assessment of what was achieved so far. It will also touch on the limits of the initiative and explain its possible dissemination towards a broader network actively developing and promoting ideas and tools.

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