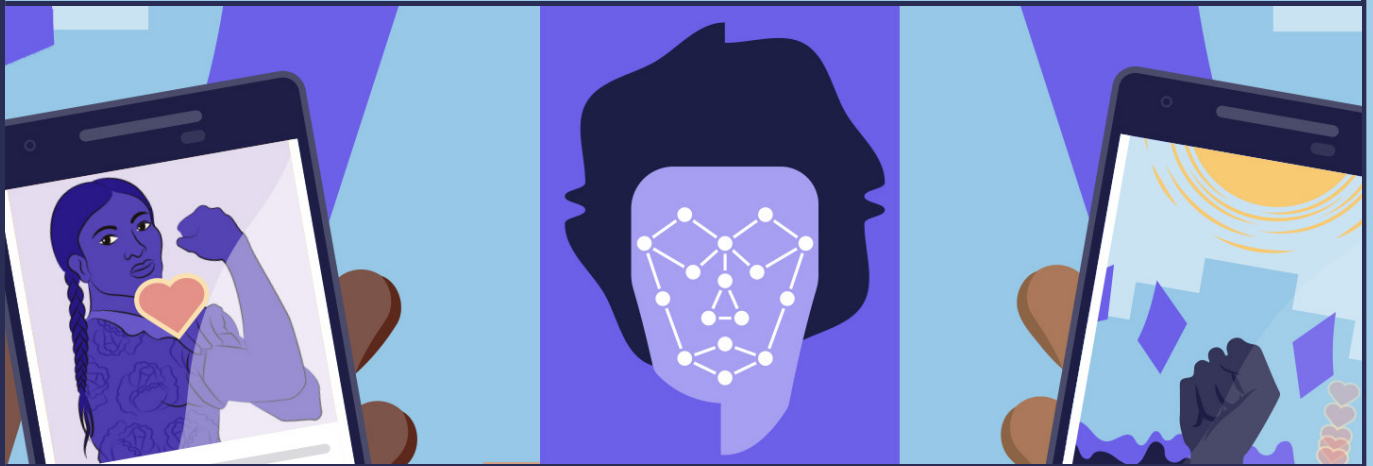


ALIGN BRIEFING

How does social media influence gender norms among adolescent boys?

Key evidence and policy implications



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Key messages

- The impact of boys' social media engagement on their attitudes to gender equality is influenced by a number of factors, including: personal experience and social context, platform design, and the types of social interactions they engage in online.
- Some evidence suggests there are links between some discriminatory gender norms among adolescent boys and young men, and social media use to sexist content online. However, there is not a simple 'cause and effect' relationship between social media use and harmful gender attitudes. Adolescents may select or be shown content that reflects their pre-existing interests and attitudes.
- Particular social media platform features, such as temporary content and anonymity, reduce the degree of social risk adolescent boys might associate with sharing gendered content. This can create space for them to express both pro-feminist and misogynistic views online.
- Online interactions among friends or peer groups often lead boys to share content they perceive to be aligned with group expectations. Some studies have found peer group pressure leads boys to sharing specific views of masculinity, such as views associated with risk-taking, physical appearance and virility.
- While there has been an increased awareness of social media's potential harm to boys in Western media in recent years, research into the effects of boys' use of social media on attitudes to gender globally is not well established. Available research draws largely from the US and Europe.
- To support positive gender norms among boys on social media, policymakers and civil society actors should seek to: increase platforms' responsibilities in moderating misogynistic content; invest in supportive offline environments for adolescent boys; create safe online spaces for young people; invest in critical media and digital literacy skills education for young people; and invest in more diverse research.

Key terms

Gender norms: social norms that define socially acceptable behaviour, roles, entitlements and gender expression for people who identify (or are identified by others) as male or female. They vary considerably within and across cultures (Harper et al., 2020).

Influencer: a popular social media user with a large following, often paid by brands or marketing firms to advertise products to their networks.

Manosphere: 'a loosely connected network of websites and social media platforms that promote misogyny online' (Kimeu, 2023).

Masculinities: social and cultural norms associated with being a man. Conceptualisations of masculinity vary across social and cultural contexts, and over time.

Sexism: prejudice, stereotyping or discrimination on the basis of sex, usually to the detriment of women and girls.

Social media: internet-based channels that enable users to interact and self-present with either broad and/or narrow audiences (paraphrased from Carr and Hayes, 2015).

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Introduction

In 2014 in the United States, 22-year-old Elliot Rodger published an incel manifesto online expressing deep hatred towards women, then went on to kill six people and commit suicide. Elliot Rodger's actions not only generated public attention and concern, but also drew attention to misogynistic online discussion spaces that celebrated the violence and eulogised Elliot as a hero (BBC News, 2018; Scotto di Carlo, 2023).

Over the past ten years, online spaces with content that reject feminism and gender equality, and promote male supremacy – sometimes termed the 'manosphere' (Marwick and Caplan, 2018; Kimeu, 2023) have become increasingly prevalent. Given direct links to both rising online and offline violence, particular concerns have been focused on:

- **The incelosphere** – a space within the manosphere that is dominated by men who self-identify as involuntarily celibate (Scotto di Carlo, 2023). The incelosphere is marked by negativity: towards women (who are accused of preventing incels achieving manhood by denying them access to sex), and towards themselves, as they cannot 'become men' due to their sexual status (Sharkey, 2022). Also of concern is the wider prevalence of extreme violence and sexism in anonymised discussion-based groups and forums.
- **Misogynistic 'influencers'** like the YouTuber Andrew Tate, who in addition to his strong misogynistic views has also been charged with rape and human trafficking. Social media influencers weave together personal content and marketing, carefully curating images of a desirable lifestyle (Diepeveen, 2022). Influencers like Tate present and promise a specific idea of a successful lifestyle, bound up with particular ideas of masculinity and misogynistic views.
- **The potential impacts of online porn** in normalising violent and inequitable treatment of women and girls.

However, inequitable gender norms may also be reinforced by more subtly sexist content, for example through memes and videos that draw on patriarchal gender stereotypes, or content that is male-dominated and from which women and girls are largely absent (Mance, 2023). It is important to recognise that misogynistic and sexist online content is not an 'online only' phenomenon. Instead it is part of a broader 'ecosystem' of spaces where misogynistic content is spread. These include 'traditional' (broadcast) media institutions such as newly formed right-wing media channels, which are both viewed directly and via clips circulating on social media. Also, while many studies of the manosphere focus on the United States and should not be taken as universal (Udupa and Pohjonen, 2019), these dynamics have manifestations globally (Kaur, 2022).

Concerns about the influence of online misogyny on adolescents

The rise of misogynistic online spaces and content is taking place in a context in which young people are increasingly living aspects of their lives on social media. It is important not to overstate the universality of access – with estimates that around one-third of the global population lacks internet access (Statista, n.d.). However, it is also clear that digital spaces and channels are important places in which young people socialise and interact with others, including friends and family, as well as public figures, such as online content creators. As well as enabling social connection, digital spaces variously provide access to entertainment, online multi-player gaming, flows of information (of varying degrees of accuracy), and opportunities for learning and skill development.

Social media platforms and their algorithms are designed to encourage users to spend more time online (Dean, 2005), increasing the profit-generating potential of the platform, for example, from advertisers. The primary mechanism for this is through positive social feedback online, such as likes and shares, or gamified rewards (e.g. badges for reaching a certain number of posts) that encourage users to constantly check apps, in case new feedback has been received (Williams, 2018). For adolescents, these mechanisms, and a fear-of-missing-out on online activity or social interaction with friends, often combine to increase time spent online – and thus the potential significance of attitudes they encounter in these spaces (Bloemen and De Coninck, 2020).

In this context, the potential of misogynistic and hateful social media content to influence attitudes to gender norms is a growing concern. The widespread reach of this sort of content is represented by some recent statistics from the UK. In 2023, a YouGov survey found that 85% of 13- to 15-year-old boys had heard of Andrew Tate. Overall 25% of the 13-15 year old boys interviewed held a favourable view of Tate. However, those surveyed were more likely to agree with his views on work and success (28%) and masculinity (24%) than on how women should be treated (11%) (Smith, 2023a). More generally, two surveys conducted by Women's Aid UK (2023) found that, among young people aged 7-25 years, boys are more likely than girls to be exposed to gendered hateful content on social media, and that such exposure is linked to unhealthy attitudes towards relationships. Furthermore, children exposed to misogynistic content on social media were five times more likely to view physically hurting another person as acceptable.

At the same time, social media clearly also offers depictions of diverse forms of masculinity. For example, a study of TikTok's 43 most followed male content creators found that these creators both challenged and reinforced traditional ideas of masculinity. They celebrated non-conforming expressions of masculinity such as dancing and wearing jewellery, as well as reinforcing the significance of male muscularity and 'sexual bravado' – at times simultaneously and within the same video (Foster and Baker, 2022).

Furthermore, the nature of online space generates its own dynamics, which may intensify its influence. The boundaries, norms and social sanctions that exist in offline spaces do not operate as easily online. Social media provides greater scope for individuals to hide or change aspects of who they are offline, including from the view of family and (offline) friends. This provides space to experiment with non-conventional identities and to access content that family and friends might disapprove of: both pro-feminist and misogynistic.

This briefing note draws on an evidence review conducted by ODI in 2023, as well as the author's prior research on the social and political implications of social media use (e.g. Diepeveen, 2021, 2022). It outlines evidence on the following questions:

- How does social media influence gender norms among adolescent boys?
- What evidence is there about whether social media use is contributing to sexist or misogynistic views among adolescent boys?
- What factors (e.g. wider social context, platform design) shape the relationship between social media use and adolescent boys' views on gender norms?

Snapshot of the research

To help make sense of the evidence about if, how, and to what extent social media affects gender norms among adolescent boys, in 2023, ODI undertook a targeted review and narrative synthesis of published empirical studies, focusing on English, Spanish, French and German language publications published since 2015.

The social media platforms examined include public-facing content (e.g. Instagram, TikTok, Snapchat and YouTube) and not platforms that are solely/primarily messaging-based (e.g. WhatsApp and Telegram). In practice, there is considerable crossover between platforms as users share TikTok or YouTube content via messaging apps.

In the end, 51 studies with insights on the effects of social media on gender norms among adolescent boys or young men were included in the review. Of these, 21 focused on Europe and 12 on the United States. Of the remainder, two were from Mexico; one each were from Brazil, India, New Zealand and Israel; two compared several countries; and 10 did not exclusively focus on or specify a location (e.g. they were literature reviews or theory-based). In terms of methodology, 23 employed qualitative or mixed methods, 20 quantitative methods, and the remainder were a combination of theoretically focused studies or literature reviews. The review drew on a wider set of literature to contextualise and help explain findings.

The set of studies examined may, of course, have affected the findings. To keep the review manageable, studies examining the effects of use of pornography were not included. Quantitative studies used a wide range of measures and methodologies, making comparison between them difficult, and meaning there is not a cohesive body of evidence pointing to clear conclusions.

Many of the quantitative studies explored correlations between social media use and specific outcomes, and tended to assume the direction of influence was from social media to gender norms and attitudes rather than vice versa, or both.

The qualitative studies provided a helpful corrective, revealing the many ways in which adolescents use social media for various reasons, and select and produce content in line with their pre-existing interests and attitudes, which social media engagements may in turn reinforce. Finally, very few of the studies reviewed observed online activity or analysed big data on online activity.

For more detail on the methodology and findings of the review of the evidence, see Koester and Marcus (2024).

Evidence on the relationship between social media use and gender norms

There has been more attention to analysing the gendered nature of online content and gendered differences in social media use than to examining the **relationship between social media use and gender norms. Evidence on the effects of exposure to misogynistic influencers is just starting to emerge** (e.g. Haslop et al., *forthcoming*).

Of the studies that do focus on the effects of social media use on gender norms among adolescent boys, most looked at the relationship between aspects of social media use and different sexist attitudes among boys and girls, rather than focusing on expectations for male behaviour (masculinity). The review also identified growing research on the effects of social media use on body image concerns among both boys and girls, which can reflect pressure to physically conform to gender norms (to look 'masculine' or 'feminine').

What does the evidence say?

On one side, some of the studies reviewed do suggest there is cause for concern. Studies show that misogynistic content is widely available to teenagers and harmful content not always removed (CCDH Quant Lab, 2022; Tech Transparency Project, 2023). Five quantitative studies of the impacts of social media on gender norms and attitudes found that some aspects of social media use were associated with certain sexist attitudes. Another six studies found that social media use was often linked to body image concerns.

Equally, studies tended to find inconsistencies between social media use and different indicators of gender norms. For example, in one of the few studies focusing specifically on views of masculinity, Scharrer and Warren (2022) examined connections between the amount of time spent on television (including streaming services), video games and YouTube, and perceptions of masculine roles and norms in a sample of adolescents in the United States. They found that YouTube use was associated with support for a view of masculinity that favoured emotional detachment and dominance, but not other views of masculinity, such as expectations to be tough and avoid femininity.

On the other side, the evidence points to the value of being cautious in making blanket statements about the impact of social media on boys. Adolescents employ social media in a variety of ways and demonstrate agency in how they use social media, with some seeking out opportunities to experiment with less gender-stereotypical self-presentation. Three quantitative and/or mixed methods studies found internet or social media use predicted more gender-equitable attitudes, and two found no association between aspects of social media use and gender norms. A range of qualitative research points to mixed effects.

More fundamentally, a common finding from the qualitative studies reviewed was that adolescents principally select and produce content that reflects their existing interests and attitudes to gender roles, suggesting that existing gender norms influence social media use as well as vice versa.

For example, qualitative research with students in France and Brazil documents the great care taken by girls to post online images that will be considered attractive in line with their existing understanding of gender norms (Couchot-Schiex, 2017; Balleys, 2017; Barbovschi et al., 2017). Boys may be rewarded for other types of content that conforms with their pre-existing ideas of masculinity by showing their courage, strength and (heterosexual) virility, such as photos of risk-taking behaviour

like drinking, or going to the gym or being with girlfriends. Feedback from peers online (likes and comments) may then reinforce these attitudes.

These studies were undertaken with different methods and sample sizes, and in different contexts, and are not strictly comparable. However, they give an indication of the balance of evidence and diversity of findings. The studies reviewed also illuminate some of the different factors that influence how social media may affect gender norms.

What influences the relationship between social media use and gender norms?

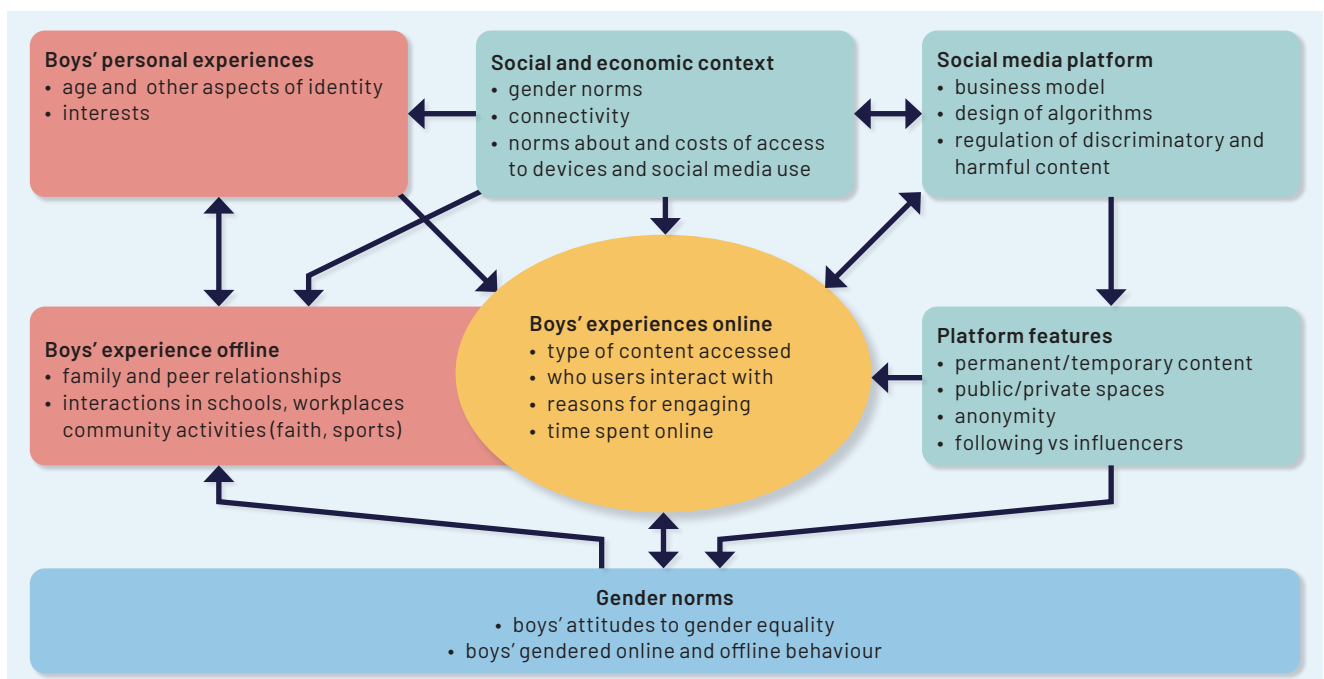
The evidence indicates there is not a simple 'cause and effect' relationship between social media use and harmful gender attitudes. The research reviewed indicates that the impacts of engaging with online content on boys' attitudes to gender equality are influenced by at least three factors:

1. **Boys' personal experience and social context**, e.g. individual perceptions, specific social and physical context, experiences offline.
2. **Platform design**, e.g. platforms' business models, back-end infrastructure, regulatory standards and features.
3. **Boys' experiences online**, e.g. the types of content accessed, time spent on social media, and the types of relationships and behaviours they engage in online.

Understanding how gender norms are shaped through social media requires looking across these factors, and at the interactions between them.

Figure 1 provides an overview of the different dimensions that can influence boys' experiences online and their views of gender norms, drawing both on the studies reviewed and wider scholarship on information systems and social media. It highlights the relationships between different factors.

Figure 1: Factors that may influence the relationship between boys' online experiences, gender norms and misogynistic attitudes



Boys' personal experience and social context

It does not make sense to talk about interactions on social media in isolation. Social media is one of several dimensions of people's lives, forming part of the environments in which young people are interacting with acquaintances and strangers. Ideas that people have encountered and formed offline inform what they do and how they respond to ideas about gender online (Miller et al., 2016). As young people from different socioeconomic contexts, backgrounds and perspectives engage with social media content, an image, video or meme can have different effects – a video making fun of violence against women, for example, may inspire solidarity against violence against women and girls for some, while normalising violence for others (Maddocks and Parfaite, 2023).

A set of studies explored how adolescent boys come to social media with pre-existing concerns and/or vulnerabilities related to identity and social relations, finding that their experiences on social media play on boys' existing concerns, as opposed to necessarily (or only) creating new ones. For example, Chatzopolou et al. (2020) found that young British men with pre-existing body image issues were more eager to emulate images of physically fit, muscular male bodies seen online. Their prior concerns about body image, therefore, informed their response to images online. Another study of adolescents in Mexico found that violence in dating relationships offline corresponds with violence online, leading the authors to conclude that physical violence can extend into online spaces (González Ortega et al., 2020).

Looking at social media as part of a more complex social environment, cutting across on- and offline spaces, can also clarify its relative importance. A study with adolescents and young adults (aged 15–25 years) in Mozambique found that while users of internet and social media had more gender-equitable views than non-users, respondents' level of education was much more influential (Selwaness and Marcus, 2023). Focusing on users' perceptions, a study in Luxembourg, found that young people thought that social media use did influence norms, but the influence of parents and close friends mattered more (Melzer et al., 2019).

Platform design

Platform 'back-end' operations and 'front-end' interactions affect everyone's user experience. Social media platform infrastructure relies on data and algorithms to curate an individually tailored online environment that presents, amplifies and monitors content while connecting users. This involves intentional choices about what content will attract user engagement, and the functioning and processing of algorithms, which use data from previous social interactions online to inform ongoing operations (Diepeveen, 2022).

Research has shown how platforms' approaches to filtering and presenting content tend to reflect pre-existing social biases (Noble, 2018). Therefore, as algorithms incorporate an individual's previous activities online to inform what content they present or push to a user, there is potential for algorithmic reinforcement of someone's pre-existing views or prior concerns.

The ways that platforms operate and choose to filter content also forms part of their business models (Diepeveen, 2022), as platforms make profit by encouraging users to spend more time online and to interact more and more on the platform (Dean, 2005). Platforms' concerns with profitability mean that more popular content, which tends to adhere to prevailing gender norms, will be more likely to be promoted to users to encourage engagement, potentially downgrading content that does not conform to dominant social norms (Diepeveen, 2022).

Some studies suggest that video- and image-based content may exert a particular influence on attitudes towards gender, particularly in relation to body image (e.g. Stein et al., 2021). Other features – including temporary content, anonymity and publicity – offered by platforms seem to affect the social

risk that an adolescent is willing to take when sharing gendered content. BeReal, a photo-based social media platform, aims to encourage users to share authentic versions of themselves online, by including features like limited photo editability and sharing capabilities, and temporary content (Vanhoffelen et al., 2023). Equally, BeReal can pressure users to post with a specific frequency, or encourage social judgement if a user edits content (Snyder, 2023).

A study of 12- to 15-year-olds in Germany found that disappearing content shared through 'stories' (a form of temporary content on Instagram) reduced the degree of pressure they felt to post content that reflected a 'perfect' self-representation (Bamberger et al., 2023). Another study found that some boys could resist peer pressure to appear tough by using anonymous profiles to share content online (Randell et al., 2016).

By enabling anonymised and/or temporary content, platforms alter the social constraints facing boys online, removing some risk of peers' disapproval. Temporary or disappearing content seems to enable boys to express non-conforming gender norms – both more discriminatory and more diverse ways of being a boy or girl – with a lower risk of negative reactions from peers and authority figures (e.g. Whitehead and Ringrose, 2021). The option to engage online anonymously seems to have a similar effect (Miller et al., 2016).

Boys' online experiences: how users engage with online content

How individuals spend their time online can affect how they are influenced by social media content. A few studies have focused on the effects of time spent on social media or specific platforms, with mixed results (e.g. Scharrer and Warren, 2022; Turel, 2021). Perhaps more important than time spent online is the type of online interaction, for example, passive consumption of content, active interactions with peers, immersive gaming, and so on.

A few studies suggest that more interactive or immersive engagement, such as within online games, has a greater impact on attitudes and behaviours (Polman et al., 2008; Bègue et al., 2017; LaCroix et al., 2018). A study of Instagram users who engage mostly with their own profiles, or with content posted by their friends, may be more protected from the body-image related content and trends circulating on Instagram, than those who are more likely to browse public content (Stein et al., 2021).

Wider research emphasises the importance of peer groups to shaping attitudes towards gender in early adolescence (e.g. Kågesten et al., 2016). This implies that online peer-to-peer interactions may have particular influence on gender norm socialisation. These interactions are moderated through social rewards, rejection and rule-setting/breaking, and, as a result, adolescents often share content they perceive is aligned to group expectations (Göbbels, 2015; Knoll et al., 2013; Ney, 2016). This can result in boys sharing specific views of masculinity: those associated with risk-taking (e.g. drinking), muscular physical appearance or virility (e.g. Ney, 2016; Balleys, 2017; Barbovschi et al., 2017). Other studies identify cases where prevailing norms mean boys attempt to hide their vulnerability in social interactions online (Forsman, 2017; Knoll et al., 2013; Ney, 2016).

Media reports (e.g. Dimsdale, 2023) have highlighted lived experiences showing how content from influencers appears to be shaping attitudes towards gender roles among adolescent boys. Small-scale qualitative research in Germany suggests adolescents are often particularly attracted to influencers with whom they perceive commonalities, such as around gender/sex, hobbies or geographic location (Bamberger et al. 2022; Pérez-Torres et al., 2018). This indicates that boys' offline experiences and interests also inform their engagement with influencer content. The YouGov survey on Britons' views of Andrew Tate indicates that a shared view of a desirable lifestyle can be a point of agreement among an audience and an influencer, even if audiences are not in full agreement with the influencer's broader views (Smith, 2023b).

Policy implications and recommendations

As social media use becomes a more integral part of the social world for adolescent boys, it is critical to make sense of the impact it is having on social norm formation. The following recommendations are for policy and civil society actors seeking to support gender-equitable norms among boys on social media:

- 1. Content moderation: uphold basic red lines around misogynistic and harmful content online.** Even though specific linkages between content online and gender norms remain difficult to research and evidence, some red lines can still be drawn on what content is acceptable. Many social media companies have already done this for some violent and misogynistic content. However, the continued presence of harmful and misogynistic content suggests that insufficient resources are being given to content moderation, especially in anonymised and public/semi-public forums (CCDH Quant Lab, 2022; Tech Transparency Project, 2023). This will require added attention to balancing rights to privacy with preventing harm.
- 2. Offline support: invest in a supportive offline, as well as online, environment.** How boys engage online, and how this influences gender norm formation, are influenced by a range of offline, as well as online, factors. These include their wider perceptions, social relations and environment, and the influence of parents and close friends. These offline factors can provide a valuable entry point for supporting gender equality norms among boys, and include: the importance of strong role models, the offline educational environment, and family life, which contribute to resilience, critical thinking and self-confidence. Strengthening these involves connecting with key offline influences in boys' lives, such as educators (IREX, 2023) and families, in addition to targeting action in the online environment, such as regulation and content moderation.
- 3. Supportive online spaces: explore the potential of safe online spaces for young people to talk about and/or report content they find disturbing.** Our study indicates that social media can provide spaces where boys encounter content that is both harmful and supportive of gender equitable norms, and that they engage differently with content from their wider experiences and social networks. One potential avenue to counter harmful content could be to create supportive spaces for young people to digest and discuss content they perceive as harmful, convened through mentors or other trusted moderators.
- 4. Specific educational support and training: invest in educating young people on critical media and digital literacy skills.** These should equip adolescents to challenge and reject harmful gender stereotypes, understand different features of online content, and navigate and challenge harmful content in online spaces.
- 5. More holistic research: invest in understanding the online spaces where boys encounter misogynistic content.** More research is needed into the different contexts and contributing factors that shape the relationship between gender norms and boys' experiences online. Sexist and misogynistic views can be subtly integrated into influencer content, games and other social interactions; they might feed into content but are not necessarily the primary appeal or interest. Equally, more anonymised and private forums seem to create space for more direct discussion of misogynistic content. Both contexts matter to understanding how online experiences relate to gender norm formation, but how, why and to what degree may differ. Furthermore, there continues to be a research bias towards higher-income countries and English-language content; more attention is needed to how dynamics play out globally across cultural, geographical and linguistic contexts.

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Annex 1: A future research agenda

Questions about the individual adolescent

Making sense of boys' interactions in the manosphere requires taking into account on- and offline social dynamics, including those that frame a boy's choices about how to engage with content online. Social media use must be considered as part of a wider set of experiences and socioeconomic context.

- What are the effects of different patterns of online engagement on boys, in light of their wider social contexts? For example, does more time online and more time with particular content affect some more than others? How and why do individual patterns of online activity feed into boys' interactions elsewhere?
- How do online-only friendships fit within boys' wider social experiences? How do they influence boys' perceptions of norms, and is there anything distinct from other social connections?
- How do individuals' concerns and interests shape how they respond to the opportunities that social media presents, including the sorts of social risks they take, or what type of content they find of interest.

Anonymised and more hidden spaces online provide opportunities for the expression of more extreme hateful and/or restrictive views of gender. These spaces can give way to forms of online interaction and social bonds that are premised on negative views of women, and to people who do not conform to stereotypical gender norms and identities.

- What is the role of anonymised online forums on identity formation and social relationships among adolescent boys? To what extent are online bonds with anonymised groups substituting for social relations with peers? Does this demote the influence of other spaces on attitude formation?
- Are there trends in wider social dynamics among young people that might help to explain a shift to online spaces like the manosphere?

Questions about the platform

Social media platforms present individualised interfaces, networks and channels to individuals through which they search and find communities online. The characteristics of social media platforms, as both companies and technologies, are critical to understanding what sort of interactions are possible.

- What are the contributing factors to the pathways through which adolescent boys come across sexist, misogynistic and/or incel content online (e.g. through interactions with friends, public influencers, specific searches)?
- Are boys more likely to come across anonymised spaces that are sexist and/or misogynistic versus spaces that promote gender equitable norms on specific platforms?
- What role do other people and the technology play in directing users to specific content? In other words, how do people and algorithms interact to direct boys to sexist and/or misogynistic discussions/content?

Questions about the social interactions online

There are indications that influencers like Andrew Tate are popular among some young people. At the same time, studies show that peer-to-peer socialisation has an influence on gender norms among boys.

- How does consumption of content produced by sexist and/or misogynistic influencers relate to young people's internalised norms?
- What is the impact of peers' activities on internalisation of influencer content? Do influencers have a greater effect on boys' gender norms if influencers' misogynistic content is being shared and/or liked by a boy's peers?
- Are the views of influencers also reflected in boys' social interactions, online and/or offline? How much of this is an online problem and do we need to approach it as a wider societal problem?
- Are there alternative spaces online that are engaging and open to adolescent boys that might offer another opportunity to grapple with individual concerns and uncertainties?

Different factors can attract boys to certain public influencers or activities online, for example, with some studies suggesting that commonality with a lifestyle or identity can attract a boy to a specific influencer.

- What features of online content seem to be engaging or popular among adolescents who identify as boys (e.g. humorous, activity related, gaming, etc.)? Are there any general patterns within communities/geographies?
- Do any of these features overlap or are any of them replicated within more misogynistic discussions online?
- Are there other spaces, influencers or activities online that might offer an alternative to some of the different aspects of the manosphere that are engaging for adolescent boys?

About ALIGN

ALIGN is a digital platform and programme of work that is creating a global community of researchers and thought leaders, all committed to gender justice and equality. It provides new research, insights from practice, and grants for initiatives that increase our understanding of – and work to change – discriminatory gender norms. Through all its work ALIGN seeks to promote gender justice.

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