

FROM THE AWARD-WINNING NATIONAL ANTI-BULLYING CHARITY
HOW GENDER STEREOTYPES ENABLE AND DISABLE YOUNG PEOPLE AGED 13-25

**DITCH THE
LABEL** YOUR WORLD. PREJUDICE FREE.

THE GENDER REPORT 2016

ABOUT THIS REPORT

Statistically, 1 in 2 young people will at some point experience bullying. As a result, 1 in 3 self-harm, 27% skip class and self-esteem is heavily reduced. Young people consistently tell us how they are targeted because of attitudes towards their interests, hobbies or subject pathways. All of which are heavily linked with gender norms and identity.

This report explores how gender enables and disables young people aged 13-25 in the United Kingdom, United States of America, Canada, Australia, New Zealand, Singapore and the Philippines.

Produced by Ditch the Label, an award-winning anti-bullying charity. Find out more at www.DitchtheLabel.org.

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Recommendations

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ABOUT DITCH THE LABEL

WE LIKE TO SAY NO TO

THINGS...

Young people constantly tell us how much some anti-bullying provisions have alienated them and made them feel like “disempowered victims”.

We are saying no to the fact that 2.5 million teens are still experiencing bullying every single year. We are saying no to defective anti-bullying policies that aren't worth the paper they are written on. A no to the villainisation and misunderstanding of those who bully others and a huge, big, fat no to young people being blamed for their own bullying and getting told to just ignore it.

We are one of the UK's largest, most ambitious and pioneering anti-bullying charities with innovation at our very core. Bullying is a learnt behaviour and we won't stop until it's over.

WHAT WE DO

Half of young people who experience bullying never tell anybody through fear and a lack of faith in support systems. Support provided in schools, colleges and wider offline environments is consistently being rated as insignificant or unapproachable by teens, who are all digital natives. We are here to bridge a gap and to think very differently about bullying, finding a solution not just for those who are being bullied but also for those who are doing the bullying.

We provide pioneering digital advice, support and training for young people through our website and strategic partnerships with key online communities such as Habbo, The Student Rooms and Twitter.

All of our interventions are evidence based and are continuously being adapted to reflect changes in the environment. This is why we produce some of the world's most comprehensive and innovative research surrounding

bullying and associated behaviours.

We work with Government, NGOs, schools and colleges to help disseminate our knowledge through training programs and policy consultations.

In addition, we are working hard to encourage society to think differently about bullying. We do not believe in branding people as ‘bullies’ or ‘victims’ and we believe that it is important to understand the root motivation behind people's want to bully, so that we can align support services accordingly.



ABOUT THIS RESEARCH

In The Annual Bullying Survey 2015, we found that 41% of young people who had experienced bullying said that it was because of attitudes towards their hobbies and interests. 19% said that they experienced bullying because of attitudes towards their perceived levels of masculinity and femininity.

As a sector, we champion support for young people who identify as trans* but we very rarely consider the need of support for young people who do not conform to gender stereotypes - stereotypes that are increasingly restrictive.

Gender has become a topic of ongoing discussion internationally. Recently, debates have been fuelled with the rise of societal role models coming out as trans*. This increased openness presents the perfect climate in which to open the discussion on what it means to be male and female, along with the relevancy of gender stereotypes.

With this research, we were eager to explore how young people use gender stereotypes as part of their identity and how the stereotypes can enable and disable them within relationships, education and the workplace.

With this increased learning, we hope that we can continue to innovate within the areas that matter most to young people and maintain thought leadership in terms of the support that they require.

As part of this project, we gathered data from 6 key international countries. The penultimate chapter explores all cross-cultural data, highlighting both variances and similarities.

We acknowledge that some trans* people prefer to identify as either male or female - in such cases they have not been categorised as trans*. We also acknowledge that some respondents identify in ways other than male, female or trans* and as such have been marked as "other".

METHODOLOGY

We had a total of 2,460 responses from young people aged 13-25 with the following breakdown:

- United Kingdom: 1,101
- United States of America: 629
- Australia/New Zealand: 239
- Canada: 221
- Philippines: 139
- Singapore: 131

The research was conducted exclusively online and was promoted through the use of social media and our strategic partnership with Habbo, the world's largest online teen community. Participation came without incentive and was promoted in neutral online environments only.

The survey was available for a period of 3 weeks throughout August 2015. Data was then cleansed and analysed using SPSS extrapolation techniques.

EXECUTIVE SUMMARY



What it means to be masculine and feminine is a topic of much debate and is something that has changed throughout the decades. We consistently find that young people are restricted by gender stereotypes. Not conforming to said stereotypes can often lead to bullying and discrimination. This brings with it huge implications in terms of how young people identify themselves and others around them and is seriously damaging the self-esteem, performance and welfare of thousands, if not millions worldwide.

From an early age, young people are conditioned to believe that they have a specific role within society. This research highlights the fact that women are perceived to be emotional, compassionate and suited to bringing up a family, whereas the men are seen as being strong, brave and better at managing a business. In an age of new found equality, the disparity between the sexes is just not acceptable.

Interestingly, 35% of young people do not particularly see themselves as being either masculine or feminine, with respondents finding it much easier to define femininity than masculinity. This shows great promise but also highlights the fact that more work needs to be done to encourage independence beyond gender stereotypes.

I anticipate that gender will continue to be a major frontier in the sphere of equality. In the world of marketing, brands are shifting away from a reliance on "lad" and "girly" branding in response to consumer backlashes. There is a huge amount of progress being made in the battle for non-gender specific toys which is something that has really inspired both myself and everybody else at Ditch the Label.

We often find that young men are far less likely to open up about issues that upset them or make them feel afraid - which usually leads to a misconception that bullying affects females more than males. This isn't necessarily true and just fuels a vicious cycle whereby young men are made to feel

emasculated whenever they display any vulnerability or emotion, which is a dangerous trend. We have been working hard to break down the barriers by positioning our support services on digital platforms in authentic and approachable environments.

Anecdotally, from my own experiences - I was never interested in "typical boy stuff" like sport or cars. I was branded as a girl by my peers in primary school. At the time, it was really hurtful, but now I ask the question - what is wrong with being a girl? The answer is that there is nothing wrong with being a girl, because your gender does and should not dictate who you are as a person or restrict your ambitions for the future.

I hope that this research will fuel the societal debate and aid in creating positive changes through its dissemination and implementation.

A stylized, handwritten signature in black ink. The signature is written in a cursive, flowing style, with the name 'Liam Hackett' clearly legible.

Liam Hackett
Founder and CEO

SAMPLE - UK ONLY

1,101 young people aged 13-25 in the United Kingdom completed the survey.
Please note that sample data for the international comparisons can be found pages 23-21.

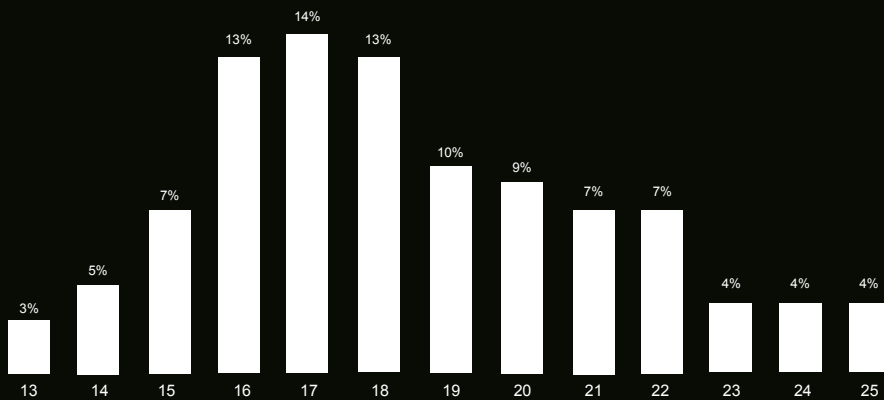
WHAT IS YOUR GENDER?

- 45% Male
- 50% Female
- 2% Trans*
- 3% Other

DO YOU HAVE A DISABILITY?

- 8% have a learning disability
- 6% have Autism/Asperger's
- 5% have a physical disability

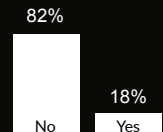
HOW OLD ARE YOU?



WHAT'S YOUR SCHOOL STRUCTURE?



ARE YOU RELIGIOUS?



WHAT IS YOUR SEXUALITY?

- 56% Straight
- 14% Bisexual
 - 11% Gay
- 10% Unsure
- 4% Lesbian
- 3% Prefer not to say
- 2% Asexual

IF YOU ARE RELIGIOUS, WHICH IS YOUR RELIGION?

- 64% Christian
- 15% Muslim
- 7% Buddhist
- 6% Agnostic
- 3% Pagan
- 1% Sikh
- 1% Jewish
- 1% Hindu

WHAT IS YOUR ETHNICITY?

- 84% White British
 - 4% Mixed
- 3% White other
- 2% White Irish
- 1% Black African
 - 1% Asian
- 1% Black Caribbean
 - 1% Indian
- 1% Chinese
- 1% Other Asian
- 1% Pakistani
- Gypsy/Traveller: 1%

Marginal data for Black Other, Arab and Bangladeshi.

WHICH WORDS WOULD YOU USE TO DESCRIBE MASCULINITY AND FEMININITY?

CHARISMATIC APPROACHABLE
FEMININITY CAREER-DRIVEN
GENTLE FRIENDLY
WELL PRESENTED FAMILY ORIENTATED

--- **VS** ---

CAREER-DRIVEN WELL PRESENTED
MASCULINITY CHARISMATIC
DOMINANT STRONG
FRIENDLY APPROACHABLE

WHICH WORDS WOULD YOU USE TO DESCRIBE MASCULINITY AND FEMININITY?

Descriptor	Masculinity (M)	Femininity (F)	Variation
Gentle	23%	78%	55% more towards F
Dominant	48%	5%	43% more towards M
Well presented	35%	49%	14% more towards F
Aggressive	19%	3%	16% more towards M
Charismatic	32%	30%	2% more towards M
Guarded	20%	9%	11% more towards M
Friendly	39%	74%	35% more towards F
Career driven	27%	17%	10% more towards M
Rough	21%	2%	19% more towards M
Reserved	9%	14%	5% more towards F
Strong	71%	23%	48% more towards M
Submissive	3%	16%	13% more towards F
Rugged	22%	1%	21% more towards M
Family orientated	28%	55%	27% more towards F
Approachable	30%	52%	22% more towards F

> Popular Descriptors for Masculinity

Our data shows that respondents tend to associate masculine behaviours with strong and powerful characters. The most common descriptors for masculinity were:

- Strong (71%)
- Dominant (48%)
- Friendly (39%)
- Well presented (35%)
- Charismatic (32%)

> Popular Descriptors for Femininity

Respondents found femininity much easier to define than masculinity. Characters were seen to be much more personable and sensitive. The common descriptors were:

- Gentle (78%)
- Friendly (74%)
- Family orientated (55%)
- Approachable (52%)
- Well presented (49%)

> Key Trends

Dominance, strength and ruggedness were found to be the descriptors most prominently associated with masculine traits, whereas the descriptors mostly orientated towards femininity were gentleness, family orientation and friendliness.

Upon further analysis, our data shows that 54% of male respondents described females as being approachable, while 29% of females described males as being approachable, thus highlighting a significant gap as well as inequality.

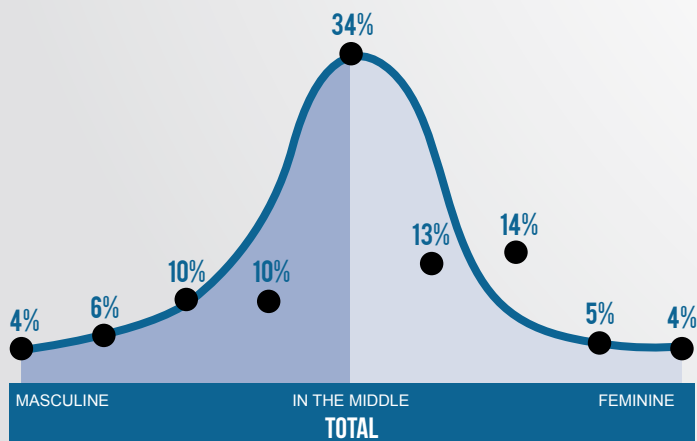
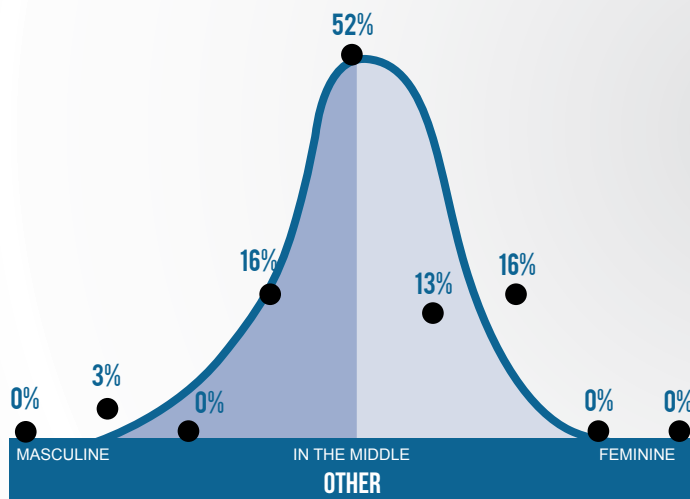
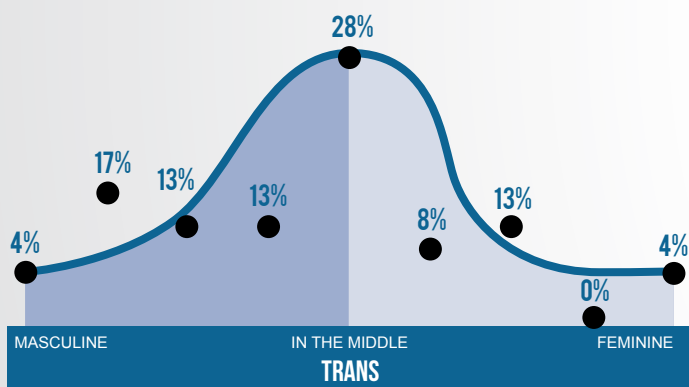
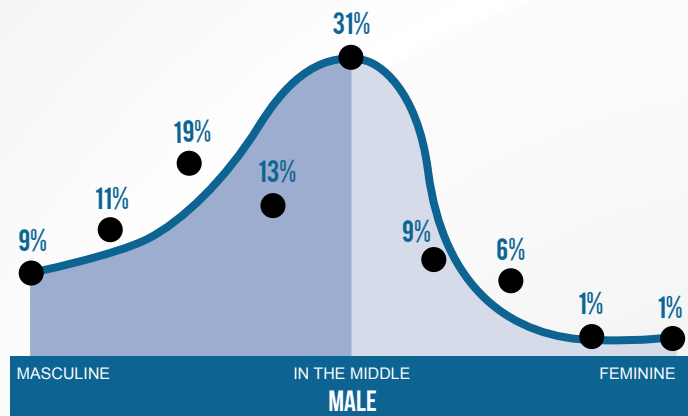
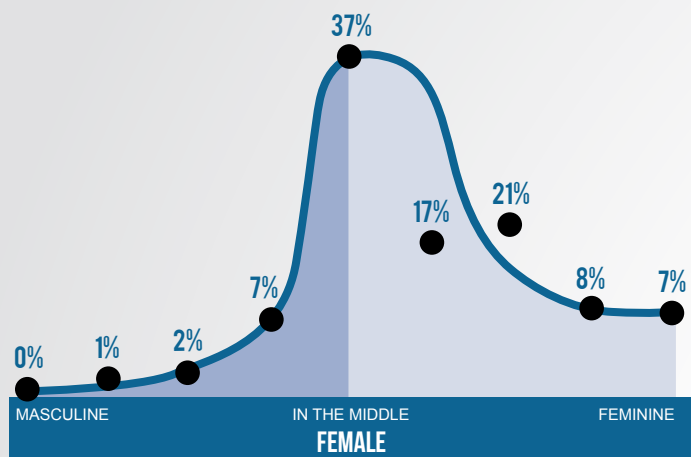
Our data shows that females were more likely to associate career ambitions with femininity (21%) than male respondents were (13%), suggesting that male respondents were more likely to maintain 'traditional ideas' of gender.

Male respondents saw masculinity as being better presented (41%) than female respondents did (30%).

We found that no notable conclusions were derived from separate analysis of respondents who identified as being transgender or as 'other'.

From UK respondents, there was a stronger agreement in the top 5 descriptors for femininity than there was for the top descriptors for masculinity. This suggests that young people find it easier to define and articulate the meaning of femininity versus the meaning of masculinity.

AS AN INDIVIDUAL - ARE YOU MASCULINE, FEMININE OR SOMEWHERE IN THE MIDDLE?

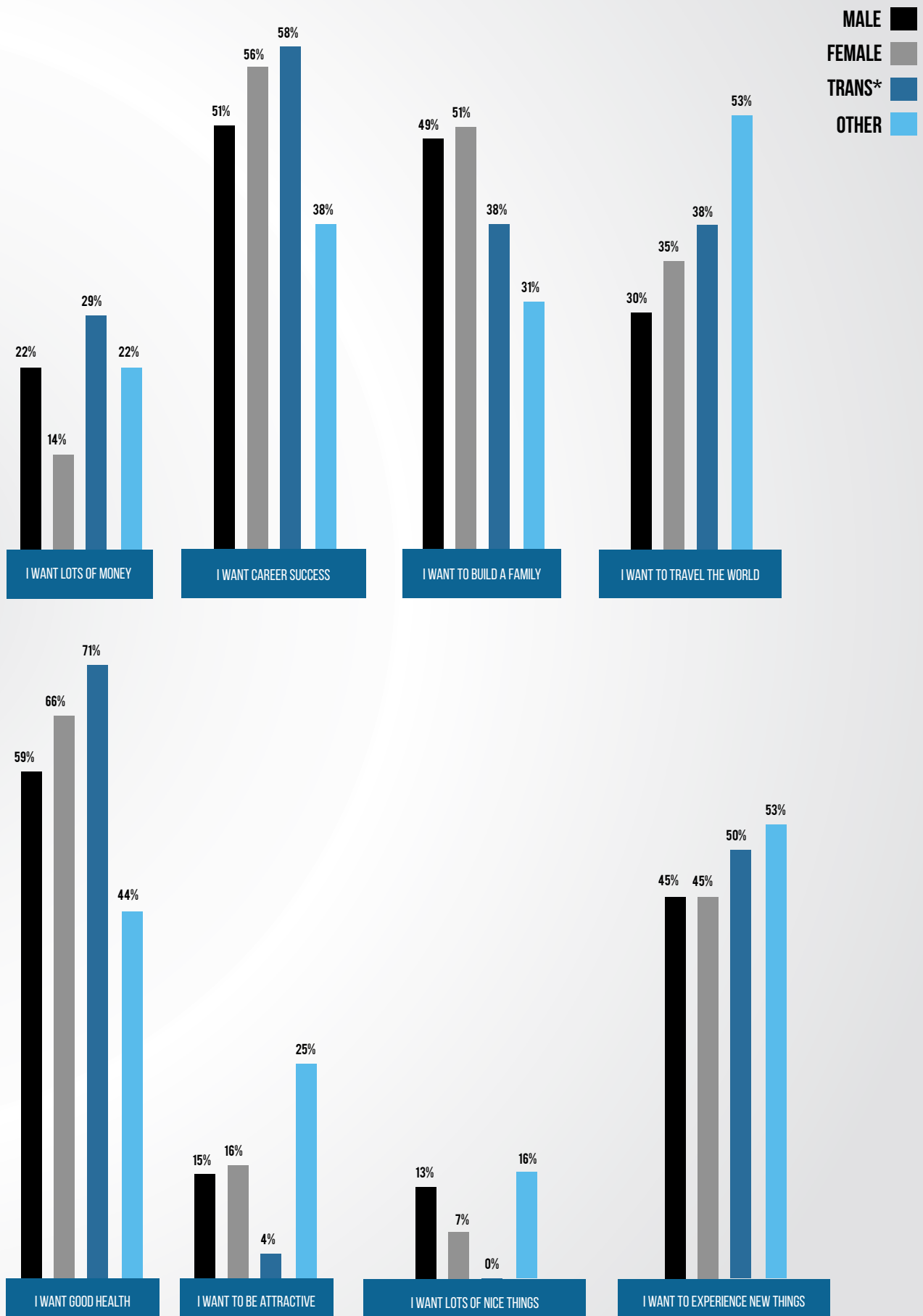


> Free Thinkers

A significant number of respondents in the UK saw themselves as being somewhere 'in the middle' of masculinity and femininity, with very few rating themselves as being completely masculine or feminine. We believe that this is a good trend as it encourages young people to view their own individuality, breaking away from gender stereotypes. However, there remains a great deal of conformity, particularly amongst male and female respondents.

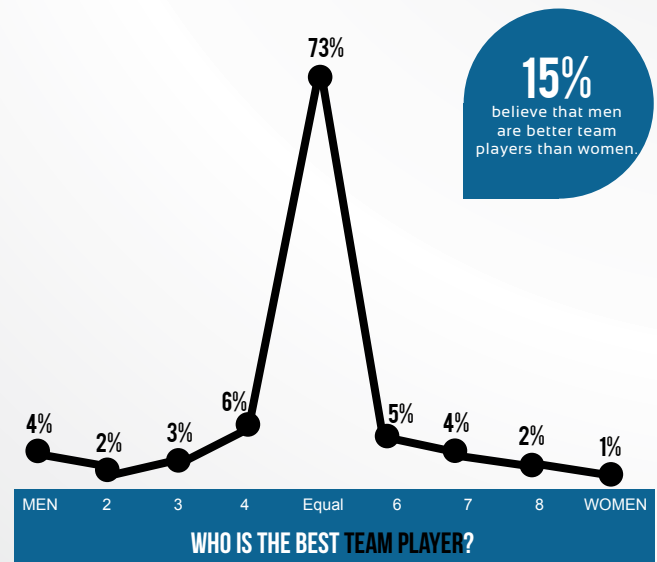
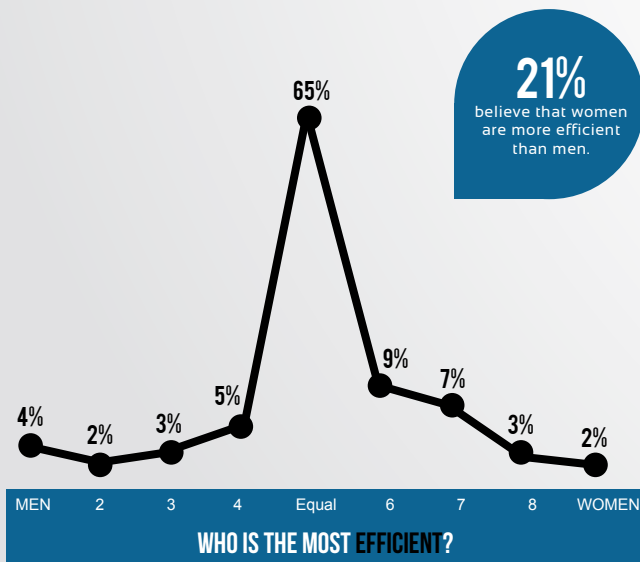
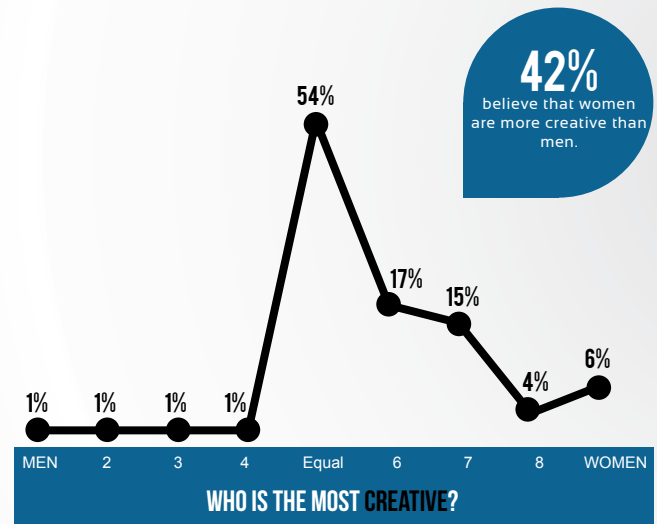
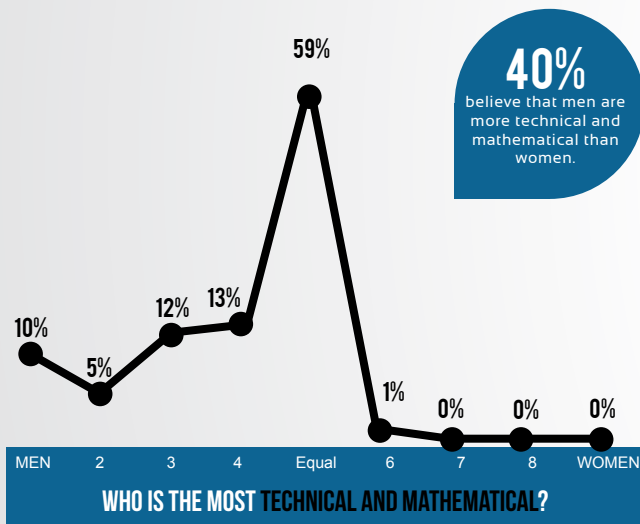
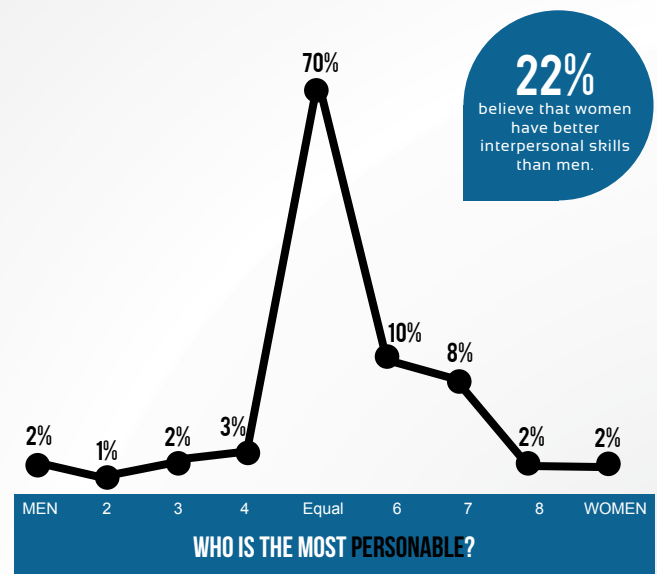
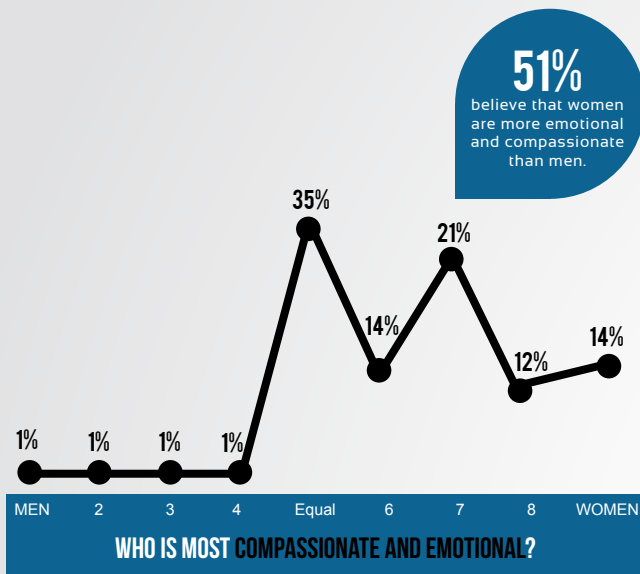
WHAT ARE THE MOST IMPORTANT THINGS IN LIFE?

Respondents were asked to select the top 3 things that they felt were most important in life. This was then used to identify any variation between genders.



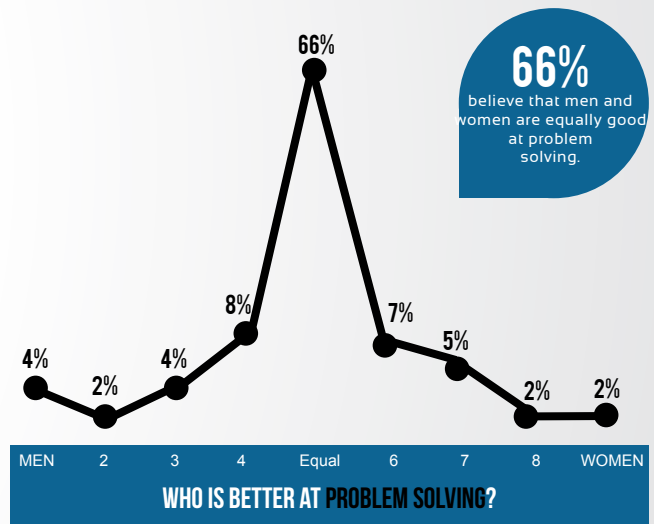
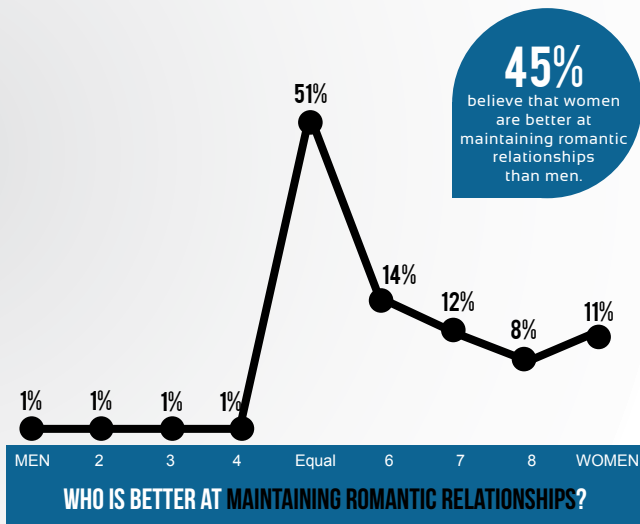
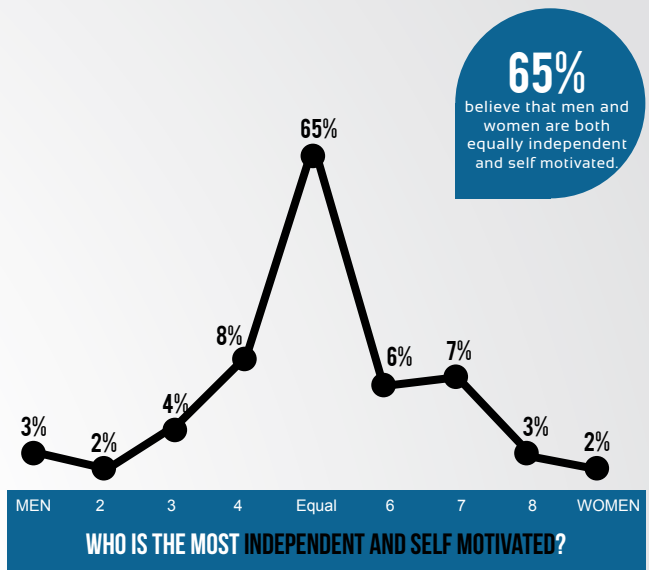
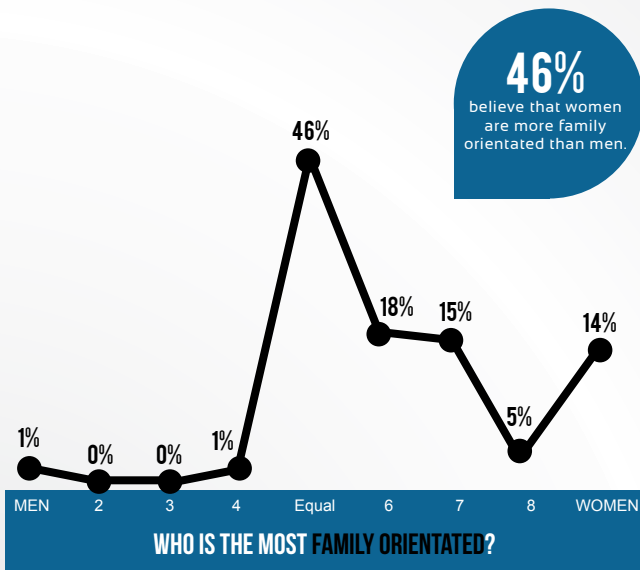
PERSONALITY: IS IT GENDER SPECIFIC?

On a scale of 1-9, we asked respondents to tell us whether or not they perceived certain personality traits as more oriented towards men or women. Anything between 1-4 means more towards men, 5 is both equally and 6-9 denotes more towards women.



PERSONALITY: IS IT GENDER SPECIFIC?

On a scale of 1-9, we asked respondents to tell us whether or not they perceived certain personality traits as being more orientated towards men or women. Anything between 1-4 means more towards men, 5 is both equally and 6-9 denotes more towards women.



“MEN HAVE MORE POWERFUL BRAINS THAN WOMEN”

4% agree

7% unsure

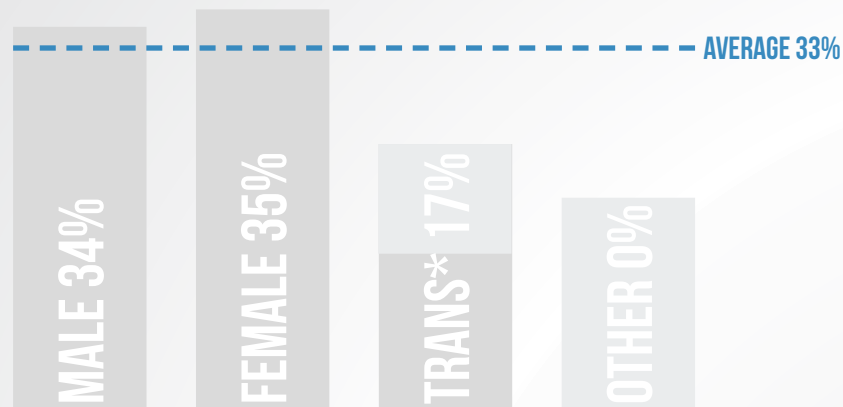
89% disagree

“WOMEN ARE BETTER AT BRINGING UP KIDS THAN MEN”

21% agree

12% unsure

67% disagree

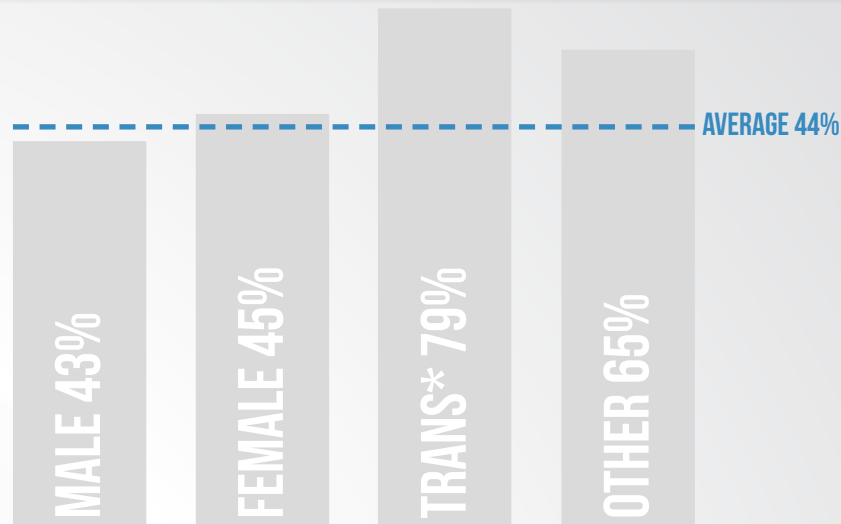


YES

**DO YOU CONFORM TO THE STEREOTYPES
ATTACHED TO YOUR GENDER?**

NO

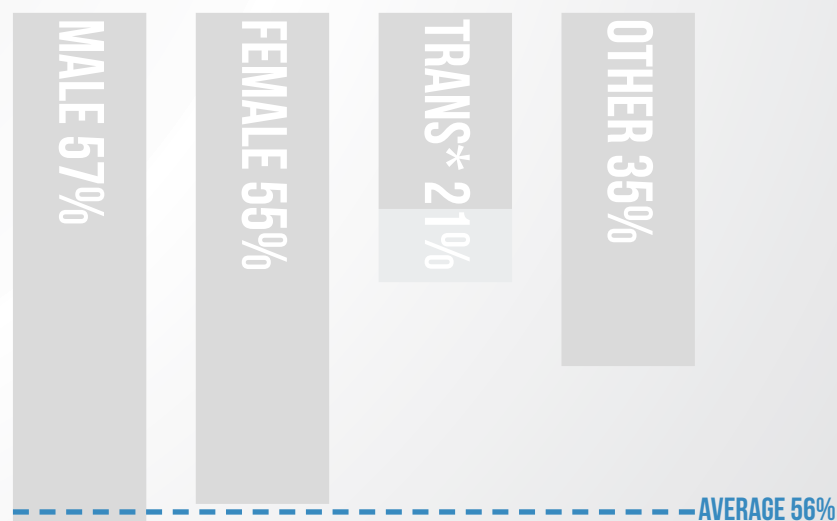




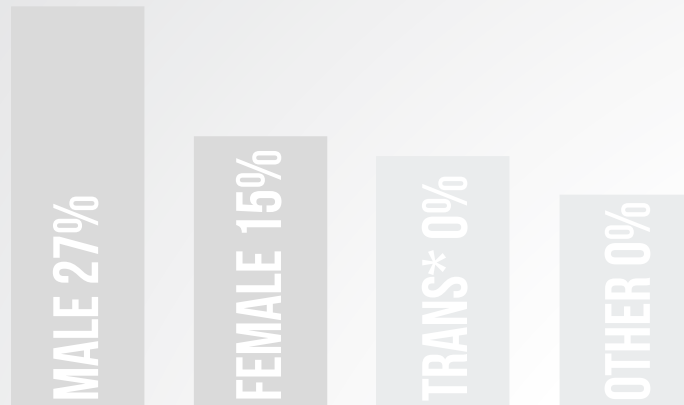
YES

HAVE YOU EVER BEEN TREATED UNFAIRLY FOR NOT CONFORMING TO GENDER STEREOTYPES?*

NO



*Of those who responded to this question.



----- **YES** -----

**IS IT IMPORTANT FOR A MAN TO BE
'MANLY' AND A GIRL TO BE 'GIRLY'?***

----- **NO** -----



*Of those who responded to this question.

REAL STORIES AND EXPERIENCES



CASE STUDY

Aged 17, Male, U.K.

"I'm a cisgender male, however, I don't conform to the stereotypes of being, 'masculine'. In school I was bullied sometimes for being too, 'feminine' and not doing things that boys were, 'supposed to do'. I didn't like sports like most of the boys at my school and my group of friends consisted of mainly females - this was because I found them easier to talk to and they were generally more understanding. People often used, 'girl' as an insult, which shows a lot about what they think of males and females."



CASE STUDY

Aged 15, Female, U.K.

"In my lessons at school when we were given choices about things mainly girls would pick one thing and boys another, I always felt pressured to do the girl's thing, which I would normally do. However, when I signed up to do football when I was younger my teacher took me to the side of the room and asked me if I really wanted to do football, she said that she thought I'd be better off doing a more 'girly' activity like dancing. She even recommended it to my mam that I should do something else. This wasn't because the football was dangerous or the boys were rude - I loved football and made many friends. I was too young to understand that it was gender stereotyping."



CASE STUDY

Aged 18, Non-Binary, U.S.A.

"I personally consider myself to be gender fluid. Many people fail to understand fully what that means and who I am. Many will reject me for appearing too manly for being a female. It really upsets me that people take gender into such high consideration and fail to actually look the individual as a person. Male, female, gender fluid, trans, whatever we may be, in the end we are all people with feelings, hearts, and souls. I wish for equality and coexistence to rule the world one day."



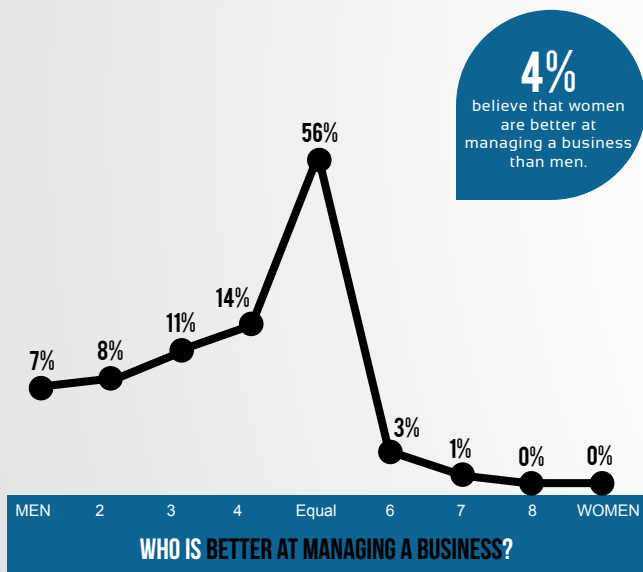
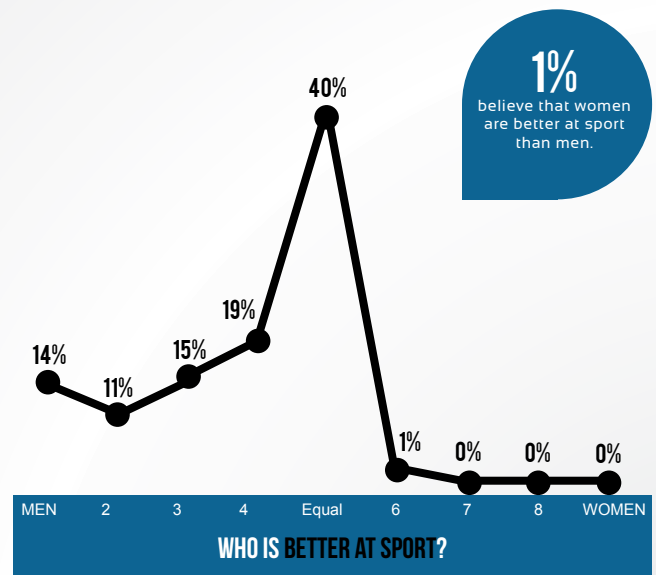
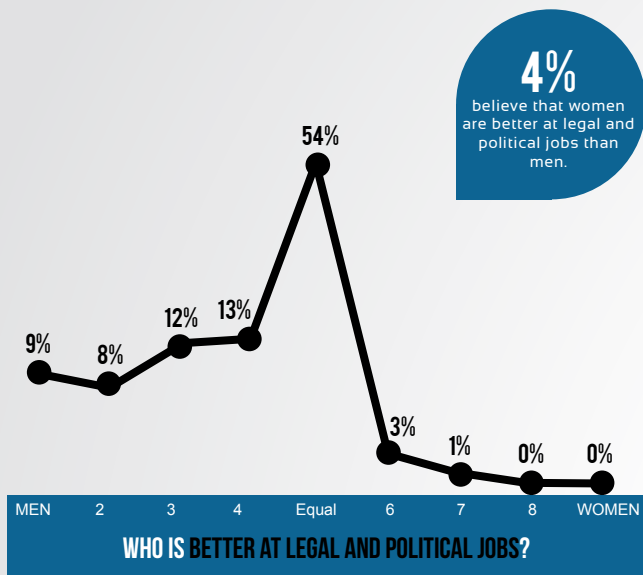
CASE STUDY

Aged 18, Female, Singapore.

"When I was learning taekwondo when I was younger, the boys in my class would often tease me because I was a girl learning a sport. Later on, one of the boys got physically violent towards me. I am often teased for being boyish although I am a girl, my friends sometimes say things like, 'she's not a girl.'. Whilst I'm okay with such teasing, that time when I was treated violently was probably the first time I was treated slightly unfairly because I did not fit into a gender stereotype."

ARE CAREERS GENDER SPECIFIC?

On a scale of 1-9, we asked respondents to tell us as to whether or not they perceived certain skills to be more orientated towards men or women. Anything between 1-4 means more towards men, 5 is both equally and 6-9 means more towards women.



35% OF TEENAGE GIRLS BELIEVE THAT THEIR GENDER WILL HAVE A NEGATIVE IMPACT ON THEIR FUTURE CAREER PROSPECTS, VERSUS 4% OF BOYS.

> What kind of impact do you think your gender will have on your future career prospects?

Negative impact:

- 4% males, 35% females, 63% trans and 31% other. Average: 21%.

No impact:

- 60% males, 42% females, 29% trans and 66% other. Average: 51%.

Positive impact:

- 36% males, 23% females, 8% trans and 3% other. Average: 28%.

We have consistently identified that respondents aged 13-25 in the UK do believe that some skills, personality traits and career pathways are more orientated towards specific genders.

This trend is concerning as it is potentially damaging the career prospects and self-esteem of young people who do not conform to gender stereotypes. Our previous research finds that young people cite attitudes towards

their interests as being one of the main motives for bullying in the UK.

We know, anecdotally from our continuous work with young people that many of them feel restricted when selecting their subject and career options through fear of bullying.

ARE CAREERS GENDER SPECIFIC?

We asked respondents to tell us as to whether or not they agreed or disagreed with various statements orientated around the impact of gender on careers.

ARE MEN BETTER AT PROBLEM SOLVING THAN WOMEN?

- 4% said yes
- 14% are unsure
- 82% said no

ARE WOMEN BETTER AT BRINGING UP KIDS THAN MEN?

- 22% said yes
- 12% are unsure
- 66% said no

ARE MEN AND WOMEN EQUALLY RESPONSIBLE FOR BRINGING IN HOUSEHOLD INCOME?

- 87% said yes
- 7% are unsure
- 6% said no

CAN GENDER BE USED TO DETERMINE HOW GOOD SOMEONE IS AT THEIR JOB?

- 12% said yes
- 7% are unsure
- 81% said no



MY EXPERIENCE

BARONESS BEEBAN KIDRON

When I first started as a film director none of the crew had ever worked for a woman. Some of them were unhappy about it; deliberately putting the camera in the wrong place, pretending not to hear instructions, challenging me by using sexist language to see if I would ignore or react.

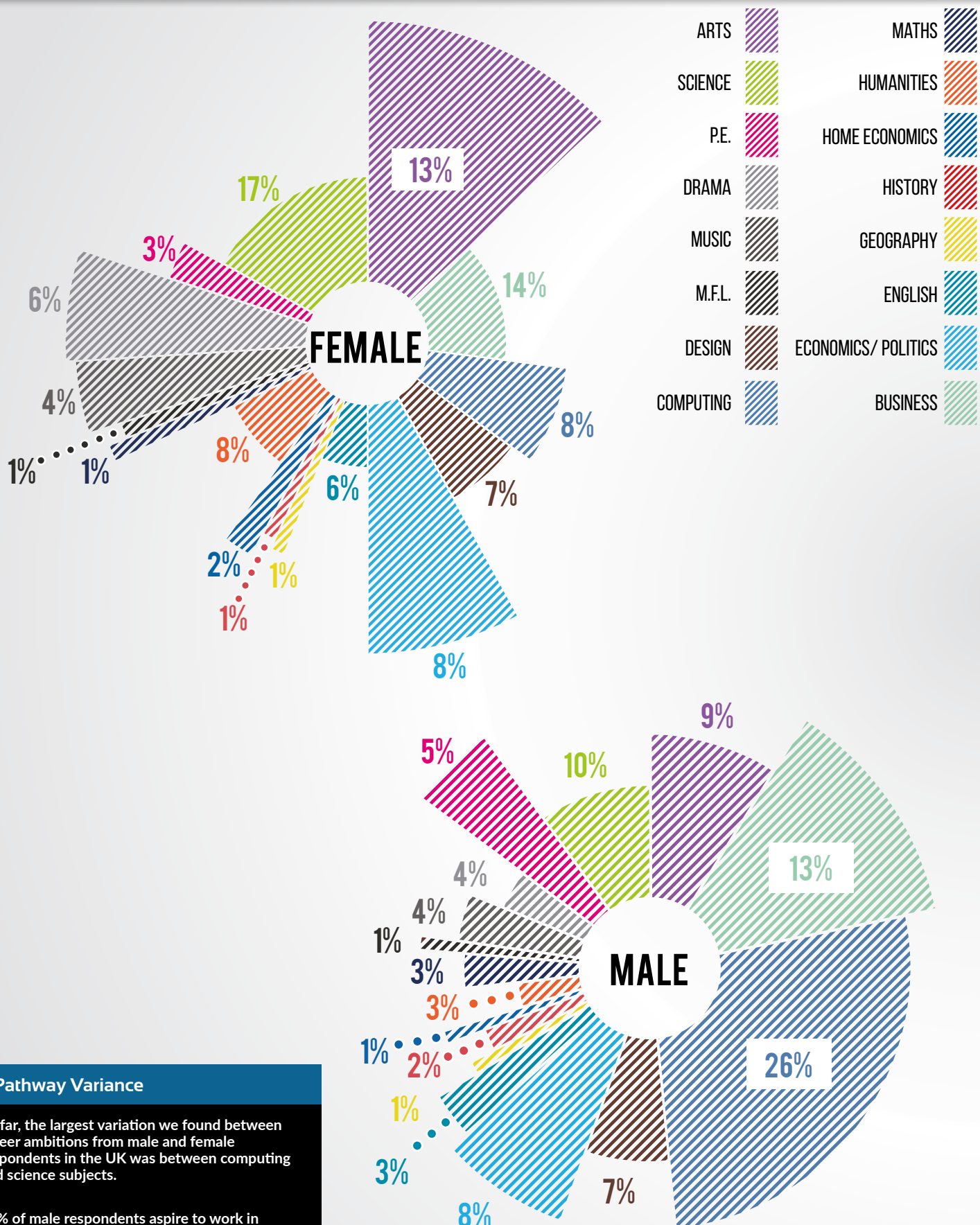
Over time it got better, as more women came into the industry into 'male jobs' both on and off the set, social attitudes changed, equality legislation came in, and over time, many men found that a mixed workplace was a pleasure.

It is depressing to see that gender stereotypes persist 35 years later. The disruptive technologies that have transformed the structures and nature of work represent a huge opportunity to change attitudes, and yet the cry about having no women 'in tech' is simply an echo of what we have heard about every male-dominated industry – from film and science, to politics and business.

Meanwhile, the trolling and abuse of women who put their head above the parapet is business as usual. Women can't be in public life if they are hounded and abused simply for being women.

Beeban Kidron is a British filmmaker; her films including Bridget Jones: The Edge of Reason, To Wong Foo and Oranges are Not the Only Fruit. In 2012 she made a documentary film 'InRealLife' which looked at teenagers and their relationship with the internet. This led to her founding 'iRights', a campaign to adopt a rights-based approach to children and young people online.

WHAT KIND OF CAREER PATHWAY ARE YOU MOST INTERESTED IN?

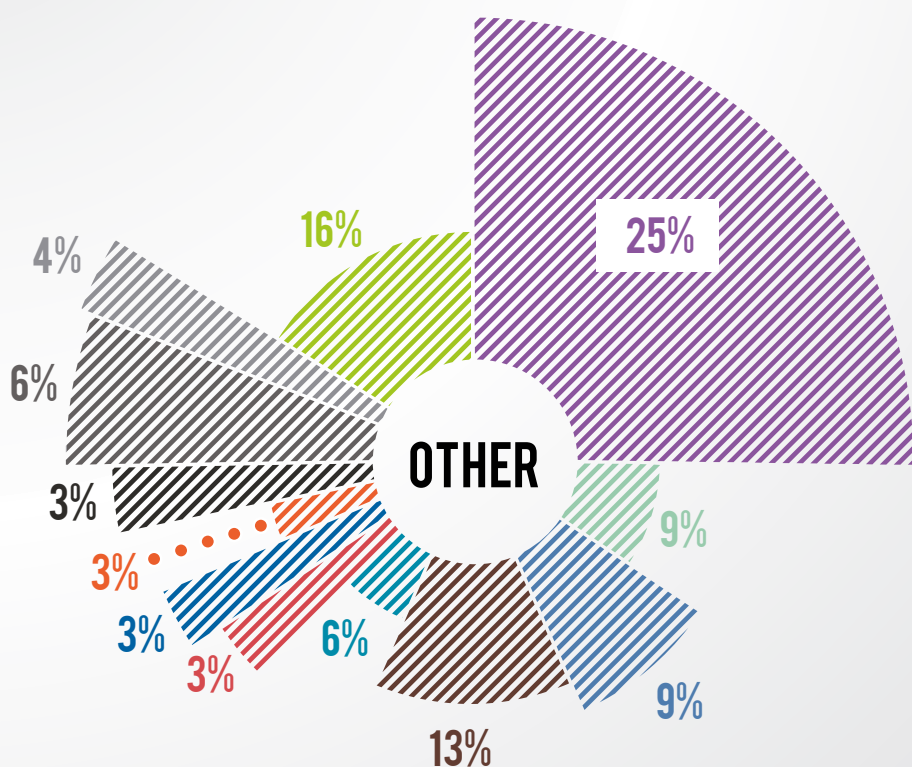
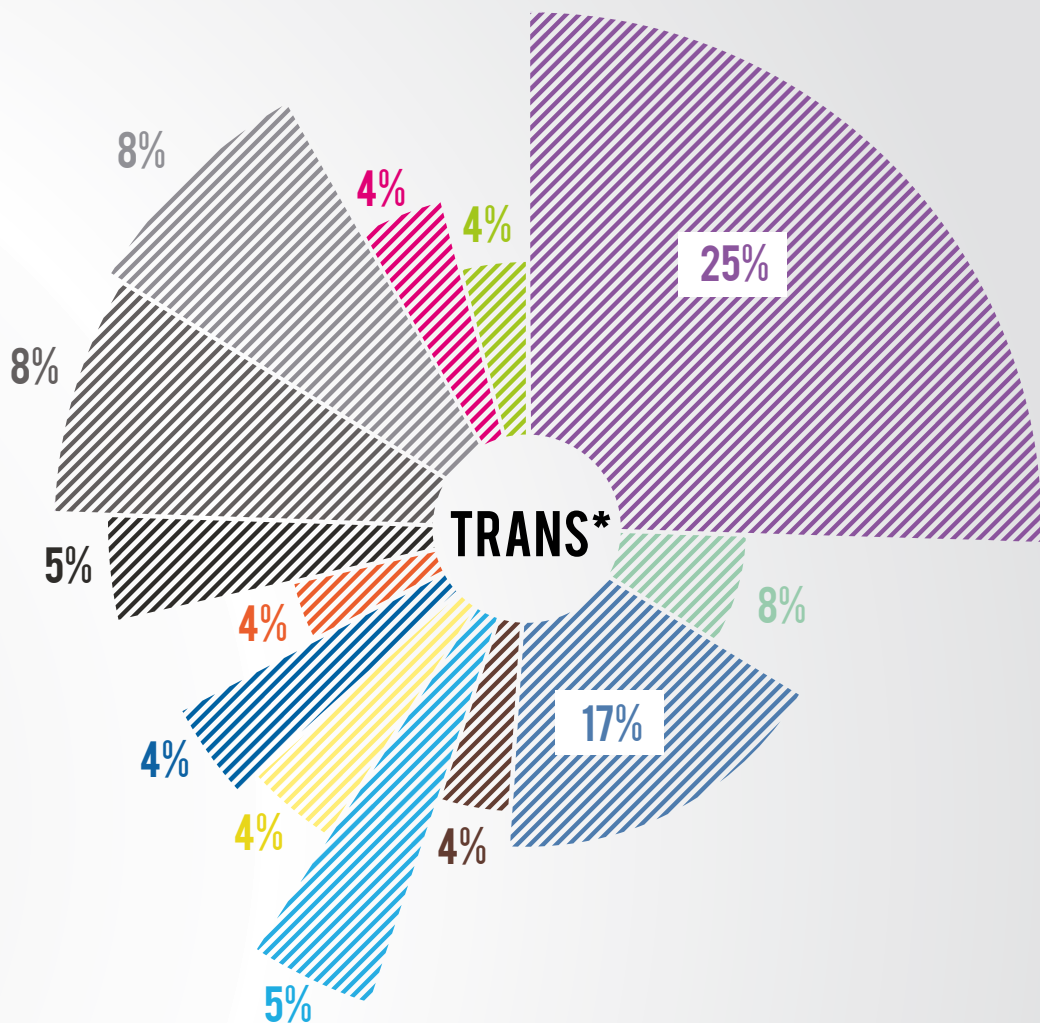


> Pathway Variance

By far, the largest variation we found between career ambitions from male and female respondents in the UK was between computing and science subjects.

27% of male respondents aspire to work in computing versus 8% of females. Similarly, 17% of females are interested in a science-based career versus 10% of males.

WHAT KIND OF CAREER PATHWAY ARE YOU MOST INTERESTED IN?





THE GENDER REPORT 2016

> INTERNATIONAL COMPARISONS

INTERNATIONAL COMPARISONS

In this chapter we will be analysing variation of gender stereotypes and values internationally across 6 strategic countries: the UK, USA, Canada, Australia/New Zealand, Singapore and the Philippines.

> Introduction to the International Study

As a leading anti-bullying charity with international ambitions, we are interested in measuring the global climate of equality and diversity in 6 strategic locations: the United Kingdom, United States of America, Canada, Australia/New Zealand, Singapore and the Philippines.

As part of our research, we wanted to explore how gender stereotypes exist in other countries and compare and contrast the ways in which they disable and enable young people aged 13-25. This chapter will explore how responses varied across the 7 strategic countries.



DEMOGRAPHIC BREAKDOWN

> United Kingdom ("UK")

Total sample size: 1,101 aged 13-25.

- Male: 493
- Female: 552
- Trans*: 24
- Other: 32

> Canada ("CA")

Total sample size: 221 aged 13-25.

- Male: 83
- Female: 120
- Trans*: 12
- Other: 6

> Australia/New Zealand ("AU/NZ")

Total sample size: 239 aged 13-25.

- Male: 100
- Female: 126
- Trans*: 2
- Other: 11

> Philippines ("PH")

Total sample size: 139 aged 13-25.

- Male: 74
- Female: 62
- Trans*: 1
- Other: 2

> Singapore ("SG")

Total sample size: 131 aged 13-25.

- Male: 63
- Female: 67
- Trans*: 1
- Other: 0

> United States of America ("USA")

Total sample size: 629 aged 13-25.

- Male: 241
- Female: 349
- Trans*: 12
- Other: 27

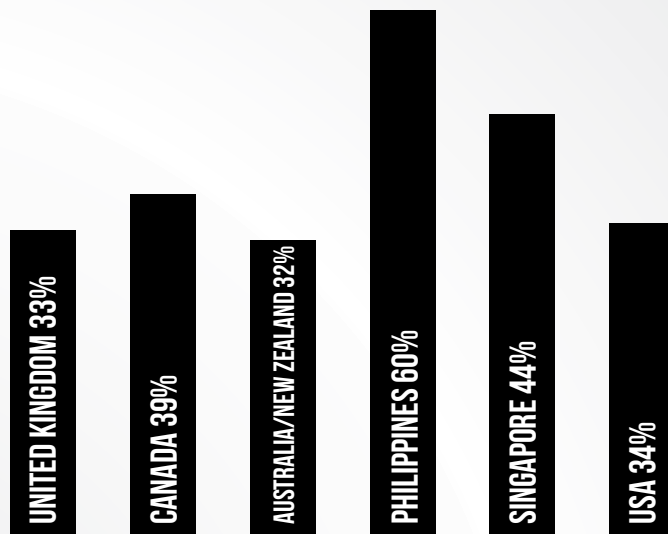
WHICH WORDS WOULD YOU USE TO DESCRIBE MASCULINITY AND FEMININITY?

Masculinity Descriptor	UK	CA	AU/NZ	PH	SG	USA
Gentle	23%	26%	25%	58%*	34%	25%
Dominant	48%*	42%*	42%*	26%	28%	50%*
Well presented	35%*	35%*	35%*	35%	54%*	34%*
Aggressive	19%	25%	17%	25%	11%	28%
Charismatic	32%*	32%*	32%	39%*	50%*	30%*
Guarded	20%	27%	23%	19%	13%	27%
Friendly	39%*	39%*	48%*	45%*	53%*	36%*
Career driven	27%	26%	22%	25%	25%	29%
Rough	21%	23%	18%	16%	6%	26%
Reserved	9%	10%	11%	9%	8%	12%
Strong	71%*	65%*	63%*	64%*	62%*	69%*
Submissive	3%	2%	2%	1%	2%	3%
Rugged	22%	22%	23%	5%	9%	24%
Family orientated	28%	30%	32%	43%*	40%	26%
Approachable	30%	29%	34%*	28%	42%*	25%
* Top 5 descriptor						

Femininity Descriptor	UK	CA	AU/NZ	PH	SG	USA
Gentle	78%*	74%*	75%*	62%*	78%*	75%*
Dominant	5%	5%	10%	7%	5%	8%
Well presented	49%*	52%*	48%*	48%*	51%*	50%*
Aggressive	3%	3%	3%	5%	2%	6%
Charismatic	30%	33%	31%	36%	47%*	38%
Guarded	9%	10%	11%	19%	8%	11%
Friendly	74%*	71%*	77%*	69%*	72%*	69%*
Career driven	17%	18%	14%	22%	12%	22%
Rough	2%	3%	1%	3%	3%	2%
Reserved	14%	12%	11%	19%	25%	15%
Strong	23%	27%	29%	23%	15%	31%
Submissive	16%	18%	14%	11%	10%	20%
Rugged	1%	0%	1%	1%	0%	1%
Family orientated	55%*	49%*	47%*	52%*	47%*	53%*
Approachable	52%*	52%*	48%*	46%*	57%*	43%*
* Top 5 descriptor						

The data shows that there tends to be more of a universal agreement that femininity is a measure of being gentle, well presented, friendly, family orientated and approachable. There is much more variance in the definition of masculinity, but all cultures heavily associated strength with masculinity.

DO YOU BELIEVE THAT YOU CONFORM TO GENDER STEREOTYPES?



YES

DO YOU BELIEVE THAT YOU CONFORM TO GENDER STEREOTYPES?

NO



REAL STORY

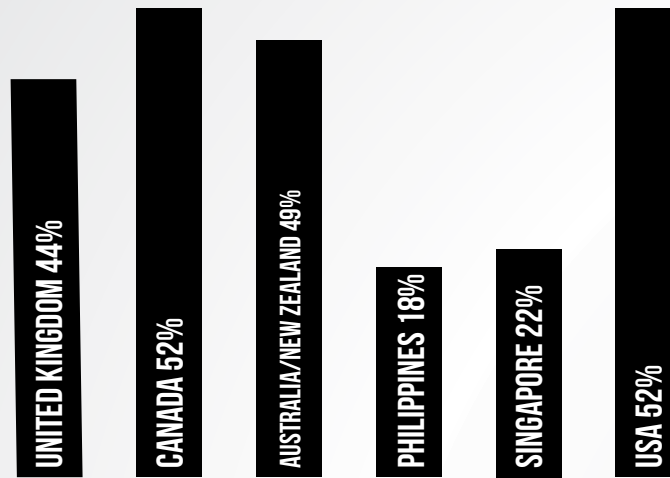
Aged 20, Non-Binary, Canada.

"From a young age my parents thought I was odd because I displayed behaviour that was not stereotypically female, but stereotypically male. They believed that it was because I was gay, and told me to "choose" not to be gay. As it turns out I am heterosexual, despite all their fears. Some people make the mistake were they don't distinguish sexual orientation and gender identity. I have to clarify that I am not transgender, I am genderqueer. When my mom told me "I always wanted to be a boy" it made me feel uncomfortable. I don't want to change my body, I just want people to treat me differently. I don't feel either male or female. I am somewhere in between, leaning towards masculinity more. I feel comfortable with "they" pronouns and do not like being gendered within the binary.

In school I was also bullied for being odd, some people tried to "help me" by giving me "beauty advice" or advice on how to act. Everyone told me I was weird, not like others, and in retrospect I think it's because of my gender identity. I didn't understand girls and got along better with/understood boys, but because of society's stereotypes, boys didn't want to be friends with me because I was "a girl".

I had a very hard time with making friendships with girls, who were more welcoming, but I couldn't relate to them. My gender identity has also interfered in my relationships with guys, were they said things like "you're not like other girls" or "I've never been friends with girls like I'm friends with you, you're like my guy friends". Because of my past experiences I have never told people I dated why I didn't behave the way I was expected to, why I was dominant not submissive, why I acted more masculine than feminine. I don't think many people can understand what it's like to have an identity that is not cisgender. You don't fit in anywhere."

HAVE YOU EVER BEEN TREATED UNFAIRLY FOR NOT CONFORMING TO GENDER STEREOTYPES?



YES

HAVE YOU EVER BEEN TREATED UNFAIRLY FOR NOT CONFORMING TO GENDER STEREOTYPES?*

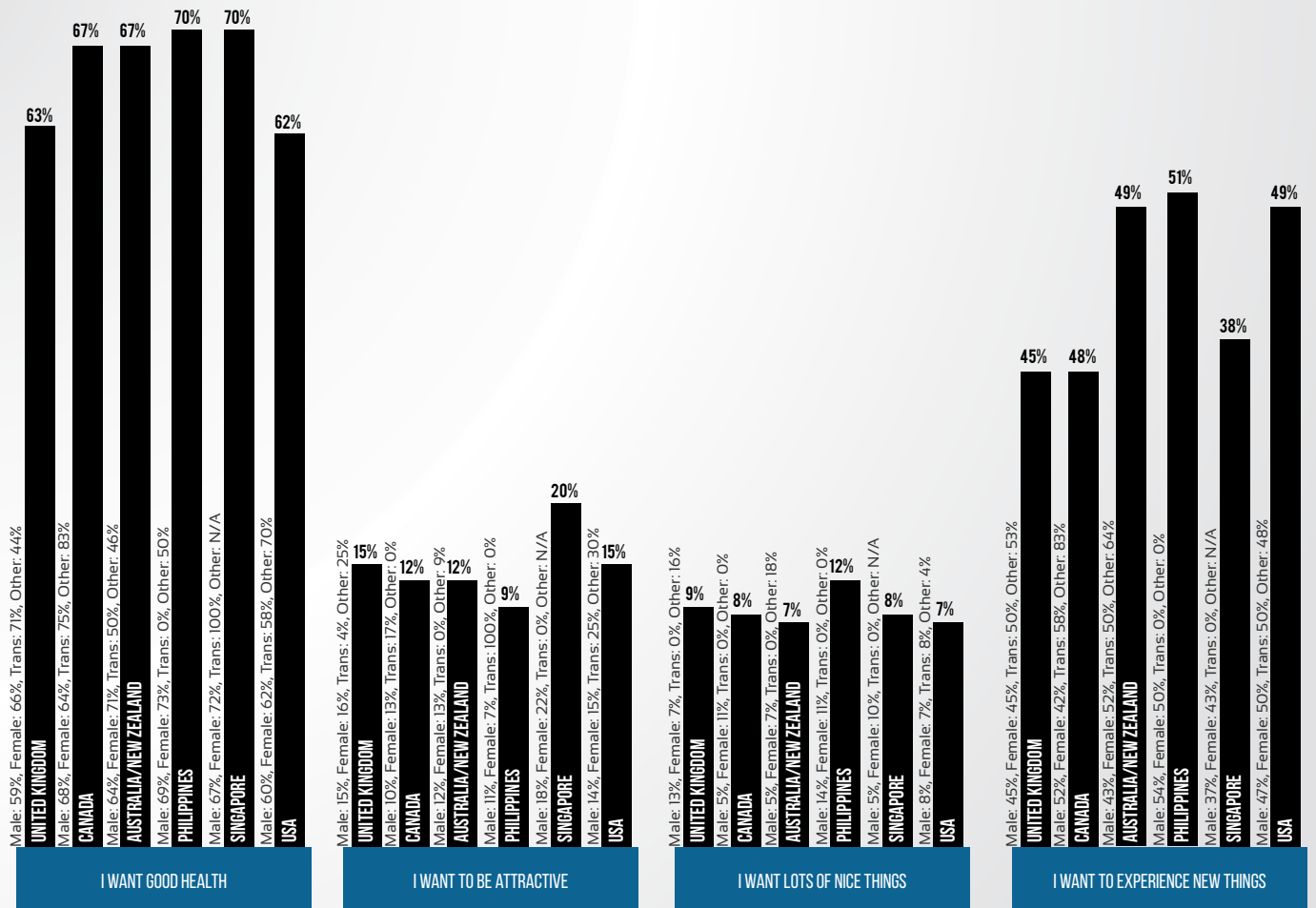
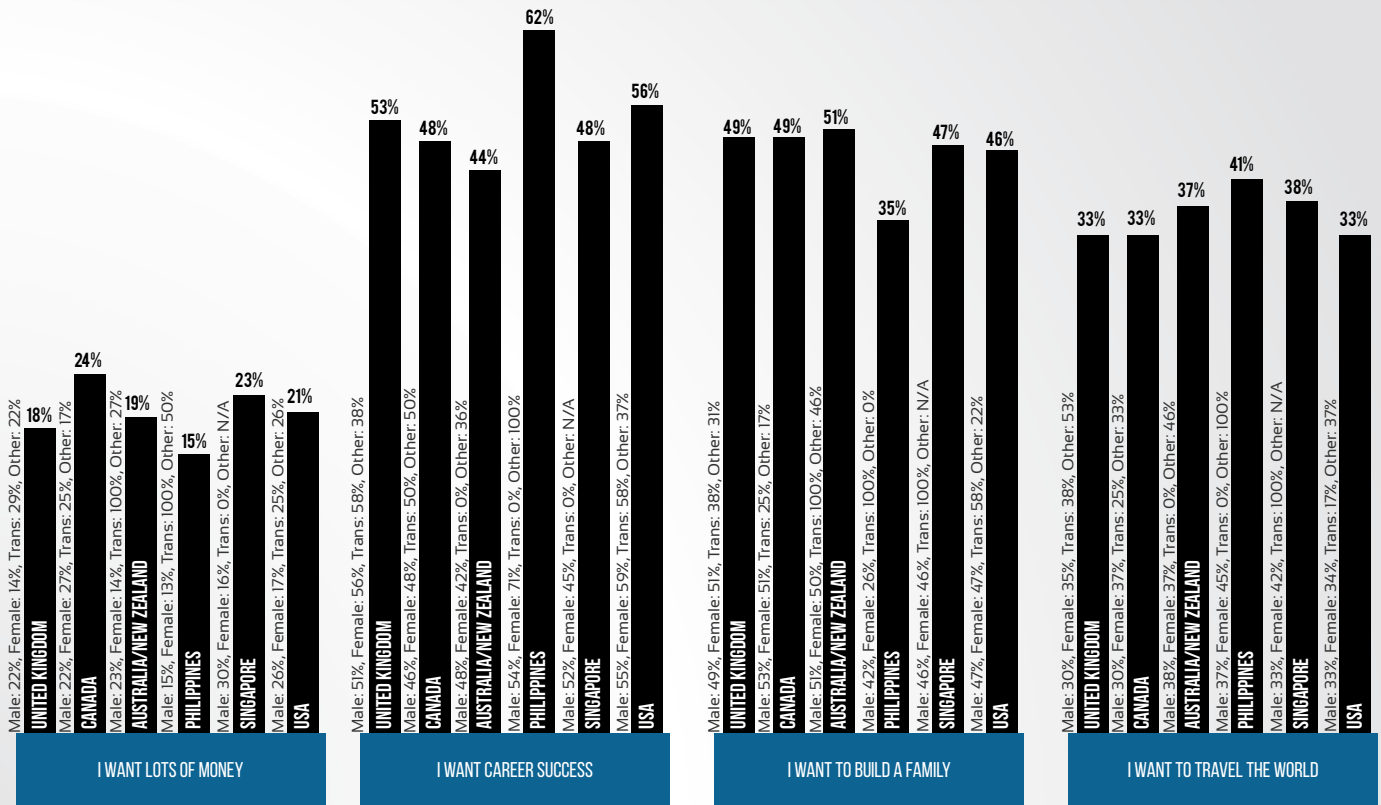
NO



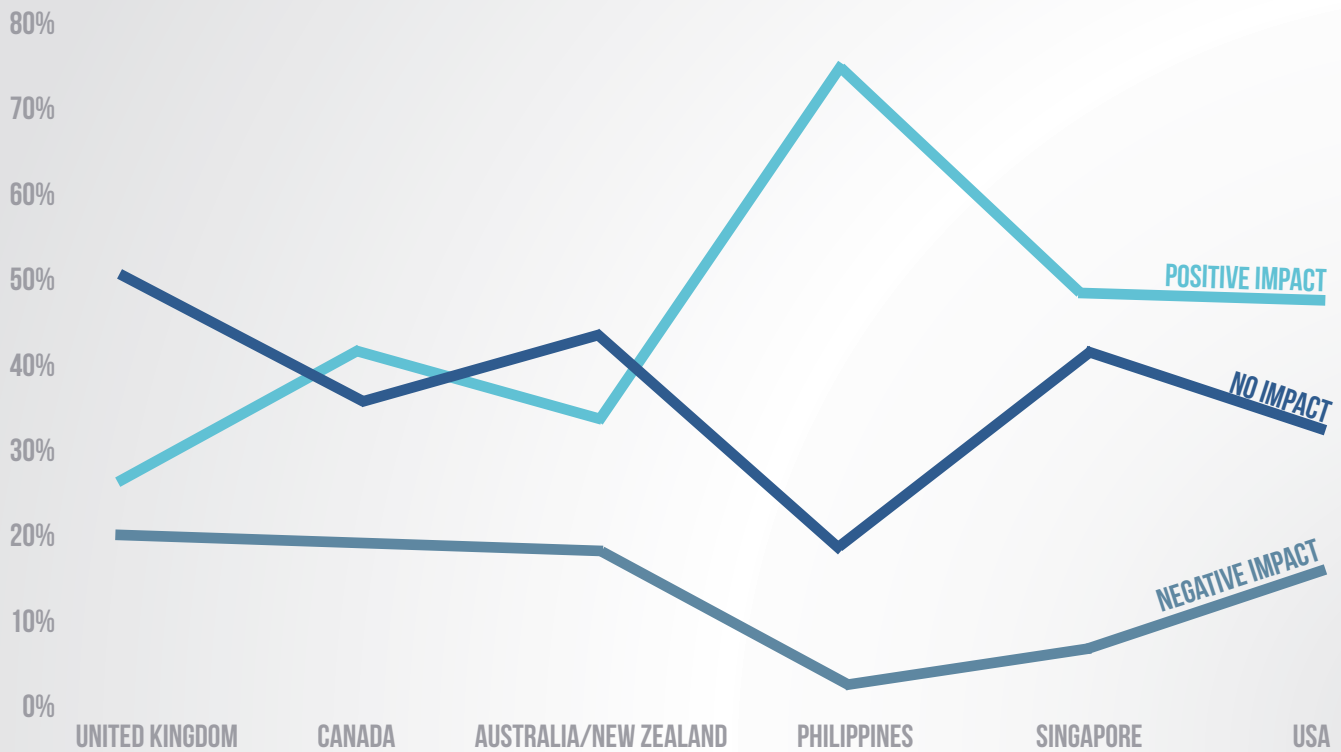
*Of those who responded to this question.

WHAT ARE THE MOST IMPORTANT THINGS IN LIFE?

Respondents were asked to select the top 3 things that they felt were most important in life. This was then used to identify any variation between genders.



HOW DO YOU THINK THAT YOUR GENDER WILL IMPACT YOUR FUTURE CAREER PROSPECTS?



> United Kingdom

Negative impact:

- 4% males, 35% females, 63% trans and 31% other. Average: 21%.

No impact:

- 60% males, 42% females, 29% trans and 66% other. Average: 51%.

Positive impact:

- 36% males, 23% females, 8% trans and 3% other. Average: 28%.

> Canada

Negative impact:

- 3% males, 25% females, 92% trans and 33% other. Average: 20%.

No impact:

- 43% males, 34% females, 8% trans and 67% other. Average: 37%.

Positive impact:

- 54% males, 41% females, 0% trans and 0% other. Average: 43%.

> Australia/New Zealand

Negative impact:

- 4% males, 27% females, 50% trans and 73% other. Average: 20%.

No impact:

- 47% males, 44% females, 50% trans and 27% other. Average: 45%.

Positive impact:

- 49% males, 29% females, 0% trans and 0% other. Average: 36%.

> Philippines

Negative impact:

- 0% males, 6% females, 100% trans and 0% other. Average: 4%.

No impact:

- 26% males, 15% females, 0% trans and 0% other. Average: 20%.

Positive impact:

- 74% males, 79% females, 0% trans and 100% other. Average: 76%.

> Singapore

Negative impact:

- 2% males, 12% females and 100% trans. Average: 8%.

No impact:

- 44% males, 42% females and 0% trans. Average: 43%.

Positive impact:

- 54% males, 46% females and 0% trans. Average: 49%.

> USA

Negative impact:

- 3% males, 22% females, 50% trans and 55% other. Average: 17%.

No impact:

- 40% males, 30% females, 33% trans and 41% other. Average: 34%.

Positive impact:

- 57% males, 48% females, 17% trans and 4% other. Average: 49%.

WHAT KIND OF CAREER PATHWAY ARE YOU MOST INTERESTED IN?

> WHO IS THE MOST TECHNICAL AND MATHEMATICAL?

	UK	CA	AU/NZ	PH	SG	USA
Male orientated	39%	33%	29%	32%	35%	33%
Equal	59%	63%	67%	59%	56%	60%
Female orientated	2%	4%	4%	9%	9%	7%

> WHO IS THE MOST ARTISTIC AND CREATIVE?

	UK	CA	AU/NZ	PH	SG	USA
Male orientated	4%	5%	2%	21%	5%	3%
Equal	54%	59%	62%	58%	67%	61%
Female orientated	42%	36%	36%	21%	28%	36%

> WHO IS THE MOST EMOTIONAL AND COMPASSIONATE?

	UK	CA	AU/NZ	PH	SG	USA
Male orientated	3%	4%	1%	7%	4%	2%
Equal	35%	38%	42%	38%	44%	35%
Female orientated	62%	58%	57%	55%	52%	63%

> WHO IS BETTER AT SPORT?

	UK	CA	AU/NZ	PH	SG	USA
Male orientated	59%	48%	48%	50%	53%	54%
Equal	40%	50%	51%	48%	45%	44%
Female orientated	1%	2%	1%	2%	2%	2%

> United Kingdom

- Arts** - male: 9%, female: 13%, trans: 25%, other: 25%, total: 12%.
- Business** - male: 13%, female: 14%, trans: 8%, other: 9%, total: 13%.
- Computing** - male: 26%, female: 8%, trans: 17%, other: 9%, total: 16%.
- Design** - male: 7%, female: 7%, trans: 4%, other: 13%, total: 7%.
- Economics/Politics/Law** - male: 8%, female: 8%, trans: 5%, other: 0%, total: 8%.
- English** - male: 3%, female: 6%, trans: 0%, other: 6%, total: 5%.
- Geography** - male: 1%, female: 1%, trans: 4%, other: 0%, total: 1%.
- History** - male: 2%, female: 1%, trans: 0%, other: 3%, total: 2%.
- Home economics** - male: 1%, female: 2%, trans: 5%, other: 3%, total: 2%.
- Humanities** - male: 3%, female: 8%, trans: 4%, other: 3%, total: 6%.
- Maths** - male: 3%, female: 1%, trans: 0%, other: 0%, total: 2%.
- M.F.L.** - male: 1%, female: 1%, trans: 4%, other: 3%, total: 2%.
- Music** - male: 4%, female: 4%, trans: 8%, other: 6%, total: 4%.
- Performing Arts** - male: 4%, female: 6%, trans: 8%, other: 3%, total: 5%.
- P.E.** - male: 5%, female: 3%, trans: 4%, other: 0%, total: 4%.
- Science** - male: 10%, female: 17%, trans: 4%, other: 16%, total: 13%.

> Canada

- Arts** - male: 11%, female: 19%, trans: 42%, other: 33%, total: 18%.
- Business** - male: 16%, female: 13%, trans: 8%, other: 17%, total: 14%.
- Computing** - male: 15%, female: 5%, trans: 0%, other: 0%, total: 8%.
- Design** - male: 1%, female: 8%, trans: 0%, other: 17%, total: 4%.
- Economics/Politics/Law** - male: 12%, female: 4%, trans: 0%, other: 0%, total: 7%.
- English** - male: 5%, female: 1%, trans: 0%, other: 0%, total: 2%.
- Geography** - male: 1%, female: 1%, trans: 0%, other: 0%, total: 1%.
- History** - male: 2%, female: 1%, trans: 0%, other: 0%, total: 1%.
- Home economics** - male: 0%, female: 3%, trans: 0%, other: 0%, total: 1%.
- Humanities** - male: 8%, female: 10%, trans: 25%, other: 0%, total: 10%.
- Maths** - male: 1%, female: 1%, trans: 0%, other: 0%, total: 1%.
- M.F.L.** - male: 0%, female: 1%, trans: 0%, other: 0%, total: 1%.
- Music** - male: 4%, female: 10%, trans: 17%, other: 0%, total: 8%.
- Performing Arts** - male: 4%, female: 3%, trans: 0%, other: 0%, total: 2%.
- P.E.** - male: 8%, female: 0%, trans: 0%, other: 0%, total: 3%.
- Science** - male: 12%, female: 20%, trans: 8%, other: 34%, total: 17%.

> Australia/New Zealand

- Arts** - male: 8%, female: 13%, trans: 50%, other: 0%, total: 11%.
- Business** - male: 11%, female: 10%, trans: 0%, other: 0%, total: 11%.
- Computing** - male: 14%, female: 6%, trans: 0%, other: 10%, total: 10%.
- Design** - male: 12%, female: 12%, trans: 0%, other: 9%, total: 12%.
- Economics/Politics/Law** - male: 12%, female: 4%, trans: 0%, other: 18%, total: 8%.
- English** - male: 1%, female: 2%, trans: 0%, other: 0%, total: 2%.
- Geography** - male: 0%, female: 1%, trans: 0%, other: 0%, total: 0%.
- History** - male: 3%, female: 1%, trans: 0%, other: 9%, total: 3%.
- Home economics** - male: 6%, female: 5%, trans: 0%, other: 0%, total: 5%.
- Humanities** - male: 6%, female: 9%, trans: 0%, other: 0%, total: 7%.
- Maths** - male: 2%, female: 2%, trans: 0%, other: 0%, total: 2%.
- M.F.L.** - male: 1%, female: 1%, trans: 0%, other: 9%, total: 1%.
- Music** - male: 7%, female: 13%, trans: 0%, other: 9%, total: 10%.
- Performing Arts** - male: 2%, female: 2%, trans: 50%, other: 0%, total: 0%.
- P.E.** - male: 7%, female: 5%, trans: 0%, other: 0%, total: 5%.
- Science** - male: 8%, female: 14%, trans: 0%, other: 36%, total: 13%.

WHAT KIND OF CAREER PATHWAY ARE YOU MOST INTERESTED IN?

> WHO IS THE BETTER AT MANAGING A BUSINESS?

	UK	CA	AU/NZ	PH	SG	USA
Male orientated	40%	34%	29%	16%	17%	35%
Equal	56%	62%	66%	77%	76%	60%
Female orientated	4%	4%	5%	7%	7%	5%

> WHO IS THE BEST AT LEGAL AND POLITICAL JOBS?

	UK	CA	AU/NZ	PH	SG	USA
Male orientated	41%	43%	34%	32%	26%	42%
Equal	55%	53%	61%	59%	68%	54%
Female orientated	4%	4%	5%	9%	6%	4%

> WHO IS THE BEST AT PROBLEM SOLVING?

	UK	CA	AU/NZ	PH	SG	USA
Male orientated	18%	11%	13%	14%	17%	14%
Equal	66%	70%	70%	72%	73%	67%
Female orientated	16%	19%	17%	14%	10%	19%

> WHO IS THE MOST EFFICIENT?

	UK	CA	AU/NZ	PH	SG	USA
Male orientated	14%	10%	10%	10%	9%	12%
Equal	66%	72%	69%	72%	72%	73%
Female orientated	20%	18%	21%	18%	19%	15%

> Philippines

- **Arts** - male: 11%, female: 7%, trans: 0%, other: 0%, total: 9%.
- **Business** - male: 22%, female: 20%, trans: 0%, other: 0%, total: 20%.
- **Computing** - male: 5%, female: 0%, trans: 0%, other: 0%, total: 3%.
- **Design** - male: 4%, female: 5%, trans: 0%, other: 0%, total: 4%.
- **Economics/Politics/Law** - male: 4%, female: 3%, trans: 0%, other: 50%, total: 4%.
- **English** - male: 3%, female: 5%, trans: 0%, other: 0%, total: 4%.
- **Geography** - male: 4%, female: 3%, trans: 0%, other: 0%, total: 4%.
- **History** - male: 1%, female: 3%, trans: 0%, other: 0%, total: 2%.
- **Home economics** - male: 11%, female: 7%, trans: 0%, other: 0%, total: 9%.
- **Humanities** - male: 4%, female: 5%, trans: 0%, other: 0%, total: 4%.
- **Maths** - male: 11%, female: 2%, trans: 0%, other: 0%, total: 7%.
- **M.F.L.** - male: 0%, female: 2%, trans: 100%, other: 0%, total: 1%.
- **Music** - male: 3%, female: 11%, trans: 0%, other: 0%, total: 7%.
- **Performing Arts** - male: 1%, female: 3%, trans: 0%, other: 50%, total: 3%.
- **P.E.** - male: 4%, female: 0%, trans: 0%, other: 0%, total: 2%.
- **Science** - male: 12%, female: 24%, trans: 0%, other: 0%, total: 17%.

> Singapore

- **Arts** - male: 8%, female: 8%, trans: 0%, total: 8%.
- **Business** - male: 31%, female: 28%, trans: 0%, total: 30%.
- **Computing** - male: 12%, female: 6%, trans: 0%, total: 9%.
- **Design** - male: 8%, female: 8%, trans: 0%, total: 8%.
- **Economics/Politics/Law** - male: 6%, female: 9%, trans: 0%, total: 8%.
- **English** - male: 3%, female: 2%, trans: 0%, total: 2%.
- **Geography** - male: 2%, female: 0%, trans: 0%, total: 1%.
- **History** - male: 2%, female: 2%, trans: 0%, total: 2%.
- **Home economics** - male: 3%, female: 3%, trans: 100%, total: 4%.
- **Humanities** - male: 0%, female: 6%, trans: 0%, total: 3%.
- **Maths** - male: 5%, female: 5%, trans: 0%, total: 5%.
- **Music** - male: 5%, female: 8%, trans: 0%, total: 6%.
- **Performing Arts** - male: 2%, female: 3%, trans: 0%, total: 2%.
- **P.E.** - male: 3%, female: 2%, trans: 0%, total: 2%.
- **Science** - male: 10%, female: 10%, trans: 0%, total: 10%.

> USA

- **Arts** - male: 15%, female: 14%, trans: 25%, other: 26%, total: 15%.
- **Business** - male: 13%, female: 10%, trans: 9%, other: 4%, total: 10%.
- **Computing** - male: 22%, female: 6%, trans: 17%, other: 15%, total: 12%.
- **Design** - male: 7%, female: 6%, trans: 0%, other: 7%, total: 6%.
- **Economics/Politics/Law** - male: 4%, female: 5%, trans: 9%, other: 0%, total: 4%.
- **English** - male: 1%, female: 4%, trans: 8%, other: 0%, total: 3%.
- **Geography** - male: 0%, female: 0%, trans: 0%, other: 0%, total: 0%.
- **History** - male: 3%, female: 1%, trans: 8%, other: 0%, total: 2%.
- **Home economics** - male: 0%, female: 2%, trans: 8%, other: 4%, total: 2%.
- **Humanities** - male: 4%, female: 13%, trans: 0%, other: 11%, total: 9%.
- **Maths** - male: 1%, female: 2%, trans: 0%, other: 0%, total: 2%.
- **M.F.L.** - male: 0%, female: 1%, trans: 0%, other: 0%, total: 1%.
- **Music** - male: 6%, female: 7%, trans: 8%, other: 7%, total: 7%.
- **Performing Arts** - male: 3%, female: 3%, trans: 0%, other: 4%, total: 3%.
- **P.E.** - male: 2%, female: 2%, trans: 0%, other: 0%, total: 2%.
- **Science** - male: 19%, female: 24%, trans: 8%, other: 22%, total: 22%.

WHAT KIND OF CAREER PATHWAY ARE YOU MOST INTERESTED IN?

> WHO HAS THE BEST INTERPERSONAL SKILLS?

	UK	CA	AU/NZ	PH	SG	USA
Male orientated	8%	5%	4%	12%	8%	7%
Equal	70%	70%	74%	68%	76%	67%
Female orientated	22%	25%	22%	20%	16%	26%

> WHO IS THE BEST TEAM PLAYER?

	UK	CA	AU/NZ	PH	SG	USA
Male orientated	15%	10%	15%	31%	16%	14%
Equal	73%	72%	72%	66%	76%	70%
Female orientated	12%	18%	13%	3%	8%	16%

> WHO IS THE MOST INDEPENDENT AND MOTIVATED?

	UK	CA	AU/NZ	PH	SG	USA
Male orientated	17%	7%	13%	17%	16%	19%
Equal	65%	69%	72%	63%	73%	65%
Female orientated	18%	24%	15%	20%	11%	16%

> WHO IS MOST FAMILY FOCUSED?

	UK	CA	AU/NZ	PH	SG	USA
Male orientated	3%	2%	2%	6%	7%	3%
Equal	46%	50%	57%	60%	50%	51%
Female orientated	51%	48%	41%	34%	43%	46%

> WHO IS BETTER AT MAINTAINING ROMANTIC RELATIONSHIPS?

	UK	CA	AU/NZ	PH	SG	USA
Male orientated	3%	3%	4%	16%	6%	4%
Equal	51%	52%	59%	58%	65%	51%
Female orientated	46%	45%	37%	26%	29%	45%

> MEN HAVE MORE POWERFUL BRAINS. DO YOU AGREE OR DISAGREE?

	UK	CA	AU/NZ	PH	SG	USA
Disagree	89%	91%	87%	65%	77%	90%
Unsure	7%	8%	9%	20%	15%	8%
Agree	4%	1%	4%	15%	8%	2%

> GENDER DOESN'T DETERMINE JOB PERFORMANCE. DO YOU AGREE OR DISAGREE?

	UK	CA	AU/NZ	PH	SG	USA
Disagree	12%	14%	12%	11%	5%	11%
Unsure	7%	7%	6%	9%	8%	6%
Agree	81%	79%	82%	80%	87%	83%

> WOMEN ARE BETTER AT RAISING CHILDREN. DO YOU AGREE OR DISAGREE?

	UK	CA	AU/NZ	PH	SG	USA
Disagree	66%	65%	62%	28%	46%	57%
Unsure	12%	15%	16%	21%	14%	17%
Agree	22%	20%	22%	51%	40%	26%

> MEN AND WOMEN HAVE AN EQUAL RESPONSIBILITY FOR HOUSEHOLD INCOME. DO YOU AGREE OR DISAGREE?

	UK	CA	AU/NZ	PH	SG	USA
Disagree	6%	8%	5%	6%	2%	6%
Unsure	7%	11%	7%	8%	8%	9%
Agree	87%	81%	88%	86%	90%	85%



OUR RECOMMENDATIONS

For Schools, Colleges and Safeguarding Professionals

Gender stereotyping continues to limit young people's future ambitions and careers, which in turn impacts upon equality and prejudice within wider society. As bullying behaviour towards those who do not conform to preconceived gender roles affects a large proportion of people, it is vital to ensure that faculty members are fully trained in gender identity and issues surrounding stereotypes so that they do not validate any form of discrimination. It is also important to recognise that this applies equally to all genders.

Operate a progressive anti-bullying policy that fully utilises mediation, restorative justice and education and ensure these principles are embedded in all policies and widely shared with faculty and students by default.

To further reduce limitations on young people, do not segregate genders within lessons or extracurricular activities; especially within sports, science, performing arts, health and social care, business and computing. Consider installing gender neutral toilet facilities.

Actively and widely promote the

importance of individuality and allow students to self-identify. Encourage debate around the subject which challenges preconceived gender roles and why they place limitations on people.

Utilise societal role models who have actively gone against gender norms, especially within the career pathways they have chosen and ensure images displayed around the establishment promote gender equality in a positive and authentic way.

For Government

It is vital to facilitate dialogue and work between the anti-bullying sector, education establishments and workplaces to promote positive role models and gender equality work for young people.

Provide guidance and education to all stakeholders in creating a uniformed strategy for the positive promotion of gender equality; especially within subjects, career pathways, lifestyles and interests.

Incentivise workplaces to take greater ownership over gender equality and challenge and legislate against any issues that promote gender stereotypes and thereby create barriers to entry for young people.

For Workplaces

Allocate resources to enable organisations to better understand the climate of gender equality and to encourage them to provide essential outreach work to encourage freedom of expression and reduce bullying and its harmful impacts.

Gender equality enhances employee experience and better enables them to achieve their goals, thus ultimately leading to more fruitful collaborations and innovation. You can help facilitate this by promoting a positive workplace culture whereby everybody has freedom of expression and is actively encouraged to pursue their passions and interests.

Ensure that all senior staff are trained to deal with bullying related issues and are prepared to question, and challenge, gender stereotypes and discrimination. Use the training to actively promote diversity and inclusion, in addition to an equal gender balance across the entire company.

Do not shy away from addressing any issues as this is a vital opportunity to educate and encourage discussion around the subject so that all employees know that they are valued.



We strongly recommend that you work extensively with the anti-bullying sector and education establishments to provide a diverse range of role models to inspire young people and commit resources to continue engaging with the societal debate. This is particularly pertinent in industries with a gender imbalance such as the sciences, sport and computing.

For Teens

It is important to understand that you will never experience bullying because of something to do with you; it is always an issue with the person who is bullying you. They may even be confused about their own gender identity.

Do seek support and be vocal if you ever experience bullying or if anybody makes you feel uncomfortable. We have a wealth of advice and information on our website and you can reach out to us if you need support.

Always try to keep an open mind in relation to how other people choose to live their lives, as gender should not dictate the career pathway or lifestyle of any person. Keep in mind that things are changing and although we still have a

lot of gender stereotypes within society, there is movement and a lot of force battling against them.

For Parents and Guardians

It is important to maintain an open and honest dialogue with your children so that they know they can talk to you about any issues that may be troubling them. Familiarise yourself with common warning signs that they may display if they are being bullied; these are available on our website, under the 'Get Help' section.

Encourage your child to be themselves and to think beyond gender norms and stereotypes, especially within subject and career pathways. Ensure they have the opportunity to self-identify and create a homeplace culture that is inclusive and allows for freedom of expression.

Don't be afraid to question, challenge and discuss any stereotypes that you and your child are exposed to by media and within wider society.

We Can Help

As one of the leading anti-bullying charities, gender equality is high on our

agenda and is something that we are passionate about and take seriously. Aside from providing advice and support, we are also able to supply training programs for schools and colleges and can consult on policy and diversity issues within workplaces.

You can find out more about our award-winning work and get all the help and support you need to overcome bullying now from www.DitchtheLabel.org.

Alternatively you can Tweet us at @DitchtheLabel or search for us online.

**DITCH THE
LABEL**

YOUR WORLD, PREJUDICE FREE .