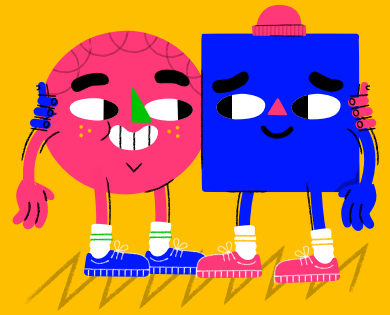


THE STATE OF UK BOYS

AN URGENT CALL FOR CONNECTED, CARING BOYHOOD



TRADITIONAL MASCULINITY

Attempts to capture what “proper,” “dominant” or “ideal” masculinity looks like, including:

- Physical, sexual & intellectual dominance
- Heterosexuality
- Self-reliance

Instead of one fixed ‘boyhood,’ boyhoods are multiple, plural, fluid and changing, with intersectional factors shaping gendered experiences and norms, and still with greater value placed on ‘masculine’ qualities over ‘feminine’ ones.

Backlash against equality has emerged: In popular culture and politics, men and boys (specifically white, heterosexual ones) are portrayed as experiencing ‘reverse discrimination’ leading to an increase in ‘men’s rights’ activism.

EVIDENCE OF CHALLENGES FACED BY BOYS (AND GIRLS)

FAMILY AND FRIENDSHIPS

while nurturing, families also teach and correct gendered norms and behaviour, and all-boys peer groups reinforce traditional masculine norms

PURCHASING GENDER-SPECIFIC ITEMS

CAMARADERIE

GENDER-REVEAL PARTIES

BANTER

GAMES/SPORT

environments to perform and experience gender

AGGRESSION

PHYSICAL CONFRONTATION

FOOTBALL

SCHOOL/DRESS CODES

reinforce binary gender norms and masculine culture

UNIFORMS

TOILETS

BOY/GIRL CLASSROOM SEATING

VIOLENCE

prevailing norms and media make violence seem normal in men’s and boys’ lives

EXCUSES FOR MEN’S VIOLENCE

INVISIBILITY OF MEN’S AND BOYS’ EXPERIENCES OF VIOLENCE

WELL-BEING

adhering to traditional masculine norms is a risk factor for men’s and boys’ mental health

MASCULINE NORMS ESTABLISHED YOUNG

BOYHOOD PRODUCED WITHIN EMOTIONAL BOUNDARIES

TECH, MEDIA, AND MARKETS

young people are forming their identities, including their masculinity, online

PRODUCTION, CIRCULATION OF IMAGES

ONLINE AGGRESSION

HOW TO TRANSFORM HARMFUL GENDER NORMS

TRANSFORMING HARMFUL MASCULINITIES

raising awareness about and challenging harmful masculine norms

GENDER-JUST

GENDER-TRANSFORMATIVE

GENDER-EXPANSIVE

INTERSECTIONAL PERSPECTIVE

recognising the intersectionality of gender with factors like class, race, and ability

CENTRING MARGINALISED VOICES

BUILDING COMMONALITIES

INCLUSIVE APPROACHES

adults need to be more aware of children’s experiences and support their capacity to address gender issues

TRANS CHILDREN

GENDER DIVERSITY

MIXED-GENDER GROUPS

RACIAL DIVERSITY

STARTING EARLY

children are aware of and actively engaged in gender from an early age

DIVERSE CURRICULUM OFFERINGS

SUPPORTING DIVERSITY

PARTICIPATORY ENGAGEMENT

ONGOING EDUCATION

shift perceptions of teachers and other adults, not just young people, to achieve lasting change

RESOURCES

SUSTAINED RELATIONSHIPS

CRITICAL AWARENESS