

Taking Boys Seriously 2 Conference Report
Hosted by Ulster University on 20th October 2021

**Taking Boys
Seriously
Principles**

.....
Boys as Relational Learners

.....
**TAKING BOYS
SERIOUSLY:
BOYS AS
RELATIONAL
LEARNERS**
.....



With thanks to our partners

- **Council for Catholic Maintained Schools**
- **Controlled Schools' Support Council**
- **YouthAction Northern Ireland.**

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TBS 10 Relational Principles

Over 600 delegates registered for the Taking Boys Seriously 2 conference representing the breadth of the education sector from early years through to primary, secondary, further and higher education in Northern Ireland alongside the community/voluntary and statutory youth sector.

The twofold purpose of the conference was to engage with educators invested in addressing the gender attainment gap for boys in education and to launch a regional trial of the TBS 10 principles for relational learning:

- #1 RECOGNISE THE PRIMACY OF RELATIONSHIP**
- #2 DEMONSTRATE DIGNITY AND RESPECT**
- #3 UTILISE A 'STRENGTHS-BASED APPROACH' TO LEARNING**
- #4 CHALLENGE AND AFFIRM MASCULINE IDENTITIES**
- #5 PROMOTE POSITIVE MENTAL HEALTH**
- #6 IDENTIFY BLOCKS TO BOYS LEARNING**
- #7 CONNECT BOYS LEARNING TO CONTEXT**
- #8 ENGAGE MEANINGFULLY WITH BOYS**
- #9 ENABLE CREATIVE LEARNING ENVIRONMENTS**
- #10 VALUE THE VOICE OF BOYS**

Background to the TBS Principles

The TBS principles were generated from case study findings conducted by Dr. Emily Stanton across six research sites in Belfast and Newtownabbey:

- Abbey Community College
- Monkstown Boxing Club
- Belfast Boys' Model School
- Black Mountain Action Group
- Blessed Trinity College
- Artillery Youth Centre

Boys representing the above sites and Holy Trinity Youth Centre contributed to the conference through video vignettes, talking about their experiences of what works for them in education.

These powerful inputs and insights from educators can be accessed on the TBS YouTube page:



<https://tinyurl.com/35sbn2hw>



Boys as relational learners

Overwhelmingly the message from educators and boys involved in the case studies was that boys thrive in relational learning environments. These findings reflect wider education research, notably [Reichert and Hawley's](#) (2010) international study that identifies "*Boys are relational learners*".

The 10 TBS principles reflect multiple aspects of a relational approach to learning that enables boys to flourish. It is informed by insights from influential educationalists who contend that learning emerges through authentic interactions between educators and learners. Relational learning recognises that both parties variously assume the role of educator and learner within the learning relationship. Relational learning situates education within the lived experience of the learner. This involves educators appreciating and drawing on the experiences each learner brings to the learning situation. For boys, this includes exploring, challenging, and affirming masculine identities.

Fundamentally, the notion of boys as relational learners comes down to the tenacity of the relationship between the learner and the educator. Where the relationship is marked by trust, empathy and respect, any challenge or setback can be worked out.

These aspects of relational learning permeated the conference as a whole.

Inputs from conference speakers

Professor Brian Murphy

Director for Academic Business Development and Widening Access and Participation at Ulster University

Professor Murphy opened proceedings welcoming delegates to the first conference streamed live from the boardroom of the illustrious new Belfast campus. From this vantage point in-person delegates had a spectacular view of the city and surrounding streets. As a champion of widening access Professor Murphy emphasised the commitment of Ulster University to removing barriers for boys from economically disadvantaged communities entering and excelling in higher education.

The timeliness of the conference and the TBS principles was highlighted. Clear synergies were noted by Prof. Murphy with [A Fair Start – Final Report and Action Plan](#), particularly Key Area 4 A whole community approach and Key Area 5 Maximising boys’ potential. The Education Minister later picked up on these points and reiterated the valuable contribution of TBS to addressing the gender attainment gap for working class boys.

TBS Partners

For recorded conference input [click here](#)

The Council for Catholic Maintained Schools (CCMS), Controlled Schools’ Support Council (CSSC) and YouthAction Northern Ireland (YANI) have been integral partners with Ulster University from the beginning of Taking Boys Seriously 2 in 2018. Representatives of each organisation addressed the conference outlining their commitment to the TBS participatory action research.

Ms. Geraldine Duffy, Senior Education Advisor for CCMS, expressed commitment to the TBS project stating:

“we look forward to seeing the impact of this work in nurturing the growth of our boys and young men and empowering them to achieve their full potential”

Geraldine Duffy, CCMS

Mr. Mark Baker, Chief Executive of CSSC emphasised the importance of partnership working to address the systemic issue of a gender attainment gap for boys from working class communities. Mr. Baker’s message was that TBS is part of a system-wide commitment to tackling the issue with the conference bringing together formal and informal educators along with policymakers and senior leaders in education.

“systemic problems need systemic solutions”

Mark Baker, CSSC

“Youth work, or non-formal education, has a critical role to play in supporting boys and young men to learn and achieve”

June Trimble, YouthAction NI

Ms. June Trimble, MBE Chief Executive of YouthAction Northern Ireland expressed to conference delegates the commitment of the youth sector to playing a distinctive role alongside formal education to address boys’ educational outcomes and aspirations.

Dr Mary Curnock Cook, CBE

For recorded conference input [click here](#)

Prof. Murphy introduced Dr Mary Curnock Cook as a keynote speaker. Dr Cook brought a wealth of relevant expertise as an independent educationalist who fulfills roles as Chair of the [Access Project](#), a trustee of the [Higher Education Policy Institute](#), Chair of the [Dyson Institute](#), and Chair of [Pearson Education UK](#). Dr Cook was also a former Chief Executive of the Universities and Colleges Admission Service (UCAS).

Dr Cook opened by highlighting boys begin to fall behind girls in relation to educational outcomes in the early years. The gap grows through primary school, remaining stark by GCSE stage in the key subjects of math and English.

At A-Level, **“some 30,000 fewer boys than girls are taking A-Levels at all.”**

In the 2020-2021 university admissions, 45,000 more females than males were placed in higher education through UCAS.

“I like to think of the university enrolment data as a way of totting up all the disadvantage that has accumulated through the whole education experience from early years onwards.”

Dr Mary Curnock Cook

The impetus to address the attainment gap for boys from disadvantaged communities was noted by Dr Cook as a cross-cutting interest in the equality agenda. The benefits of effective policy and practice interventions to close the gap was noted by Dr Cook as a benefit for girls and women also, where boys would be **“educated as citizens of a more equal world”**. The distinctive focus on gender was highlighted as requiring a specific set of interventions. While socio-economic disadvantage creates inequalities for both sexes, it is poignant that working class boys are disadvantaged more so than working class girls in education. Taking Boys Seriously is committed to addressing this intersectionality of gender and class in educational experiences and outcomes for boys and young men.

“Equity between the sexes in education, sadly, I think, is still a long way off”

Dr Mary Curnock Cook

Mr. Barry Mulholland

For recorded conference input [click here](#)

Chair of the Education Authority, Mr. Barry Mulholland commended the continuing impact of TBS reflecting on his early involvement with the inception of Taking Boys Seriously dating back to 2006.

Mr. Mulholland emphasised connections between the Education Authority's school improvement strategy and the 10 TBS principles. The commitment of individual schools, clusters of schools working together, and whole communities was recognised as crucial

"We look through the lens of a learner to hear the voice of the learner to inform and shape the planning at all levels"

Barry Mulholland, Education

in working to address the barriers to boys flourishing in education. Mr. Mulholland noted how the TBS principles provide a framework that resonates with schools and youth services, outlining indicators of success that have been identified by boys as engaging them in learning.

Education Minister Michelle Mclveen, MLA

For recorded conference input [click here](#)

Professor Duncan Morrow, Director for Community Engagement at Ulster University, introduced the Education Minister. Professor Morrow noted that while TBS is led by Ulster University, it is about an "**educational ecosystem**", an ecosystem in which all conference delegates and speakers make contributions to. It was noted that the presence of the Education Minister reflected the relevance of the research to ongoing policy developments within the Department of Education.

"We need to work continually to narrow gaps in attainment, including the gap between boys and girls. In order for our system to be truly fair, we must provide equality of opportunity to everyone."

Education Minister, Michelle Mclveen, MLA

The Minister began by outlining a commitment by her Department to "**raising the bar and closing the gap**" in relation to educational attainment across the board and with a specific emphasis on boys and young men. Reviewing progress, the Minister highlighted a 29.3% improvement for pupils with a Free School Meal Entitlement achieving A* to C grade GCSEs from 26.4% in 2005/06 to 55.7% by 2019/20. While the difference in GCSE outcomes for boys and girls has reduced from 11.3 percentage points in 2009/10 to 8.6% in 2019/20, the Education Minister affirmed "**more needs to be done to reduce this differential further**".

Making the explicit link between TBS and A Fair Start report led by Dr. Noel Purdy and an expert panel, the Minister emphasised the commitment of the Department for Education in progressing the 47 actions with 18 already underway.

The Minister acknowledged and commended the contribution from Professor Sam McCready and Dr Ken Harland who led the first Taking Boys Seriously research, published in 2012 – [TBS report \(2012\)](#). Key recommendations from this report were highlighted including:

- Overcoming barriers to learning as early as possible
- Teachers’ professional development to understand, recognise and respond to the needs of adolescent boys
- A critical understanding of masculinity
- The importance of teacher-pupil relationships
- Youth work methodologies involving young people in the design of shared spaces at school
- Strong links with parents and local community
- Restorative practices
- Schools being a safe place to discuss issues of concern including violence and coping strategies

The 10 TBS principles were identified as a significant continuation of this earlier work feeding into inter-departmental commitments to **“reducing the impact of social disadvantage on children’s learning, particularly boys”**.

Dr Ken Harland

For recorded conference input [click here](#)

Dr Ken Harland followed the Education Minister, expressing that the current policy environment is demonstrating a greater commitment to address the recommendations made in the 2012 TBS report than was evident at the time. Dr Harland and Professor Sam McCready ensured the voice of boys was central to TBS1 (2006-2011), a theme that has continued with TBS2 (2018-2023). Passionate reflections were made by Dr Harland on the TBS project alongside personal thoughts on boys as relational learners.



Conjuring the image of an oyster, Dr Harland made an analogy of **“educators as pearl hunters”**. As pearls are formed through friction and tension, so too is meaningful learning and education a process that involves agitation and struggle. The shell represents a boy who may be marked by poverty, social class, culture, ethnicity, identity, segregation, stereotypical notions of men, conflict legacies.

Dr Harland asked the question **“What’s the danger when we look at the shell?”** and responded, **“the danger is we miss the pearl”**. Delegates were invited to reflect on those educators in their lives who had sparked the flame in them, helped them engage with their passion and pursue a process of life-long learning.

“That’s what’s driven me my whole career, looking for that wee shiny thing that I can set a spark to, and turn it into a flame”

Dr Ken Harland

Dr Harland concluded his input with three questions presented as a challenge to conference delegates:

1. How could an education strategy to taking boys seriously, maximising boys’ potential, a whole community approach to education, be best implemented?
2. How can educational institutions be supported in working towards such a strategy?
3. In what way could the TBS principles help shape a pedagogy for boys as relational learners?

Ms. Susan Morgan

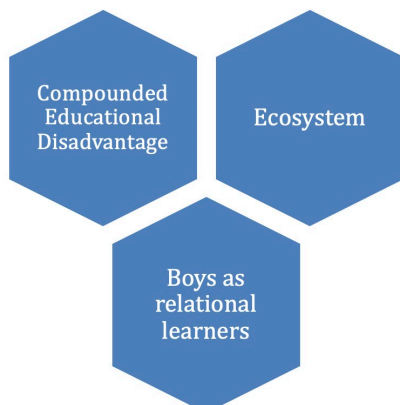
For recorded conference input [click here](#)

Ms. Susan Morgan, TBS2 investigator and manager, addressed the conference with optimism regarding the potential that exists for enhancing the educational experiences of young people when the formal sector of schools, further and higher education collaborate with the informal youth sector.

“It’s amazing what you can accomplish if you do not care who gets the credit”

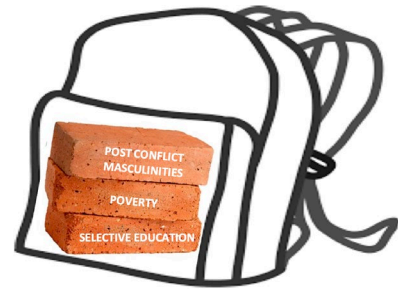
Harry S. Truman

Ms. Morgan contextualised TBS2 as a participatory action research project funded through the Widening Access and Participation Department in Ulster University. In response to a disproportionately low percentage of entries of young men from decile one and two communities, the University embarked on TBS2 to address this issue and make a difference in policy, pedagogy and practice.



Drawing on TBS1 and case studies carried out in Greater North Belfast in the first phase of TBS2, three key concepts have been generated. The **ecosystem** refers to the multiple organisations, groups, and institutions that can make a difference to enhancing the learning experiences and educational outcomes for boys. A cross-sectoral collaborative approach is called for that **“requires we put competition to the side”**.

Compounded educational disadvantage denotes the multiple systemic and personal barriers boys experience that inhibit them from flourishing in education. Using the imagery of boys carrying around backpacks weighed down with bricks, Ms. Morgan outlined poverty, post-conflict masculinities, and a selective education system as significant bricks of compounded disadvantage.



As intimated by others throughout the conference, the third concept of **boys as relational learners** gave rise to the 10 TBS principles. Educators are deliberate and intentional in maintaining the relationship with boys, minimising unhelpful power dynamics and creating co-learning environments.

“What is the gift that you’re going to bring to the ecosystem that is going to enable our boys to thrive?”

Ms. Susan Morgan

Ms. Morgan concluded with several salient messages including the following points:

- **TBS is not prescriptive**; it does not seek to tell educators who have expertise in facilitating learning with boys and young men how to do their job. Rather, the TBS principles reflect what boys and educators have highlighted to researchers as being most crucial in enabling them to thrive in their learning. Educators will apply these principles within their own context in the most suitable way
- **All research is contested**. TBS is eager to explore the relevance and applicability of the 10 principles across a range of educational contexts, including those principles that resonate and those which are disputed or of which applications are debated.
- **The principles are neither stand-alone nor a panacea**. They are helpful in stimulating critical thinking about educational practice with boys in conjunction with developing a supportive ecosystem and taking steps to tackle compounded educational disadvantage.
- **Taking Boys Seriously is not to the detriment of girls**. It is about closing the attainment gap and concomitantly recognising much of what benefits boys will benefit girls also.

Acknowledging that just one person can make a difference, Ms. Morgan imagined the power of all conference delegates continued to engage with Taking Boys Seriously. Quoting Ken Blanchard, she reflected “**none of us is as smart as all of us**”.

The voice of boys

Boys are central to TBS and the voice of boys echoed throughout the conference in the form of video vignettes. These impactful videos are available on the TBS YouTube page and are a great resource for staff and volunteer training and engagement on the TBS principles and themes: <https://tinyurl.com/35sbn2hw>



Here is a snapshot of what the boys had to say:

“Having a good relationship with a teacher, I feel like it’s everything because you don’t want to be going into class and being afraid to talk... you want to have a good relationship with the class and with the teacher.”

- **David, Blessed Trinity College**

“Make an effort, try to understand them, like try and put yourself in their shoes, see how they’re doing, just try and be more connected”

- **Jay, Monkstown Boxing Club & Abbey Community College**

“Just be more relaxed and don’t be just like ‘argh he’s a melter, he’s doing my head in’ you know what I mean. Just be more dead on, try to be more relaxed.”

- **Tristin, Black Mountain Action Group & Belfast Boys’ Model School**

“The teacher made me just like feel comfortable in school and talking about my mental health. I wouldn’t normally talk about my mental health and all but now I would knowing that I’ve got people to talk to.”

- **Eoin, Holy Family Youth Centre**

“Respect is key to anything in life. Like anything.

- **Marcus, Monkstown Boxing Club & Abbey Community College**



"I walked out of school and I found myself in the youth centre doing the OCN level 2, level 3's in youth leadership... I was able to apply for an apprenticeship that came up which meant that although I hadn't done too well at school, with the qualifications I'd attained in the youth centre and the stuff that I had done in school, I was able to get myself into a university course."

- **Piaras, Artillery Youth Centre**

"Alternative education was good craic, I enjoyed learning, not sounding like I loved school like but I enjoyed learning new subjects, meeting new friends, getting to do new things, getting out of the house."

- **Oran, Artillery Youth Centre**

"I kind of never really thought about going to university but like when we start talking to our careers teacher and about our personal statements it kind of like opened my view. He actually like came to me personally and showed me a couple of courses and all to do and he also gave me alternatives like tech. He gave me a lot of variety to choose from and just opened it all up."

- **Francis, Blessed Trinity College**

"Don't judge a book by it's cover. You would see all the pupils and you would just think 'he's not one of them ones that's good at learning'. But I was one of them pupils, you wouldn't know me a year ago as I was totally different. What I would say to the conference is just give pupils a chance

- **Marcus, Monkstown Boxing Club & Abbey Community College**

"Encourage them to take part. Say there's group work and someone's not taking part, go over and encourage them. And if you're at home, like the parents, encourage them to go out to centre's like the one I'm in now, Black Mountain Action Group or any other group that's available, encourage them to go."

- **Taylor, Black Mountain Action Group & Belfast Boys' Model School**

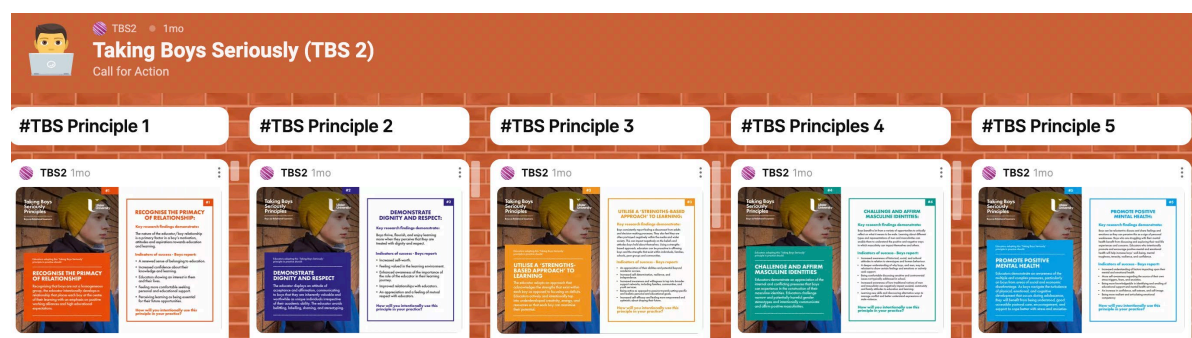
"Teachers and youth care workers they would try their best to make sure that you're feeling good and yeah I would say thanks for what you're doing right now and keep doing what you're doing."

- **Abdikani, Holy Family Youth Centre and Blessed Trinity College**



Educator reflections

Captured on the conference [padlet](#)



Rich insights were generated during the conference from educators and senior leaders in education across the formal and informal sectors. The conversations were captured through a conference padlet linked above. During breakout sessions delegates were invited to consider one of the 10 principles in relation to the following prompt questions:

- How does this principle resonate in your context?
- In what ways might you apply this principle
- Do you have any ideas for improvement?
- How might boys engage with this principle?

Comments can be viewed on the [padlet](#) under each of the 10 TBS principles.

A thematic overview of ideas and inputs expressed during the conference is offered here, outlining several salient points.

Relationship is fundamental for formal and informal educators

Conference delegates resonated with the concept of boys as relational learners and emphasised various aspects of the relationship.

“Pupils will engage in a much more meaningful way when they feel valued and respected, which positively impacts on learning outcomes. Relationships are the key to happy pupils.”

Another conference delegate reflected:

“[It is] vital to build meaningful and consistent relationships with young men, create an environment where young men feel safe engaging beyond the banter. Using young people’s interests to engage them with education. Valuing their input and supporting them to be vulnerable. Challenge the cycles of undervaluing education, Listen, respect and value young men and their views.”

The importance of role models supporting a relational way of working with boys was identified as important by several delegates. It was suggested that **“more male educators / roles models are needed”** and another delegate added **“Positive male role models who lead by example is a powerful medium.”**

The notion of male role models sparked different perspectives on the conference chat with one delegate noting **“I agree that we need more men in teaching, but effectiveness is about approach, not gender.”** This point recognises the importance and influence of educators of all genders adopting a relational approach with boys.

“Recognise the primacy of the relationship is key to all that we do as youth workers. Only in a professional and trusting relationship will young people feel safe to engage.”

It was also noted that a relational approach should be professional and purposeful. Within these relationships high expectations are placed upon boys:

“establishing a positive relationship does not mean being their 'mate.' It is about the child knowing you are holding them to high expectations and that it's because you care and want the best for them.”

A supportive and collaborative ecosystem

Interactions between conference delegates during the breakout sessions emphasised the power of collaborative approaches across the formal and informal sectors. Concern was raised to avoid any risk of **“school and teacher bashing”**. Another delegate noted

“It takes a village to raise a child, so isolating issues to 1 or 2 people is unfair. Having a bank of networks in which teachers can access or signpost would be beneficial.”

A response to these points that resonates with the predisposition of TBS2 was made by a delegate who noted **“This is where informal and formal education needs to work hand in hand.”**

“Empowering parents will empower learners. Parental engagement is central to support and reinforce positive messages from other settings.”

Many delegates noted the importance of communicating with wider networks of support who each play a part in enabling boys to flourish. One delegate noted how lockdown created opportunities to more intentionally engage with parents. As the relationship with parents developed, this educator found, **“young people came back to us, with a different attitude towards us. They were able to come in and open up more as a result of this.”**

Systemic issues and oversights

While appetite for continued and more extensive collaboration was expressed by conference delegates, it was also noted that the policy and funding environment at times creates barriers to this way of working. Feedback from one of the breakout groups was:

“We need to change the organisational and policy structures of education and youth work as well as the practice. The new funding scheme drives competition for funding that undermines, drives fear and mistrust between groups that will be more effective working together.”

Other systemic issues were highlighted including, **“debt inducing uni preventative”** and the **“negative impact of academic selection”** that works for some but **“is not to the benefit of the whole system”**.

“Formal education must be more than achieving GCSEs”

A strong message from delegates was that the system of academic achievement is impoverished when it fails to value success in all its forms. One delegate expressed that:

“The purpose of education is diluted when we focus only on educational outcomes and standards in relation to examination results.”

Fostering participation and aspiration

Amidst the discussions about boys, conference delegates were keen to emphasise the primacy of working alliances with boys; as one educator put it:

“Creating the right conditions where they can be the master of their own story. Not just having someone telling them what they need to do.”

This participative approach requires **“Recognizing the capacity of boys and their ability”** as well as **“Engaging young men to identify their own barriers - in the school, family, community and internal barriers such as fear or panic.”**

Conference delegates identified the need for the TBS principles to be embedded in further and higher education. Fostering aspirations for continued education and career paths post-16 requires **“FE Colleges and Universities to work together to provide a cohesive approach to outreach and Widening Access programmes.”**

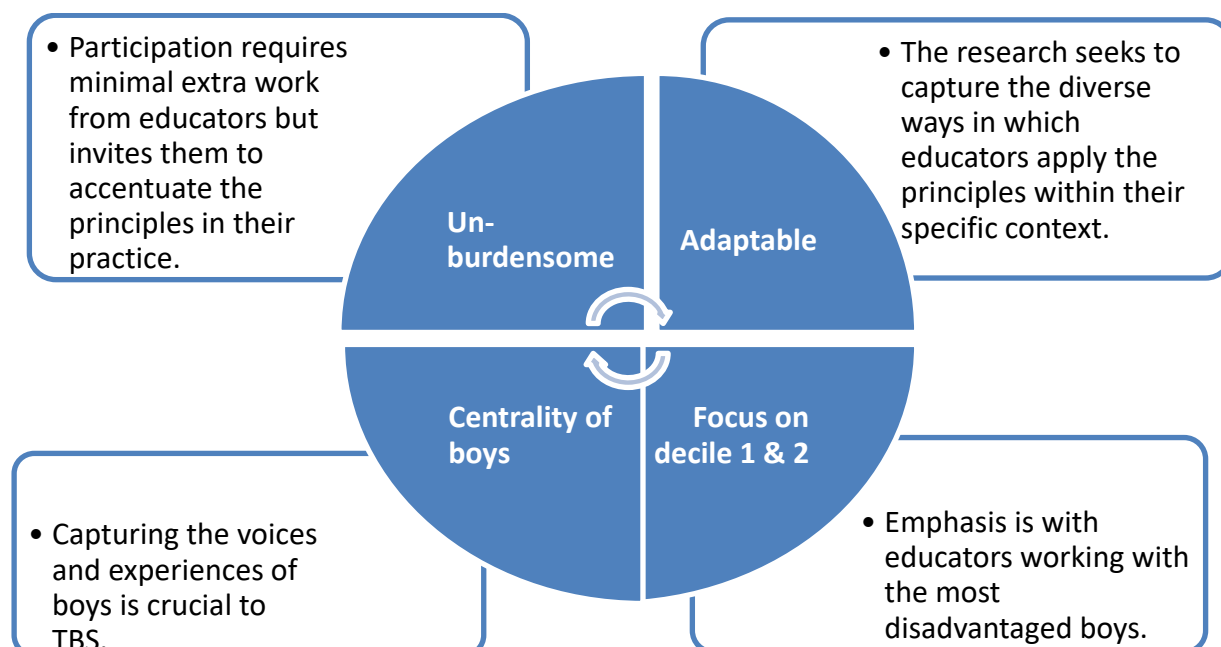
Delegates also raised the need for multiple learning and career progression routes to be clearly explored with boys. One delegate highlighted the benefits of apprenticeship models:

“Apprenticeship opportunities engage boys in a different way at a different level... all of a sudden it is real, pupils who normally cruise along are motivated to study when it is part of career progression.”

TBS2 Next Steps – A regional trial of the 10 principles

For recorded conference input [click here](#)

A core purpose of the conference was to launch a regional trial of the 10 TBS principles. Andy Hamilton, TBS research associate, outlined four premises of the trial and invited delegates to register their interest in participating.



Each research site engaging in the regional trial will identify educators who will intentionally put the 10 TBS principles into practice with a specific group of boys. The purpose of the data collection is to investigate how conscious use of the principles influences attitudes, aspirations, attendance, and attainment of boys. The findings will inform TBS initiatives to influence educational policy, pedagogy and practice with boys and young men.

Closing Remarks

For recorded conference input [click here](#)

Professor Terri Scott, Pro Vice-Chancellor for Academic Operations and Portfolio Development, commended the shared vision of the TBS partners for bringing together policymakers, leaders in education, teachers and practitioners, and community education champions to address the attainment gap for boys. Drawing on the words of Dr. Mary Curnock Cook earlier in the conference, Prof. Scott reiterated:

“It is incumbent on all of us to create a more equal world”

Reflecting what conference delegates expressed throughout the morning, Prof Scott thanked the boys who shared their voices through video vignettes for the emotive inputs marked by authenticity. The commitment of Ulster University to taking boys seriously and working to remove barriers that certain young men face in accessing higher education was underlined, mirroring Prof Murphy’s opening remarks.

Full Conference Recording available from:

<https://ulster.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=dac7d357-a34c-4886-8f13-addd012a78fb>

Speaker	Time begin	Time end
Ms. Geraldine Duffy, Senior Education Advisor, Council for Catholic Maintained Schools (CCMS)	00:00:06	00:01:51
Mr. Mark Baker, CEO, Controlled Schools Support Council (CSSC)	00:02:02	00:03:00
Ms. June Trimble, MBE, CEO, YouthAction Northern Ireland	00:03:10	00:05:00
Prof. Brian Murphy, Director for Widening Access and Participation, Ulster University (Introducing Dr. Mary Curnock Cook)	00:05:05	00:06:15
Dr. Mary Curnock Cook, CBE, independent education expert and former CEO of UCAS	00:06:20	00:19:27
Video of boys from Blessed Trinity College Also available at: https://www.youtube.com/watch?v=MGBINz4dbc4&list=PLPVJha8f4AtLytijl6UITICv4VardWlQz&index=4	00:20:25	00:23:55
Prof. Brian Murphy, Director for Widening Access and Participation, Ulster University (Introducing Mr. Barry Mulholland)	00:23:56	00:24:41
Mr. Barry Mulholland, Chair of Education Authority	00:24:43	00:37:38
Video of boys from Monkstown Boxing Club and Abbey Community College. Also available at: https://www.youtube.com/watch?v=jOrk2C9ot00&list=PLPVJha8f4AtLytijl6UITICv4VardWlQz&index=3	00:38:18	00:41:23
Prof. Duncan Morrow, Director for Community Engagement, Ulster University (Introducing Education Minister)	00:41:32	00:44:53
Ms. Michelle McIlveen, MLA, Minister for the Department of Education	00:44:57	00:54:48
Prof. Duncan Morrow, Director for Community Engagement, Ulster University	00:54:43	00:56:10
Video of boys from Holy Family Youth Centre Also available at: https://www.youtube.com/watch?v=JQsVspo-ASY&list=PLPVJha8f4AtLytijl6UITICv4VardWlQz&index=1	00:56:17	00:59:45
Prof. Brian Murphy, Director for Widening Access and Participation, Ulster University (Introducing Dr. Ken Harland)	00:59:45	01:00:29

Dr. Ken Harland, TBS Research Consultant	01:00:30	01:16:57
Video of boys from Black Mountain Action Group and Boys' Model Also available at: https://www.youtube.com/watch?v=kori5Raj-zg&list=PLPVJha8f4AtLytijl6UITICv4VardWlQz&index=5	01:17:27	01:21:08
Prof. Brian Murphy, Director for Widening Access and Participation, Ulster University (Introducing Ms. Susan Morgan)	01:21:15	01:21:46
Ms. Susan Morgan, TBS Research Manager, Ulster University	01:21:47	01:37:34
Mr. Andy Hamilton, TBS Research Associate, Ulster University	01:37:35	01:51:03
Video of young men from Artillery Youth Centre Also available at: https://www.youtube.com/watch?v=v-Dm78KYkdE&list=PLPVJha8f4AtLytijl6UITICv4VardWlQz&index=2	01:51:13	01:56:55
Prof. Brian Murphy, Director for Widening Access and Participation, Ulster University (Introducing Prof. Terri Scott)	01:56:57	01:57:32
Prof. Terri Scott, Pro Vice-Chancellor Academic Operations & Portfolio Development	01:57:33	02:02:05



Video Inputs



A huge thank you to all those who have taken part in video interviews for the Taking Boys Seriously Research.

Full version of all videos are available on our YouTube page:

shorturl.at/blnxM

Credits

Thank you to **Séan McDonnell** from **YouthAction NI** for recording video and audio across many of the locations that participated in the videos.

Abbey Community College

Simon Smyth – Senior Leader – Pastoral Care and Raising Achievement

Artillery Youth Centre

Harry Murphy – Video recording & editing

Piaras, Oran, and Pearse - Participants

Belfast Boys' Model School

Mary Montgomery - Principal

Olwen Black – Vice Principal

Ryan Hanna – Learning Support Teacher & Year Counsellor

Black Mountain Action Group

Tristin and Taylor – Participants

Blessed Trinity College

Colin McAllister – Vice Principal

David, Declan, and Francis – Participants

Holy Family Youth Club

Abdikani, Abdullah, and Eoin - Participants

Monkstown Boxing Club

Rab Bunting – Youth Worker

Marcus and Jay – Participants

Newstart Education Centre

John McComb – Youth Co-Ordinator

Taking Boys Seriously

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