

Human Rights are for Everyone

Exploring Gender Bias

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November 2025

Overview

This is a report of research undertaken by eight young men and young women in Blackpool, Lancashire, England. They came together for the research as participants with United Youth Alliance, to explore gender bias with their peers. There were five young women and three young men, aged between 14 – 18. They explored gender bias in particular, in schools and college, focusing on teaching/tutoring, career and health education.

The project was funded by Blackpool Researching Together, Health Determinants Research Collaboration (HDRC)

This report is one of a number of ways in which the research is being reported. A visual representation of the research process and findings is being developed by a young graphic designer, who was part of the research team, Shaylan Holden; an infographic; and presentations by the young people to key stakeholders and decision makers are planned.

We wish to thank all the young people who took part in our research, by answering questions and giving their opinions.

The research findings are intended for the following populations and professions:

- Young People
- Teachers
- Teacher Educators
- Health Workers
- Careers Advice Organisations
- Councillor and Members of Parliament
- PSHE Teachers
- W.I.S.E. Women

The title of this report comes from a comment by a young person, which resonated with the research team, as embracing and reflecting in a straightforward manner the multiplicity of ideas, issue and layers of meaning they had encountered in their research.

Introducing United Youth Alliance (UYA)

UYA is a not-for-profit organisation and is a recipient of the first Kings Award 2024, which is the equivalent of the MBE for the voluntary sector.

Core Activities:

Youth & Community Activation

They support young people and communities to co-design and lead local projects that address real-life issues, from peer-led workshops to creative campaigns, including intergenerational projects that build connection and understanding across age groups.

They support core youth social action groups and facility space for the community to share their lived experiences and be creators not consumers.

Participation & Leadership

They create platforms for underrepresented voices, including young women, LGBTQ+ youth, and young men, to lead, influence decisions, and shape services through research, forums, and lived experience networks.

Aims are:

Activate youth and community power,
Support young people and communities to take the lead in shaping their places through,
Inclusive, place-based social action and leadership.

Objectives:

Co-create and deliver social action projects led by young people and communities. Strengthen local infrastructure by embedding youth-led initiatives into place-based systems

UYA works alongside young people and communities to create inclusive, place-based opportunities that strengthen voice, leadership, and social action.



Training & Capacity Building

They offer bespoke and accredited training to youth leaders, community members, and professionals building key youth work skills, positive communication and engaging behaviours, and resilience.



Living Libraries & Storytelling

Through their Living Library events, individuals share their real-life experiences to challenge stereotypes, build empathy, and create bridges between diverse communities.

Collaboration & Partnership

They bring organisations together to build stronger, more coordinated support systems, rooted in local assets and shaped by community voice. They lead on facilitation of the Fylde and Wyre youth providers partnership alliance

Participatory Research

UYA is proud to offer dynamic and inclusive research services that empower communities and drive meaningful change.

Their work spans diverse projects that place young people, communities and their voices at the heart of the research process.

Recent examples of this include:

Partnered with Blackpool Football Club Community Trust on a commission by Sports England Place Expansion Move Together Blackpool initiative to research the barriers young women face in being physically active.

Homestart, Blackpool Wyre and Fylde, commissioned UYA to co-create their National lottery funded project evaluation, embedding the voices and experiences of beneficiaries, volunteers, staff and key stakeholders.

Funded by Blackpool Researching Together (BRT), to collaborate with key stakeholders to develop research proposals focused on the information, advice, and guidance available to young people, exploring its impact on their health and well-being and addressing health inequalities.

A partnership with Professor McArdle and Media Education, Scotland on the Plan International 'Let Me Speak' campaign, a creative research initiative aimed at improving rights for young women.

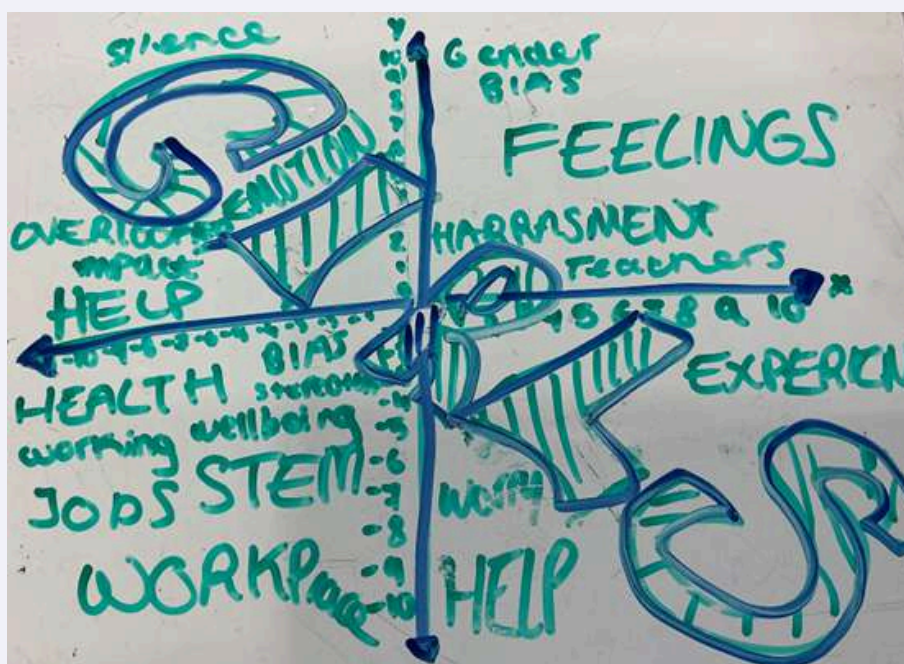
Co-provision for young people in Blackpool, commissioned by Blackpool Council

Co-created and produced a youth-led research In May 2023 Right to Succeed commissioned United Youth Alliance to co create and implement a model of evaluation of the current Youth Advisors project. Working in partnership with the Youth Advisors the evaluation report evidences the learning

Methodology

Young women and young men were recruited from UYA's networks and they engaged in training in participatory research methods, with particular emphasis on framing problems, questionnaire design; narrative inquiry interviews; analysis and interpretation; and research ethics.

This research built on their lived experience of gender bias. The young people played a leading role in all dimensions of the research process with adults providing support, only where needed linked to research process and practicalities.



The diagram above shows some of the complexity and the multi-layered character of the issues explored by the young people in this research. They tackled a set of difficult problems, which have, amongst other influences, sociological, psychological and ethical dimensions. The picture also highlights the feelings of worry and harassment that gender bias can induce.

The young people identified the issues they wished to explore and the sample. They designed a questionnaire to be administered online to peers (See Appendix A). They also identified the themes to be explored in narrative inquiry interviews (See Appendix B). The young people attended a two-day retreat and undertook the detailed analysis and the interpretation of the data, using thematic and discourse analysis to capture what was said and how it was said, by respondents.

41 young people completed the questionnaire, of which all but one were usable; this one has been rejected and 12 narrative interviews, to access deeper ideas, were completed. Interviews were managed well by the young researchers.

Strengths of the methods were the lived experience of the young researchers; the quality of the interviews which led to high quality data; and the quality of the analysis and interpretation which led to the strong opinions and views included in this report. One limitation was the absence of gender minorities in the research team, but these populations were represented in the sample and the research team plans to discuss issues with the LGBTQ+ group at UYA.

Ethical choices were handled well by the research team. Questionnaires were anonymous and interviews were kept confidential; pseudonyms were ascribed to interview data and are reproduced in this report. On a broader ethical front, care was taken to show respect for respondents and for their views.

Findings

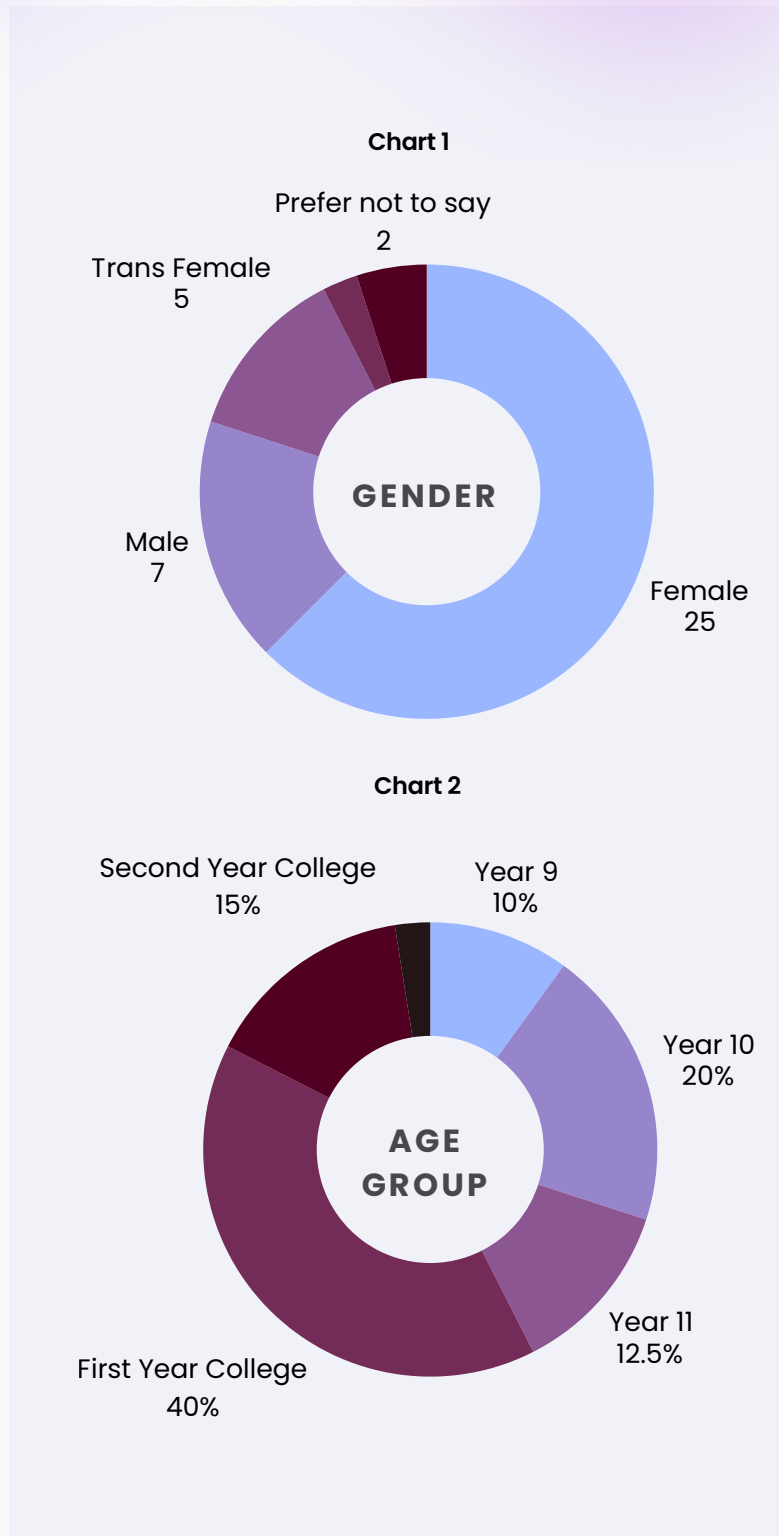
Gender

The questionnaire was completed by 40 young people. 63% (25) were young women, 18% (7) were young men. 13% were trans male (5) and 3% were trans female (1). 4% preferred not to say (2). The researchers considered why there was a predominance of female respondents and concluded it was because young women were more likely to experience gender bias first hand, so would be motivated to respond and, also that young women may, in some cases, be more likely to discuss feelings and issues like gender bias than young men.

Future studies linked to young men and gender bias would help illuminate this research further.

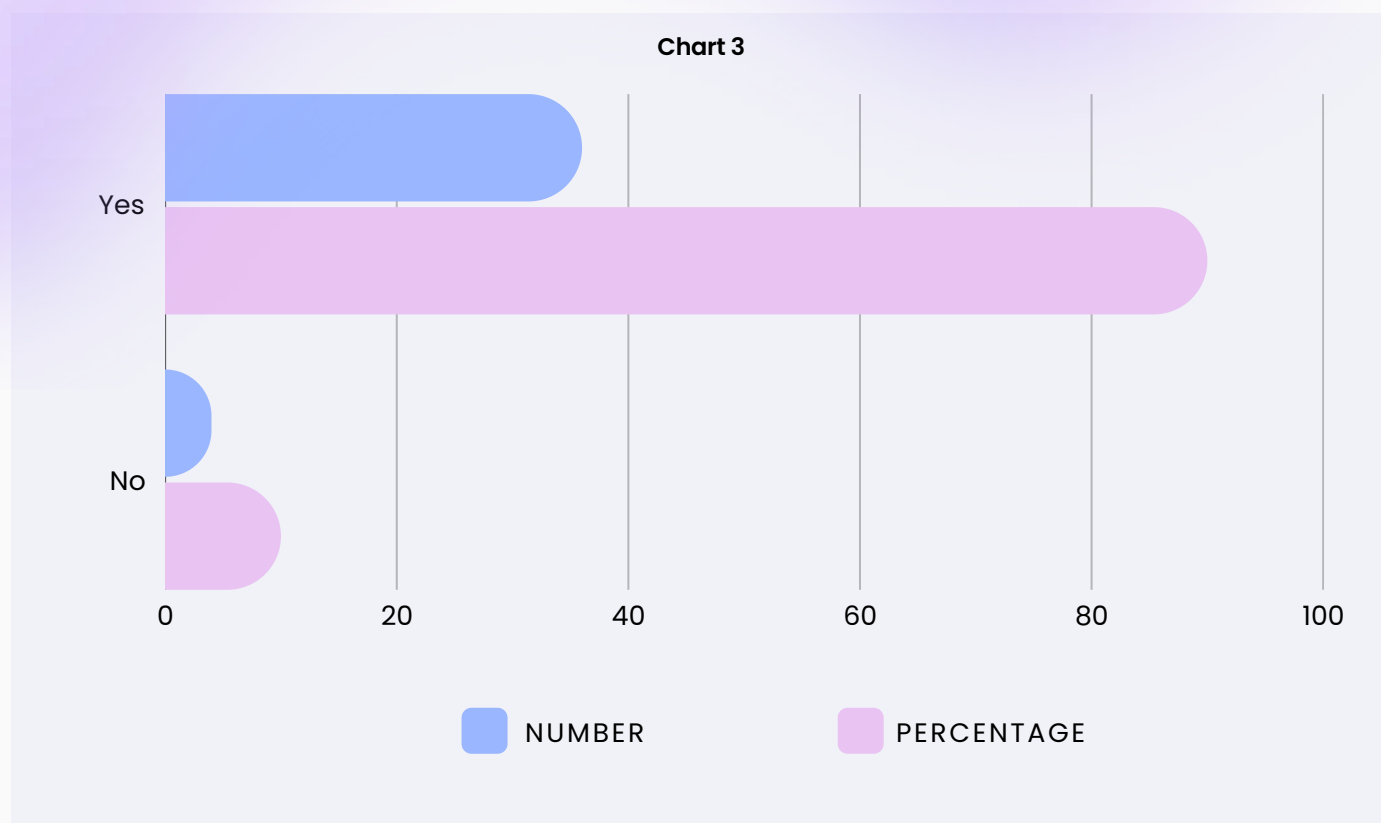
Age

Respondents were asked the year of school/college they were in and we were not surprised that they tended to be in year 9 upwards. We considered that gender bias may be more of an issue for those at the higher age level, where awareness may be greater and education and career choices are being made. A chart is presented (Chart 2) outlining age by year of study of respondents.



Gender Bias

Young people were aware of gender bias with 90% saying they had heard of it compared to 10% saying they had not heard of it. Young people were also asked in an open question what they thought gender bias meant.



Thinking about what gender bias meant, favouring or preferring one gender over another was cited and answers frequently mentioned loss or forfeit of advantage by those who were being the subject of discrimination or favouritism. Prejudice was mentioned on 3 occasions.

Gender bias is showing favouritism or giving more attention to a specific gender.

When you treat a certain gender better.

A prejudice towards somebody due to their gender.

Treating people differently due to their gender.

Prejudice towards someone because they are a certain gender.

Treating people separately based on their gender.

A person prefers a certain gender and puts that gender over the other.

Favouring a specific gender.

When people are treated due to gender preference.

Someone being favoured over someone else due to a difference in gender.

Favouritism or different treatment of one gender and prejudice against another.

A bias towards or against a certain gender.

More detailed comments included thinking about the impact of gender bias and are listed below:

It's one gender benefiting/losing out on things just for being a certain gender. For example, people making a pink razor more expensive than normal razors.



It's when people have preconceived conceptions about people due to their gender thinking that they should behave a certain way or make specific choices.

People being discriminated against because of their gender, including education rights, employment rights and everything else that has been criminalised but not properly dealt with.

There were no significant differences in the age profile of respondents and the themes of their responses. Gender bias was understood by respondents of all ages in our sample.

Teachers/Tutors and Gender Bias

Respondents were asked if they think some teachers/tutors favour students based on gender.



We consider that the 'maybes' could be linked to the 'yes' answers, resulting in the likelihood that 75% of young people are aware of favouritism linked to gender in schools and college.

We asked respondents to explain why they said this and some examples were given; all of which saw it as bias against young women or 'girls.'



My computer science teacher in first year of college would treat the girls different from the boys. He would separate the girls to opposite corners of the class and we weren't allowed to help each other. But the boys could sit wherever they want; and he suggested to them that they make a group chat to help each other with the course.

Some teachers would prefer girls, because most boys are very mischievous and like messing around.

Teachers reward boys more due to them more commonly not indulging in more academic subjects.

Teachers give boys more credit than girls.

I've seen it in real life! Boys say the most simple things and get glorified, even if a girl said the exact same! Once, it happened to me in History, I said the something, a guy said the same thing two seconds later, he got glorified, I got nothing.

I think definitely in lessons like sport and maths, where males were stereotypically perceived to be better, in that they were much more orientated to them. It's almost as if the teachers prioritised the males.

Those who had said no to the question about teachers/tutors being gender biased were all the trans young men, as well as one trans young woman and one young woman. Examples of answers are given below:

Never seen it happen

My teachers respect us equally

In my personal experience, none of my tutors have ever appeared to favour or treat students differently because of their gender.

I haven't noticed any bias toward anyone caused by their gender

Respondents were asked if they think some jobs are better for young men. We were surprised to find that 30% said yes. Thinking about jobs for young women, 63% said 'yes,' or 'maybe' some jobs are better for young women. We all had thought that time had moved beyond these opinions.

Jobs for Young Women and Young Men

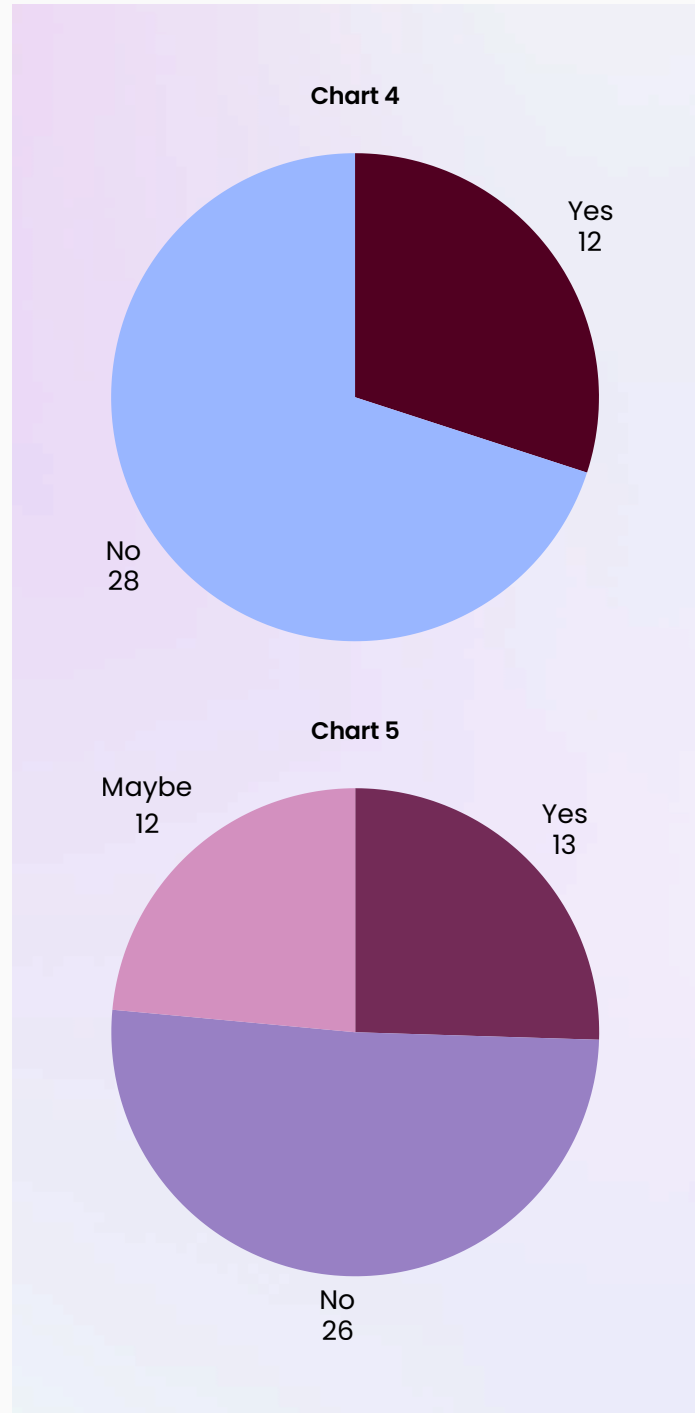
Answers for those who thought some jobs are better for young men mentioned construction, labouring and trade jobs (3) or sports, STEM or office jobs were also mentioned. This question was not answered by more than half the respondents suggesting it proved difficult for young people to justify their response to the question. When asked which jobs are better for young women, stereotypical answers were given, with nursing being mentioned twice, nail technician and female hygiene being also mentioned. 69% of young men and 60% of young women answered 'no' to the question of whether there are some jobs that are better for young men.

We asked, are some jobs better for women; and the pie chart (Chart 5) shows the results.

76% of young men said no, when asked are some jobs are better for women and young women were less sure with 64% saying no to the same question, being arguably more attuned to the expectations on women.

Asked the reason for their answer, young people found this difficult.

*Young women are sometimes more welcomed in teaching and humanities.
A lot of creative industries (fashion, art, writing, etc.) seem to have a lot more women.*



Once again, few young people answered this question, only 13 out of 40 people.

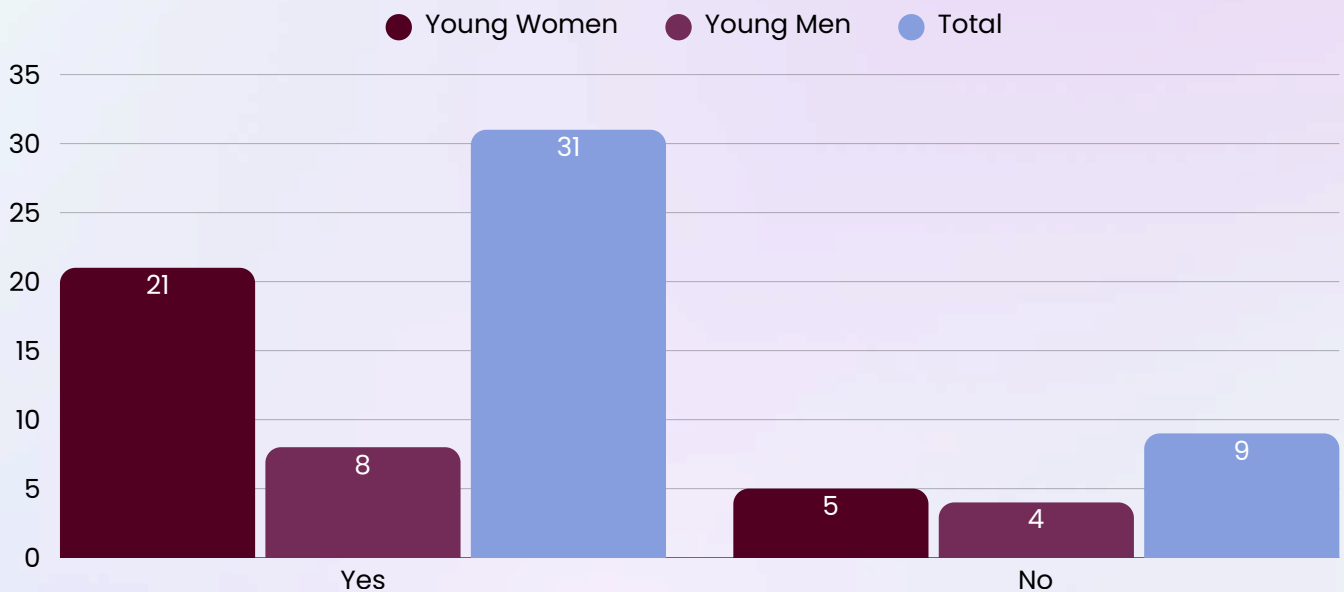
Access to careers advice was explored and 78% had had advice about jobs/careers, education pathways, goals and aspirations for their future, which means 13% had not. When asked was it gender biased 30% said yes, which is worrying. Health and wellbeing advice fared better with 87% receiving this at school. Once again, it is worrying that 13% had not received this advice. Asked how they felt about careers advice, some positive answers were given.

Advice about Careers



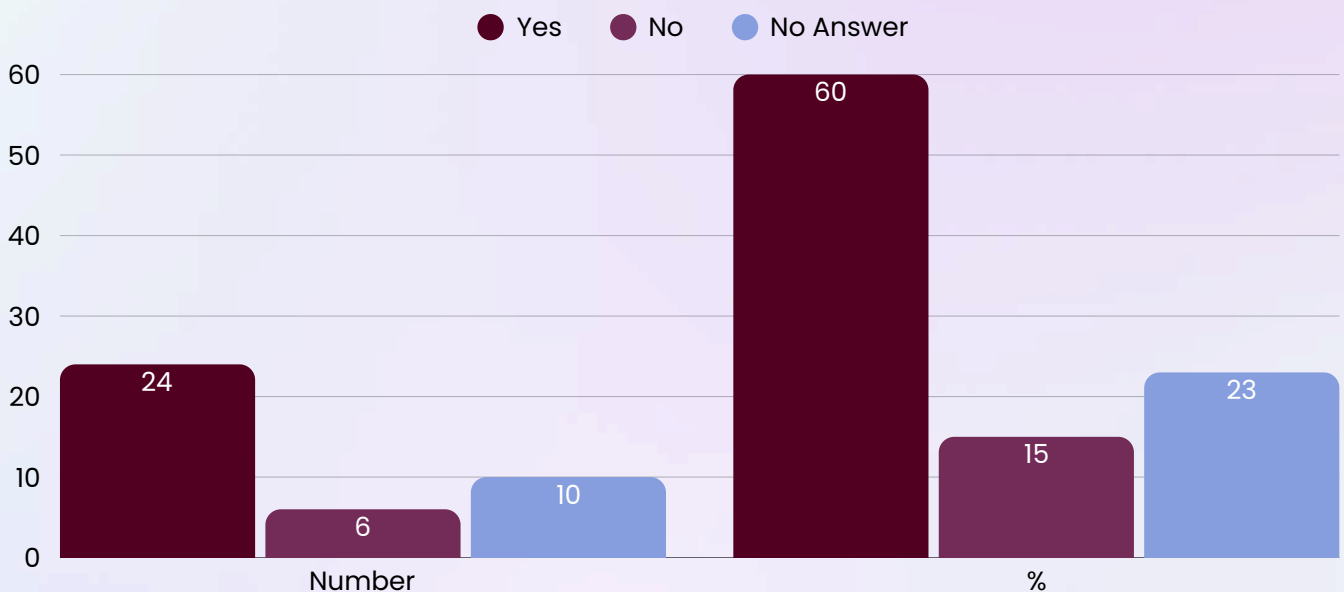
Chart 6 below shows the responses to the question about jobs, careers, education pathways and aspirations for the future. 78% had had this advice, but a worrying 22% said they had not. 20% of young women answered no they had not received advice and 30% of young men. They are relatively small numbers but perhaps this is explained by young women receiving more advice about what they can or should do.

Chart 6



We asked if this advice was gender biased. 30% said yes and once again we found this worrying.

Chart 7



Young men (62%) and young women (64%) were of the view that it was gender biased. We find this very worrying. Both young men and young women are seeing the gender bias.

Positive answers from the 70% who said it was not biased are outlined below.

It was helpful as it was personal to me and my situation; it didn't make me feel singled out.

Good, it makes me feel like i can do anything i want to.

Good

Equal

Other answers from the 30% who said advice was biased were clearly less positive.

People perceived women as unable to do some of the jobs that men can do.

Angry

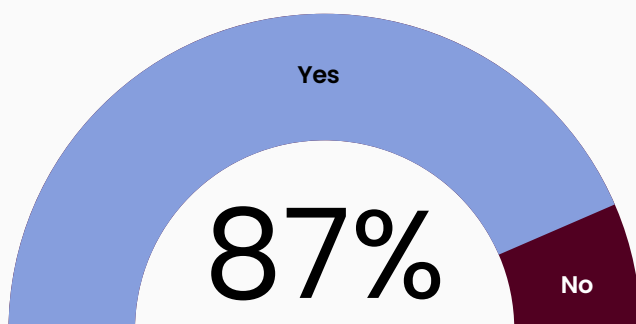
Frustrated

It felt a little limiting they openly kind of did events for more practical career options for boys.

Health & Wellbeing Advice

Health and wellbeing also attracted both negative and positive comments. Table 6 illustrates that 87% recognised health and wellbeing advice, but once again, we worry about the 13% who did not recognise this or had not experienced it. 85% of young men had received this advice and 84 % of young women.

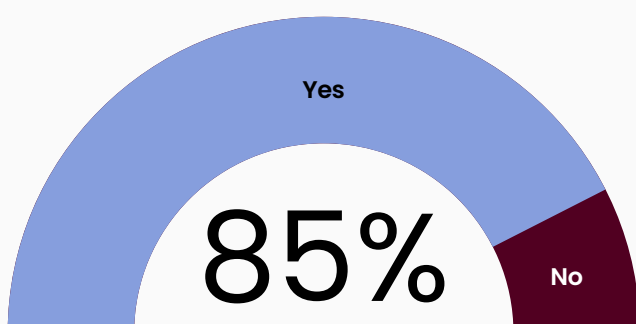
Chart 8



	Number	%
Yes	35	87
No	5	13

We asked if this health and wellbeing advice was gender biased.

Chart 9



	Number	%
Yes	34	85
No	6	15

77% of young men said it was gender neutral, 57% of young women said it was gender neutral. 18% gave no answer. This means that of the young women, 20% (5) answered it was NOT gender neutral and 1 young man.

Underwhelmed, my school is terrible with health and wellbeing advice, it's not taken seriously by many.

Interested that men's mental health was emphasised, as boys in the class laughed at women's mental health issues, and periods of women's lives, that can cause mental health problems (the menopause).

It was not gender neutral as females and males can go through different things to do with their health.

Positive comments included:

Comfortable and secure

Fab

Good

Other Comments

The data has been analysed, according to the gender of respondents and young men and young women are 'on the same page' with attitudes to gender bias, though young women are arguably more aware of and attuned to this. The numbers in our sample are quite small so it must be remembered that percentages sometimes represent small numbers.

The gender bias in careers guidance, in particular is worrying to the researchers. Health and wellbeing education fares better, but was still found to not be gender neutral for some. young women,

Asked if they wished to say anything else about the themes of the research or had anything to add, nearly all people said no but, we received the following two responses linked to health and wellbeing.

PSHE sucks

The PSHE system needs to be better.

Both these respondents were from the same school.

Narrative Enquiry Results

With narrative inquiry interviews, we attempt to keep the wholeness of the individual who is responding to our questions, rather than breaking down the perspective or views of each person into individual questions compared to other respondents. We do not have space to cover all of the interviews in this report. 12 interviews were done and 6 are represented here.

Kirsty

Kirsty (not real name, 15 years old) said she had not experienced gender bias herself but had stories of gender bias, that had been told to her. She had a good definition of gender bias, which included both expectations of others about life journeys and expected behaviour.

It's like when you and other young women are expected to go on different paths and act differently.

She described her experience of cadets and used the strong phrase, that you can feel 'demeaned.'

I do cadets and there is a 30:70 ratio girls to boys. It can feel quite challenging in the way people talk to you. You can feel demeaned.

She does however think cadets is a good opportunity for young women.

I think young women should be more encouraged to join cadets, as it a good experience and you can gain skills.

Asked about Careers Advice, Kirsty found it neutral but recognised that this might not be the case if you were 'rebellious' in your choices.

Careers advice? I think it was (neutral) because I want to go down a path, that is not very rebellious. I already had an idea of where I wanted to go, to do and advice. I personally was all right. It depends on the school.

Asked about Health advice, Kirsty recognised the importance of student behaviour.



We had like a weekly health lesson. Gender neutral. It was okay but some of it depends on the behaviour of students.

She considered that students at school were gender biased.

At school pupils are gender biased. I, at my school, I do not know a single girl who took Construction. Girls might have felt isolated (had they done so).

You know, in today's society, young women are like, can go into STEM. If you say young women were drawn towards STEM. Drama performing art is not populated with many boys.

Asked how she would change things, she said:

I would change it so that I had a time machine for when women originally had the vote. Women still are treated as if their vote counted less. It's very ignorant.

Dave

Dave (not real name, age 15) was feeling upset in his interview about gender bias. He himself had been treated with bias. He did not specify how.

It's not pleasant at all, it makes you feel, like hurt. You question why.

He felt advice he had been given about careers and health was gender neutral, but career advice was only from his parents. He said, 'But others . . .' without going on to describe why he had qualified his statement

Career advice was from my parents and was kinda neutral. But others . . .

Yeah, health advice, advice was gender neutral.

He was aware of gender bias for boys his age at school.

I'd say quite a few students are gender biased. Boys my age will make bad comments about girls in school or female members of staff.

Anybody can do anything.

Asked how he would make change happen, he replied:

I'd push the idea that everyone is the same, not the same because everyone is unique, but we should all get the same respect.

He was the source of the thinking behind the title of the research, "Everyone is human and should be treated the same."

Shona



Shona (not real name, 16) wanted to be treated equally. She found luck and joy in neutral career advice but was aware that others had not had this. She discussed role models for young women of men behaving well; and of empowered women.

She said she did have experience of being treated stereotypically.

It just made me feel really ostracised. It was really upsetting. If there was more education about gender and our bodies and that there's no superiority . . . I think it's being done in lower education years.

Asked if careers education was gender biased, she replied,

Er, no not really. In my education I've definitely been very lucky having support for what I want to do, but I know other people with careers advice, based on gender bias.

Asked if health education was neutral, she replied, alluding to the lack of secrecy, secrecy which appeared to be desirable for her.

We had a lesson about health and it's us all in one big classroom. It's all very informative but not very secretive.

She discussed role models for men being aware that some people did not have good models.

Em, some people, some young men struggle if they do not have a figure at home. I think it really needs to be dealt with in the social sphere.

Shona thought that the 'older' generation were less aware of the need for jobs to be suitable for both young men and young women.

I think a lot of people, older people think women's jobs are nursing; men are doctors.

Shona did not see gender bias in choice of school subjects.

I don't think there are young women and men subjects. They don't push you to do certain things.

Shona concluded by saying what she would change

I would change it, so everyone had equal education, employment and anything to do with gender. So, everyone has the same starting point, not employment gaps or, or pay gaps.

James



James (not real name, age not given) had very strong feelings about gender bias. He called gender bias demeaning and upsetting. A strong theme of isolation emerged from the discussion and he believed everyone should be treated equally and you should treat others how you want to be treated.

He acknowledged that he had been treated stereotypically according to gender.

Yes, a few times before. It was very unfair. I felt like I was treated really badly. I felt upset maybe annoyed. Just maybe people could have more thought about the context of the situation, situation and just treat people equally.

James had had career advice and it was gender neutral. Asked about health advice he replied,

Health advice. Yes. Well, it was all quite equal and everyone was in the same rooms looking at the same things. It was gender neutral.

Asked if he thought teachers/tutor were gender biased, he gave this opinion which differs from other opinions we have had that girls are more likely to be affected.

Yes, people are gender biased. Some teachers would favour girls more than boys, as a lot are not as well behaved.

Asked what change he would make, James provided a frequently heard answer.

I'd just maybe make everyone know everyone is equal. Everyone treated everyone the way they want to be treated.

Rafe

Rafe (not real name, age 15) did not know what gender bias was and asked for an explanation. Or perhaps was not confident of his own definition. Asked if he had experienced gender bias, he said,

There's a couple of times when I have been. So, when I was in school my teacher says the boys should be footballers and straight. And girls should be in the kitchen and sewing and cooking . . . and should be straight (Laughs)!

So, I really wanted to do dance and cooking. There was a school-wide intervention saying that boy shouldn't do girlie subjects. like cooking and dance and we should all do sports.

Asked if it made him feel devalued, Rafe said,

Yes. It did make me feel devalued. I feel disvalued and I don't want constantly being told what to be like.

Yes, in schools, but I think in schools they need to push that genders are not students. I've experienced experiences that no one should have to have to experience. That women should do performing arts and food care and . . . (Stops and asked to move on)

Asked how he would like to see change happen,

I would change the way we view subjects in education.

Leona

Leona (not real name, age not given) did not know what gender bias is and was given an explanation. It was clear that she had a good understanding of gender bias from the following comments.

I have been treated in stereotypical way. I feel not valued.

Asked if she had had careers advice she said,

Careers advice. Yes, I've had quite a lot of career advice, it was gender neutral. I was pushed away from construction, like. If only 1 girl is doing it . . . and they didn't have boots for girls.

Health advice? I have had had some. It was all right. It was not gender neutral and it was just about teenage boys.

Asked if people at school were gender biased, Leona replied,

Yes, at school .I think people are gender biased. Teachers give more rewards to the boys and the girls are ignored.

Asked about jobs for young men and young women, Leona said she did not agree with this but,

No but I do think people think there is. Is!

Just make it not equal but fair. If people try and make it equal they make you feel. . it's just like needs to be fair.

Discussion

Human Rights and Equality

A strong theme to emerge from the data and the young people's interpretation was the importance of the need for human rights and equality for all. Implicit in this was the need for equality of gender minorities as well as for young men and young women. It was clear from the data that this did not yet exist. The researchers discussed whether this was an intergenerational phenomenon, with older people being less inclined to see people as equal, but the research team knew people who believed in equality for all, so the intergenerational theme was dismissed as applying only in a very general sense.

The importance of youth work to assist young people to challenge stereotypes was asserted by the young researchers, recognising that youth work is very different from school, providing safe spaces for discussion. David et al (2025) discuss moving beyond safe spaces to discuss stereotypes and looking for 'brave spaces' in a rights-based environment. They also see human rights education as needing to be tripartite, educating about, through, and for human rights and providing a space for deep reflective conversations about gender in general and non-toxic masculinity, in particular. Subica and Link (2022) discuss culture and trauma and the language, norms, customs, values and artefacts that construct the individual's identity and lead to stigma and the need for others to be aware of this and act for human rights.

Education, Teachers and Training

School is a significant part of the life of young people and gender bias can have a strong impact on the wellbeing of young men and young women, our study found. Liu et al (2019) found that school tackling engagement and safety for young people was important in relation to mental, emotional and behavioural disorders. The family may, we hope, offer warmth, safety, structure, mentoring, physical and emotional support and promote resilience, so schools building on this is important. Parental involvement in school is linked to good health outcomes (Liu et al (2019)).

We found that school and careers education, in particular, may still be gender biased. Raina (2012), writing some time ago, discusses how the 'hidden curriculum' of implicit gender bias still exists and our research found that some teachers and tutors still are gender biased in 2025. Raina (2012) describes, and our research concludes, that female students receive less attention than young men and it is more often negative. Praise for boys and acknowledgment for girls was observed by Raina on the part of teachers in the classroom. Teachers in Raina's study were unaware they were being gender biased. The Research Team discussed how young men can be more demanding; and silence and passivity of young women can contribute to teachers' gender bias.

Career and subject choices were discussed in our research with some young people still considering there were jobs for young women and jobs for young men. Subject choices were discussed in that, at one school, young women's choice of taking Construction was limited and it was considered that taking this subject could be isolating for the very few young women who do take it.



Young men and young women themselves may contribute to the gender bias. Young men interviewed knew other male students at the school who were misogynistic and could be bullying. Bragg et al (2015) found that 35% of young people experienced sexual harassment because of gender. Gender bias is not just a personality or identity issue it is built into systems and structures around education and in wider society, we found. Schools need to take active roles educating against gender bias, not just in careers education. Some young people appeared to be missing out on career education according to our research. Young people might find it hard to challenge stereotypes and this may affect wellbeing, imagined futures and result in psychological pressure (Bragg et al 2015). Gender is not something you 'have' it is something you 'do' and continually re-make it in social and cultural contexts.

Health and Wellbeing

Wellbeing we define as, living a life of value for self and others. Our research found that emotions were high when discussing gender bias, particularly for young women. Health and Wellbeing education at school had been largely acceptable, though minimal and without place for privacy. Young people reported that health and wellbeing was generally linked to PSHE classes and consisted of a day or a few sessions and was in mixed gender classes. We think that wellbeing should be embedded in the curriculum of most subjects, not just PSHE so that its complexity for young people can be managed in all its dimensions.

Role Models

The need for positive role models was apparent in our discussion of findings, particularly positive male role models, to give confidence to young women to have more choices; and for young men to be aware of gender bias. Often role models for young women are assumed to be successful female role models, but male role models for both young women and young men were considered to be also what is needed. There is strong link between mentors/role models and resilience in young people. Youth work is important as it challenges stereotypes including for young men where traditional role expectation may include strength, dominance and emotional restraint. (Davidson, Calder, Beever & Ridley, 2025). Binary constructions of gender are often based on a deficit model of people being too weak or too sentimental. More inclusive models of gender are more complex (Davidson et al) and arguably more accommodating. Human rights education is needed to promote caring and safe relationships. Davidson et al. (2025) found that 34% of young men had reported they hit, kicked or punched with the intention of causing harm or injury and 51% of young men (compared to 26% of young women) engage in risky behaviour to themselves. There is a need for deeper conversations about roles for young women and young men that move beyond gender stereotypes.

Managing the Complexity

The picture below shows the complexity of the issues emerging from and inherent in the problem of gender bias. Tilly's tree of gender bias had deep, systematic beliefs in the roots, in the world around us.



For the young researchers gender bias is a big problem, and indeed for anyone; it often feels too big for the individual to tackle, but each of the researchers contributed to managing this through their research. Gender bias is amongst other things, a cultural issue with psychological, anthropological, sociological, and economic underpinnings. Culture itself may be considered to embrace language, norms, customs, values and artefacts, that construct the individual and can lead to stigma (Subica & Link, 2022). Accordingly, we are all, and young people in particular, surrounded by the

problem and it can inhibit wellbeing. Research like this, will contribute to awareness of the problem and the seeking of solutions by decision makers.

This research found that awareness of gender bias is needed in schools to a greater extent than is currently the case and there is a need for the avoidance of the 'hidden curriculum,' which can reinforce gender bias. Schools also need to support those who find themselves needing to challenge gender bias in school, which for young people means challenging from an often disempowered position.

Gender is:

Socially mediated	Social and Family Relations
Culturally mediated	Fashion and toys
Discursively mediated	Language and meanings
Digitally mediated	Online practices

Embodied	Body shape, voice, comporment
Felt	Affect, feelings
Temporal and situated	Gender affects us over time and in spaces

(Renold et al, 2017)

In Renold et al's (2017) research linked to the themes above, 83% of young people agreed school should do more to stop gender bias. Youth work is also crucial for providing a forum for young people to explore gender identity and bias and to seek solutions to the complex problem. Gender is not something you 'have' or 'what you look like' it is something you 'do' and continually remake in everyday social and cultural practices.

We shall finish with messages that emerged from our research to be noted by those in education.

- Gender is a social construct;
- Gender is how people feel, not what they look like;
- Young people feel judged all the time, even when walking down the street;
- Judgements can be based on old-fashioned gender norms (e.g. prettiness for girls)
- Safe places appreciated to support and express identity;
- Support on gender issues often not available in schools;
- Careers education is not gender neutral.
- Health and wellbeing education is not gender neutral.
- Health and wellbeing is generally managed quite well, but could be embedded in the wider curriculum;
- Youth Work has an already important role in facilitating space for change to happen;
- Schools have an important role to play in making change happen.

References

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Renold, E., Bragg, S., Jackson, C. and Ringrose, J., 2017. How gender matters to children and young people living in England. Cardiff University.

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Careers and Health and Wellbeing Questionnaire

Careers and Health and Wellbeing Questionnaire This survey is for young people 12 – 19, who live in Blackpool or go to school/college or are home educated in Blackpool. United Youth Alliance Young Researchers Group: We are a team of 9 researchers who have joined together to do the research in Blackpool, because we care about gender issues for all young people. Ethics: The survey is totally anonymous. Nobody will know who gave the answers .No names needed. The questionnaire will be analysed by the Young Researchers Group and will be used to influence decision makers, who affect our lives. Please take a little time to complete our questionnaire. We hope it makes a difference to the lives of young people and we shall try to make sure it does.

* Required

1. Gender. (please tick the box that applies to you) *

Female

Male

Non-binary

Trans Male

Trans Female

Prefer not to say

2. What year are you in at school or college? (please tick the box that applies to you) *

Year 7

Year 8

Year 9

Year 10

Year 11

College year 1

College year 2

College year 3

3. Have you heard of gender bias? *

Yes

No



4. What do you think gender bias is? Please tell us in your own words *

5. Do you think some teachers/tutors favour students based on gender? *

Yes

No

Maybe

6. What makes you say this? (Please do not use real names) *

7. Are some jobs better for young men? *

Yes

No

8. If so, what are the jobs for young men? Please give some examples*

9. Are some jobs better for young women?

Yes

No

10. If so, what are the jobs for young women? Please give examples*

11. Have you had advice about your jobs/careers, education pathways, goals and aspirations for your future? *

Yes

No

12. If you had advice about your jobs/careers, education pathways, goals and aspirations for your future was it gender bias? (Genderbias means treating someone differently or unfairly based on whether they are male or female. Was the advice fair to all genders?) *

Yes

No

13. If you had advice about your jobs/careers, education pathways, goals and aspirations for your future was it gender neutral? (it was not relating to any specific gender) *



Yes

No

14. How did you feel receiving this advice? *

15. Have you had health and wellbeing advice at school? *

Yes

No

16. Was it gender neutral?*

Yes

No

Please tell us how did receiving this advice make you feel?*

17. Which school/college do you attend.? please give the name *

18. Do you have anything else you wish to say about your experiences?

Narrative Inquiry Interview

The idea is to have as natural a conversation as possible. There are 4 key questions but just help the interviewee to talk as much as possible. After you have asked the 4 questions, pick from the others for a good conversation

Introduce yourself:

- Say what research is about (gender and young people);
- Say what will happen to results (presentation using mixed media for young people and adults);
- Explain confidentiality (names will not be used);
- Say can I use the recorder? (only the researchers will hear it).

1. We hope to have a good conversation about gender bias. Do you know what gender bias means?

If no, give them the explanation.

Gender bias is a type of unconscious bias, where someone may stereotype or hold preconceived ideas about other people, based on their own personal opinions and experiences.

2. Have you ever been treated in a stereotypical way?

- What was it like?
- How did you feel?
- What could have been done differently?

3. Have you ever experienced careers advice about future goals and aspirations?

- Was it gender neutral
- Was it appropriate?
- Did you feel any pressure to choose a particular career or course of study? or pressured away from this
-

4. Have you ever had any health advice at school

- What was it like?
- Was it gender neutral
- Was it appropriate?

Do you think some people at school are gender biased? What makes you say this?

Do you think there is such a thing as boys' jobs and girls' jobs? Can you give examples of these?



Are there girls' subjects and boys' subjects at school? What are these?

How, if at all, would you change the world, so it was not gender biased?

Prompts =

- what makes you say this?
- Can you explain,
- can you give an example?
- How did/does it make you feel?
- Tell me a bit more about that.

Thank you for a good conversation. Can you tell me your age?

Can you tick which if these applies to you:

Female

Male

Trans Male

Trans Female

Non-Binary

Other

Thanks for your time.