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# **UNDERSTANDING THE IMPACT OF DOMINANT MASCULINITY IN SEXUAL AND GENDER-BASED VIOLENCE**

**Handbook of educational activities for Nuoret Kotkat**

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## ABSTRACT

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The aim of this product-based thesis is to produce a handbook of educational activities on the topic of hegemonic masculinity in sexual and gender-based violence. The idea comes from a training course held in Milan in 2019 named "I Act: Exploring masculinities" which was funded by the European Youth Foundation of the Youth Sector of the Council of Youth. For the development of the handbook, an intersectional feminist perspective has been used.

The working-life partner is Nuoret Kotkat, a child, youth and family organisation based in Finland and member of an international umbrella organisation called International Falcon Movement – Socialist Educational International. Nuoret Kotkat support children and youth to be co-operative, active and responsible citizens and its main activities are camps and clubs.

A handbook addressed to facilitators implementing activities with over 12 years old children was compiled. The handbook contains instructions of how to use it, activities related to the topic and theory to support the facilitators to implement the activities. Further, the handbook is a significant addition to the safety guide for youth leaders of Nuoret Kotkat on the theme of sexual harassment, violence and bullying.

The phases of the product have been planning, implementing and evaluating. The development of the product covers the period from Summer 2019 to Summer 2020. The process includes workshops implemented with youth from the work-life partner organisation to study the knowledge in the topic and assess the need for it. International Falcon Movement – Socialist Educational International is the provider of resources for developing the handbook.

The evaluation was based on the feedback of two workers of Nuoret Kotkat and one youth leader. It was stated the handbook is accessible, informative, suitable for the target group and the sensitivity of the topic is discussed. As result of the evaluation, it is recommended to test the activities with a group before publishing the handbook, to involve young people and youth in the designing process and organise a training on how to put the handbook in practice.

Keywords: Hegemonic masculinity, Sexual and gender-based violence, Intersectional feminism, Non-Formal education, Experiential Learning cycle, Bystander model of intervention



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## 1 INTRODUCTION

This is a product-based thesis aiming to create a handbook as educational tool for social change on the topic of hegemonic masculinity and sexual and gender-based violence. The handbook includes suggested activities that can be used as a resource for Nuoret Kotkat facilitators. The aim is to facilitate activities that will bring awareness and address the challenges of sexual and gender-based violence in the context of hegemonic masculinity. Moreover, the activities use the experiential learning cycle to prevent sexual violence and empowering participants to be active bystanders using the bystander model of sexual violence.

Nuoret Kotkat is a youth organisation supporting children and youth to be co-operative, active and responsible citizens. The selection of Nuoret Kotkat - as working life partner- comes from my voluntary interaction with the organisation (European Voluntary Service in 2015). Moreover, the aim to expand gain knowledge and skills towards creating activities that will match the need of focus group in Nuoret Kotkat. As an active member, especially in the international department, I attended a seminar about exploring masculinities organised by International Falcon Movement – Socialist Education International (IFM-SEI) and funded by the Council of Europe. In that seminar, together with young people from different backgrounds, countries and organisations from Europe and Middle East, we explored different masculinities from a feminist perspective: toxic, female and hegemonic masculinities, and analysed the connection with sexual violence (IFM-SEI 2019b). The result of active participation in the seminars led to my further interest in studying the topic and collaborating with Nuoret Kotkat towards finding activities that will improve their service and meet the needs of service users.

Inspired from the seminar about exploring masculinities mentioned above, I, together with another volunteer, ran workshops related to the topic already during the Summer camps 2019 as a follow up project. The project was funded by the European Youth Foundation (IFM-SEI 2019a). After talking with the organisation and checking the working plan for 2020, which includes both the update of the security guidelines and creation of the equality plan of the Nuoret Kotkat, the organisation agreed that both projects could benefit from this handbook. As a result, the handbook is an addition to the safety guide.

During my voluntary work in Nuoret Kotkat I was introduced with the problem of hegemonic masculinity in sexual and gender-based violence. Nuoret Kotkat is in contact with youth and they have a platform for workshops. This platform can be used to address the issue among young people to afterwards introduce it among larger population. Bringing awareness and prevention of the problem, like in many other fields of social work, is the key towards addressing and unravelling the problem of hegemonic masculinity in sexual and gender-based violence. Since this is an issue that start from early childhood, it is important to address it in early stage of childhood (Amin et al. 2018) by introducing different activities that would be easy to comprehend for different age groups.

In Finland, the issue of masculinities from gender perspective and intersectionality has been studied in three schools (not mentioned in the reference) in Helsinki with youth (Phoenix and Peltola 2018). It has been addressed in private and public sectors as a problem of being a strategical way for boys to influence power relations in school (Phoenix and Peltola 2018). The theme needs to be discussed with youngsters, not only in a youth organisation but wider in the society. Nuoret Kotkat is an organisation that can create space for this because they are in contact with youth and they have a platform for workshops.

## 2 BACKGROUND OF THE PRODUCT

One of the Council of Europe Youth Sector priorities since 2018 is “Inclusive and peaceful societies” and under this priority there is the theme:

“Actions preventing and combating all forms of discrimination and promoting gender equality taking an intersectional approach, with a specific focus on Roma youth and other minority groups, national and religious minorities, young refugees in transition to adulthood, young people with disabilities, LGBTQI young people, young women and girls” (Council of Europe 2020).

To ensure the human right principle of gender equality, an intersectional approach is needed to combat hegemonic masculinity and sexual. The following chapter describes the project of “I Act: exploring masculinities”, the work-life partner and relevant legislation on national and worldwide level on the topic of sexual and gender-based violence.

### 2.1 I Act: Exploring masculinities

International Falcon Movement – Socialist Education International (From now on IFM-SEI) is an umbrella organisation for child and youth-led movement all over the world, educating on the basis of socialist values. Nuoret Kotkat is one of its members. This international educational movement is working to empower children and young people to take an active role in society and fight for their rights.

In 2016, IFM-SEI created the project I Act to develop a programme of activities around the prevention of sexual violence using the active bystander model.

This was in response to a string of disclosures of sexual violence in IFM-SEI and its member organisations. The evaluation of that project led to focus the next activity in reaching young men as it was difficult to engage them in the project, leaving the project to be led and joined largely by women. Those men who were engaged predominantly identified as LGBTQI, a group who are disproportionately more likely to be victims of sexual violence (Cramer et al. 2012).

As a outcome of that evaluation, the seminar I Act – Exploring Masculinities was created to get young men engaged in the prevention of sexual violence through the active bystander model, and to give the participants the space to reflect on masculinities, explore how masculinity is a social construct and consider the effects masculinities have on children and young people.

The project was under two of the eight thematic priorities of IFM-SEI for mandate 2016-19 and Nuoret Kotkat is one of the decision-making bodies for the working plan of IFM-SEI. These two thematic principles were prevention of sexual violence and gender and sexuality. It also contributed to the priority three under the Council of Europe's Youth Sector priorities – inclusive and peaceful societies- under the programme orientation: Peacebuilding and conflict transformation (Council of Europe, 2018). Nuoret Kotkat, through IFM-SEI, cooperates with the Council of Europe's Youth Sector in different projects.

As mentioned in the introduction, this product-based thesis is a follow up project of I Act - Exploring Masculinities that IFM-SEI in cooperation with the Youth Sector of the Council of Europe held in Milan, Italy, in March 2019. (IFM-SEI, 2019b) To support the process of this project-based thesis, IFM-SEI has provided the material used for the seminar as resources to create the handbook and the project application, which was used for funding, with the description of the project I Act: exploring masculinities.



## 2.2 Work-life partner

Nuoret Kotkat is a youth organisation founded in 1943 for supporting children and youth to be co-operative, active and responsible citizens. It promotes the following values: gender equality, democracy, internationalism, justice, solidarity and community spirit. Nuoret Kotkat also defends children's rights in Finland and internationally. (Nuoret Kotkat)

Nuoret Kotkat has clubs for children and youth all over Finland from different backgrounds where they do activities promoting their values as organisation. Camps are the main activity at many districts, equal to clubs and are held during the school holidays such in Winter, Spring, Summer and Autumn. Also, some areas have after school afternoon care. In addition, Nuoret Kotkat provides training for teenagers to become youth leaders and training for leaders to continue their learning process. As part of Nuoret Kotkat's strategy, they have workgroups, two of them related to this thesis: educational workgroup, which is in charge of providing educational activities to youth and leaders and international workgroup, and is in contact with the international partners -mainly through, as mentioned before in this chapter, the umbrella organisation IFM-SEI- and organise international activities and encourage volunteers, children and youth to take part of international activities.

In the working plan for 2020, Nuoret Kotkat aims the development of two projects: the update of the security guidelines and the creation of the equality plan of the organisation. Being aware of the previous workshops taking places in the Summer camps 2019, and the importance of the topic for the working plan 2020, we agreed with Nuoret Kotkat that the creation of this handbook could benefit both the projects and the organisation. Due to the organisational structure of Nuoret Kotkat, the decision-making process of the handbook is done with the staff of the central office and the feedback will be asked from them and the educational workgroup.

### 2.3 Nuoret Kotkat's safety guide and Finnish legislation

Nuoret Kotkat is elaborating a safety guide for workers, youth leaders and volunteers of the organisation as part of the strategic and working plan for 2020 to protect the children and young people involved in the activities making these activities physically, mentally and socially safe. This safety guide aims to train workers, youth leaders and volunteers for protecting every person participating in Nuoret Kotkat against sexual harassment, exclusion, bullying, and many other negative phenomena, among other things. Before directing group of children, each employee and volunteer should read a list of guides and documents to ensure the safety of the participant and make a safety plan for each event, excursion, camp and club. One of these documents is a sexual harassment, harassment and violence guide included in the safety guide. The handbook result of this thesis is an addition to the safety guide to implement activities for raising awareness and challenging how over 12 years old children understand the impact of hegemonic masculinity in sexual and gender-based violence.

The activities of Nuoret Kotkat comply with and promote the Convention on the Right of the Child (UN Commission on Human Rights 1990) and the following two articles of the Convention deal with child safety and contribute to the handbook. One is the Article 19 which deals with the protection of children from violence, harm and abuse. The second one is the Article 34 which deals with the protection of children against all forms of sexual exploitation and abuse, such as grooming or coercion.

The Finnish legislation includes two acts to find out the criminal background from employees and volunteers when working with children. One is the Act on Determining the Criminal Background of Those Working with Children for employees whose work involves the permanent upbringing, teaching, care or other care of a minor or other work in a personal interaction with a minor on a permanent and essential basis in the absence of a guardian (Finlex 2002). The other one is the Act on Determining the Criminal Background of Volunteers Working with Children for those volunteers in the organisation working in the activities involving children (Finlex 2014). As the handbook is created for

facilitators working with minors and Nuoret Kotkat has both, volunteers and employees, working with children, these two acts are considered.

#### 2.4 The Istanbul Convention and the Action plan for the Istanbul Convention for 2018-2021

In European level, the Council of Europe Convention on preventing and combating violence against women and domestic violence (Council of Europe, 2014) was created “based on the understanding that violence against women is a form of gender-based violence that is committed against women because they are women” (Council of Europe) . The aim of this Convention is to force the states to address the issue and “take measures to prevent violence against women, protect its victims and prosecute the perpetrators” (Council of Europe).

Finland is one of the states that signed the Istanbul Convention, it is leading the Committee of the Parties to the Istanbul Convention and in Finland, the Convention applies as well to men and boys experiencing domestic violence (Ministry of Social Affairs and Health 2017). Furthermore, Finland has an Action plan for the Istanbul Convention for 2018-2021 to combat violence against women and domestic violence. The aim of the Istanbul Convention is the prevention of violence; however, it also includes obligations to protect and help victims of violence and hold perpetrators (Ministry of Social Affairs and Health 2017). The plan, although contains binary language because it talks about women and men, promotes the education on non-stereotyped gender roles.

The Action plan for the Istanbul Convention for 2018-2021 (Ministry of Social Affairs and Health 2017) contains relevant general obligations from the article 12 for this thesis:

- 12.1. The countries who signed are expected to eradicate prejudices, customs, traditions and other practices which create the idea of stereotyped roles for women and men promoting changing in the social and cultural patterns of behaviour.

- 12.4. To encourage every person in the society, with especial focus on men and boys, to take an active role in preventing all forms of violence mentioned in this Convention.
- 12.5. The acts of violence mentioned in this Convention are not justified by culture, custom, religion, tradition or so-called “honour”.
- 12.6. Promote activities and programmes to empower women.

As measures of these general obligations, the Ministry of Education and Culture want to increase the competences of professionals working with young people in preventing violence and create a campaign to promote equality and combat violence in sport and youth work.

### 3 LITERATURE REVIEW AND KEY CONCEPTS

The topic of the product is hegemonic masculinity in sexual and gender-based violence. This chapter focuses on the definition on the different key concepts and literature used to develop the handbook to understand the perspective, framework and approach used, why this topic is relevant in its context and the reason for choosing the key concepts. There is also information of previous projects or products on the same topic.

#### 3.1 Gender as a social construction

Since the second-wave feminist movement resulted after the industrialization, in the Western cultures have occurred a transformation in the politics of gender (Howson 2006, 9). In consequence, gender is understood in this thesis as from a feminist perspective and as a social construction, meaning that is seen as a product of our culture and historical context. Masculine and feminine behaviours are not natural but learned (Paechter 2007, 14; Butler in Burr 2015, 128). Social constructivism criticizes the current concept of gender since it implies the existence of just two gender categories (Burr 2015, 3). According to Hertling (2008) this leads to personal restraints for individuals, and marginalization of those who do not naturally fit into these two categories (Netzer 2016).

The Genderbread Person presented by Sam Killermann defines gender identity, gender expression, biological sex and sexual orientation in an easy understandable way. Gender identity is defined as what we think of ourselves; gender expression as how we express our gender; biological sex is based on biological factors as reproductive organs, hormones, chromosomes; and sexual orientation is who we feel “attracted to, based on their sex/gender in relation to our own”(It’s pronounced metrosexual, The Genderbread Person). See figure 1.

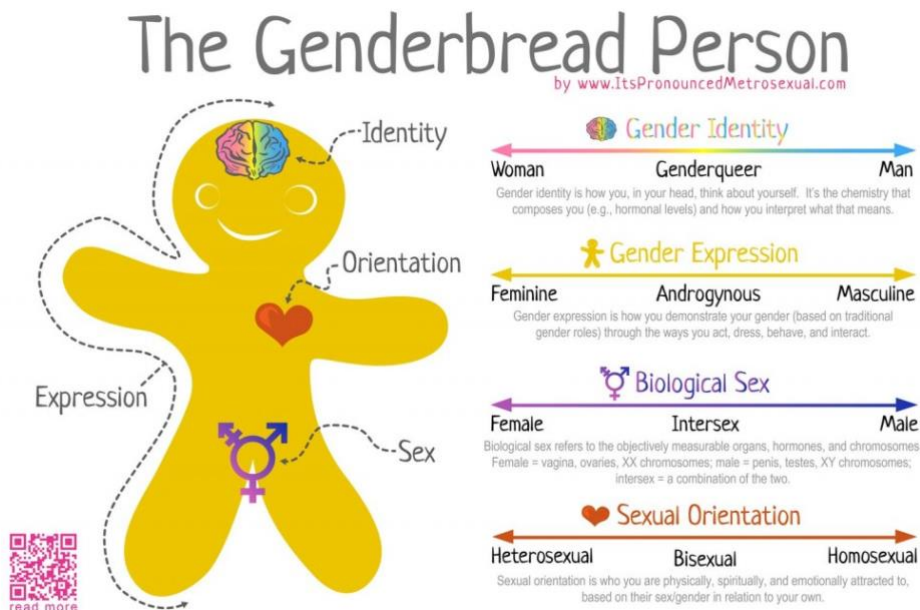


Figure 1. The Genderbread Person by Sam Killermann

The aim of The Genderbread Person is to raise awareness of the difference between gender identity, sexual orientation, gender expression and biological sex (It's pronounced metrosexual, The Genderbread Person). Thus, avoiding the binarism and the assumption that being born as female means that the person is a feminine and heterosexual woman or that a person born as male means being a masculine and heterosexual man.

### 3.2 Intersectional feminism approach

Feminist perspective is the theoretical approach used in the formation of the handbook which observes the relation of power and gender. Having in consideration the power of the patriarchy and the oppression of women and other genders that are not included in the category of men. (Crossman 2020)

When talking about feminism in this thesis, the intersectionality approach is also considered. According to Crenshaw, the creator of the term, in an interview for the National Association of Independent Schools, intersectionality is:

“a metaphor for understanding the ways that multiple forms of inequality or disadvantage sometimes compound themselves and they create

obstacles that often are not understood within conventional ways of thinking about anti-racism or feminism” (National Association of Independent Schools 2017)

Thus, in this thesis, the intersectional feminism is defined as a reflection which considers the multiple layers of identify and discrimination and raise awareness of power structure within feminist practices and perpetration of patriarchy. It is a connection between identity and lived experience in existing structures and access to power opportunity and its origin comes from black feminism. Black feminism movement comes from the understanding of the position of black women in relation to sexism, class oppression and racism (Smith). To address the issue of sexual and gender-based violence is important to understand how gender intersects with other layers such as race, ethnic, religion, political affiliation, economic class and geography (OHCHR, 2014).

The handbook is developed in the Finnish context, however, for a broadly understanding of the hegemonic masculinity issue, intersectional feminism will be the framework of the thesis, as it is not only a gender issue, but it is important to consider the combination of gender – not only binary gender - with other social and political identities affecting the individual such as race, ethnic, class, disability, etc.

It is necessary when talking about hegemonic masculinity and sexual and gender-based violence in Finland, to consider intersectionality and avoid focusing on white race and middle-class people (Phoenix and Peltola, 2018). Reflecting on how this issue affects other people in different way and how while middle class privilege ones, need to be aware of it and take an action to stop it (Phoenix and Peltola, 2018). As a result, this thesis acknowledges the intersectional approach and includes it in the suggested activities for the handbook.

### 3.3 Hegemonic masculinity

Masculinity is considered as a gender expression based on how a person dresses, acts, behaves, and interacts and it is linked to traditional gender roles, which means it is considered a man expression, although the concept of masculinity goes beyond that. Masculinity demands continual proof of one's manhood, it is constantly tested and involves hierarchy. (Fineman and Thomson 2013, 9-16)

Considering intersectionality when talking about masculinity allows to recognize multiple masculinities which are influenced by various cultures and different periods of history. Connell proposed in *Masculinities* the theory of gender order which presents the hierarchy of the gender roles and masculinities, and she uses the concept hegemonic masculinity to explain why and how men perpetuate their social role authority over women, and other gender identities are perceived as "feminine" in the society (Connell 2005). Socially, men are expected not to be emotional and pretend that they do not care, and they learn to react to force with more force, with violence. Men using violence against men seem to gain more social validation than using it against women (Mansley 2009, 1-14). Moreover, hegemonic masculinity benefits white and middle-class males whose masculinity is determined by their ability to make money and support their family (Mansley 2009, 1-14). Adding other defining characteristics to hegemonic masculinity as "heterosexuality, independence, rationality and educated, a competitive spirit, the desire and the ability to achieve, controlled and directed aggression, and mental and physical toughness" (Howson 2006). All of these characteristics are highly recognised and wished "in the community and must be protected" (Howson 2006).

Here, hegemonic masculinity is defined as a social construction practice that shows how men are in a dominant position in society and over other genders, including other men, making a society unequal in gender.

For gender non-conforming people, hegemonic masculinity is problematic because is considered as dominant social position of heterosexual men.



(VAWG 2015). Recently, the hegemonic masculinity has been described as a baseline founded by men in power to determine who is included and excluded, and how the society is organised in gender unequal ways. This concept counts with several features: a hierarchy of masculinities, different access to power among men (over women and other men), and “the interplay between men’s identity, men’s ideals, interaction, power, and patriarchy “(Jewkes et al. 2015)

It is thought that men take for granted their privilege in their relationship with women, and this issue should disseminate among heterosexual men to learn politically to identify the struggles of women against patriarchy and encourage them to commit themselves in the deconstruction of male privileges (Seidler 2006).

The aim of talking about hegemonic masculinity is to avoid including all men as figures of power, raise awareness that not all men are violent and using their power, in other words, deconstruct the concept of masculinity(Seidler 2006), along with empowering other men to confront this issue of power abuse, while raising awareness with other men to achieve gender equality. Gender equality is a new idea coming in various countries from the questioned structures of patriarchal power since 1970s (Seidler 2006).

### 3.4 Sexual and gender-based violence and the connection with hegemonic masculinity

According to OHCHR (2014):

“Sexual violence is a form of gender-based violence and encompasses any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting. Sexual violence takes multiple forms and includes rape, sexual abuse, forced pregnancy, forced sterilization, forced abortion, forced prostitution, trafficking, sexual enslavement, forced circumcision, castration and forced nudity.

and

Gender-based violence is considered to be any harmful act directed against individuals or groups of individuals on the basis of their gender.

It may include sexual violence, domestic violence, trafficking, forced/early marriage and harmful traditional practices.”

For the development of the handbook and this thesis, the concept of sexual and gender-based violence is defined as any unwelcome sexual act, intention of obtain sexual act, including verbal or physical actions directed against individual or groups of individuals on the basis of their gender.

Men, to prove their masculinity and prevent being challenged from other men and women, show their power and control, and the way it is shown is using violence against women and other genders (Mansley 2009, 1-14). “Masculinities are the basis for violence against men “(Fineman and Thomson 2013, 9-16) and when a man’s masculinity is at risk, using violence against men is better validated by society than against women. It seems that patriarchy encourages men to use violence as a control means when necessary in intimate relationships (Mansley 2009, 7-16), although it is also applied out of these.

According to Schwartz and DeKeseredy (1997) informal peer support is another reason why men abuse of their power and their way to maintain their control over women (Mansley 2009, 34). “Whilst not all men are violent, all men and boys have a positive role to play in helping to stop violence against women” (Jewkes, Flood and Land 2014).

Nabulivou (2013), on Behalf of the Lesbian, Bisexual and Transgender Caucus, said:

Around the world, lesbians, bisexuals, transgender people and others with diverse sexual orientation and gender identities are targets of brutal physical and psychological violence. We are subject to harassment, assault and other violence; often under the guise of so-called 'honour', 'tradition', 'nations', and 'families'.

### 3.5 Bystander model of Intervention

The aim of the handbook is not only to raise awareness on how hegemonic masculinity and sexual and gender-based violence are related, but to encourage the participants of the suggested activities to intervene and challenge when behaviours, beliefs, situations or comments are promoting hegemonic masculinity.

In intervention for building gender equity and to reduce gender-based violence against women is used the concept of hegemonic masculinity (Jewkes et al. 2015). Subsequently, to reduce the sexual violence considering all the genders (not only woman and man) the bystander model of sexual violence is proposed.

The bystander model of intervention was created by Darley and Latane. This model consists of five steps to take action in a problematic situation and these are the following:

1. Notice the situation. Be aware of the surroundings to identify inappropriate behaviours
  2. Interpret it as a problem. Recognising that someone needs help
  3. Feel responsible to act. See yourself as being part of the solution to help
  4. Know what to do. Educate yourself on what to do; intervene safely:
  5. Take action but be sure about safety. It is important to remember that our intervention is to help to end a situation, no to escalate if further.
- (Darley and Latané 1968).

Using this model, it is expected as a result of using the handbook to educate the participants for social change in the topic of hegemonic masculinity and sexual and gender-based violence. In addition, always considering safety first, that they take actions in problematic situations and encourage others to do that as well, to reduce the issue of sexual and gender-based violence, especially coming from the hegemonic masculinity.

### 3.6 The experiential learning cycle

The activities will be applying the experiential learning cycle as an approach which is a concept developed by Kolb (1984) consisting on having a concrete experience related to our everyday experiences where the participant is an active participant, having a reflective observation of the concrete experience where the participant consciously reflects on the experience, having an abstract conceptualization where the participant tries to conceptualise theory or model of what they have observed and as final step of the cycle, there is an active experimentation where the participant plan how to apply the model, theory or plan for the forthcoming experience. See figure 2.

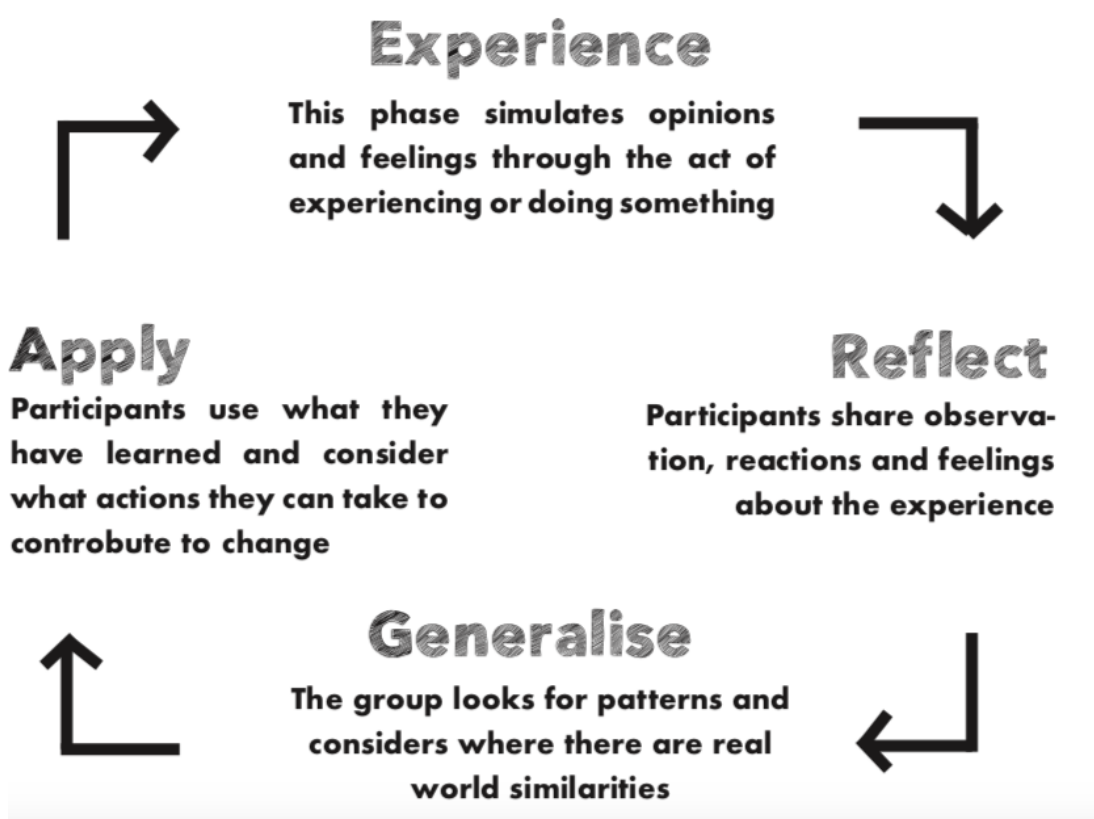


Figure 2. Kolb's Experiential Learning Cycle by IFM-SEI

The reason to use the experiential learning cycle and non-formal education methods is the belief that these are the approach and tools for the social change. Empowering the oppressed to be fearless to fight for their freedom. Freire in *the Pedagogy of the Oppressed* argues that "only power that springs from the weakness of the oppressed will be sufficiently strong to free both" and

promotes the importance of perceiving the reality of oppression as a limiting situation that the oppressed can transform for their liberation (Freire 1972)

### 3.7 Researches and programmes in Finland

There have been different studies related to masculinities and other to masculinities and violence in Finland. A qualitative study about masculinity in men's narratives of depression which the result was that there is not association between masculinity and depression, but the concept of hegemonic masculinity is helpful in understanding men's depression. (Valkonen and Hänninen 2012). In addition, hegemonic masculinity can pose a challenge in men's psychotherapy (Valkonen and Lindfors 2012). Many of the studies regarding masculinity and violence have been executed in the Oulu research group of educational violence. One of these studies has been having open discussions in education context about sexualised and gendered violence (GVEI).

According to Phoenix and Peltola (2018), there is little research on boys and masculinities in Finland. Consequently, they realized a project to investigate the experiences of and interpretation on masculinities of 11-14-years-olds in three schools in Helsinki. In their article "Gender Perspective and Intersectionality: Masculinity of 11-14 years old boys in school", Phoenix and Peltola (2018) discuss how in Finland, the threat of violence, physicality, materiality and masculinity performing has been found to be a strategic way for boys to gain prestige and influence power relations in school. They also comment on how binary notions of masculinity ignore the diversity of masculinity. The mix of cultures is increasing in Finland (Rautio 2017). This gathers different perspective on the topic of hegemonic masculinity in sexual and gender-based violence. Therefore, it creates importance to bring awareness and prevention of the problem, especially in early childhood when it comes to the Finnish context.

The research has been mainly done in English and I have not found material similar to the handbook create in this thesis. The information found has mainly been studies on the topic, especially in formal educational settings. However,

there is a project about honour masculinity called SOPU which has as target group youth, families and communities and work on face honoured related challenges. Their aim is preventing honour related conflict and violence in families and communities (SOPU). Although this project could have resources to work on the topic of masculinity and sexual violence, it is more focused on offending the family honour. If there are more resources in Finnish, due to the language barrier I have not being able to find.

## 4 PRODUCT DESIGN

According to Turner (1999), a project follows the project life cycle with the four stages of initiation, design, execution and closure (Basu 2012, 9). The outcome of this thesis is a product, and, within the organisations, products also go through the process of managing a project having a clear start and end. For a project to be successful there must be an understanding of the political context, the key stakeholders must be defined, there should be a clear purpose of the project, a defined timeline, consider the risks and the resources available. (Spolander and Martin 2002, 15-19). For this the questions what, why, where, who and when will be answered.

### 4.1 The Five Ws

In the planning stage of a project, the answers to what, why, who, where and when should be answer as a defining of the goals of the project and everything that involves the process for a clear understanding of the purpose behind. (Spolander and Martin 2002, 93-95). See TABLE 1.

TABLE 1. The five Ws of the project:

WHAT	Create a handbook with activities to work on masculinities and sexual and gender-based violence for over 12 years old for facilitators of Nuoret Kotkat.
WHY	To raise awareness and challenge over 12 years old on the topic of masculinities and sexual and gender-based violence in Finland
WHO	Student researcher and Nuoret Kotkat as the organisation benefiting from the handbook and making the decisions on what the contents should be. IFM-SEI as resources provider.
WHERE	The handbook will be developed, delivered and used in Finland, concretely by the organisation, Nuoret Kotkat.

WHEN	To be developed during 2020 aiming to be delivered by Autumn 2020
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#### 4.2 Target group and stakeholders

This product has two different target groups. Although the handbook will be used by the youth leaders of Nuoret Kotkat, the recipients of the activities from the toolkit are the participants of the organisation. The activities from the toolkit will be facilitated by the youth leaders from Nuoret Kotkat whose age starts from 18 years old and could be up to 65 years old. Despite the fact there is no age limit to be a youth leader in Nuoret Kotkat, the older youth leaders could also be encouraged to let and empower the younger ones to use the toolkit and implement the activities. The purpose is to provide more space and give more responsibility to young people willing to participate in the organisation. The younger ones would be from 18 years old to 35. Regarding the participants, in Nuoret Kotkat they have participants from early age starting from 3 years old; Nevertheless, the handbook is for young people aged 12 years and above and the activities are adapted to their age and understanding of the world. The handbook will also encourage the youth leaders to consider their group needs, background and knowledge when choosing the activities and adapt these if needed.

The main stakeholder is Nuoret Kotkat, who gave permission to mention their name in this thesis. IFM-SEI is also aware of the development of this and they asked to include the information about the project I Act, and the European Youth Foundation founding mentioned in the chapter *Background of the productt*.

The product has been done as part of the bachelor's degree program in Social Services of Diaconia University of Applied Science providing guidance, supervision and educational support. The resources needed for this product were provided by the university, DIAK, the work-life partner, Nuoret Kotkat, and the umbrella organisation of the work-life partner, IFM-SEI. The resources are mainly skills, knowledge and experience from the different parties. There is not financial support needed.



### 4.3 Needs assessment

To create a product, there must be an assessment of the need. The need to be recognised must be the evidence of an existing problem, information about research and using existing data. Therefore, for everyone to understand it, the need should be described along with the reason why it is important to take action. (Martin, 2002, 28).

Relevant knowledge during the thesis process was collected, evaluated and summarised in chapter "Literature Review and Key Concepts". From the literature and researched collected, there were no existing materials found that raise awareness on the topic of masculinities and sexual and gender-based violence in Finland in non-formal educational settings in English. However, studies say that the awareness and prevention of the problem should be contemplated when it comes to Finnish context (Phoenix and Peltola 2018).

Nuoret Kotkat is developing a safety guide for leaders, workers and facilitators as their strategy plan for 2020. The safety guide includes the issue of sexual violence and, thus, the handbook is beneficial for the organisation as it is adjusted to their needs. In addition, IFM-SEI, in the current strategy plan, aim to take action on the issue of sexual and gender-based violence. This issue is affecting in international level and they are aiming to have tools and resources to work on it in local level.

The target group of the IFM-SEI and Nuoret Kotkat is children and young people, therefore, targeting people over the age 12, can ensure that young people will get the knowledge and take an active bystander role for a future better society.

### 4.4 Risk analysis

Risk analysis is the process of studying our identified risks. Risks can be threats or opportunities and can occur when it comes to following ethical and

moral norms, delivering the product on time and fulfilling work-partner expectations. If opinions or expectations of one of the parties are not met, there might be some conflicts. Therefore, it is recommended to use a quality analysis, which is used to examine if the needs of the product are satisfied, to measure and evaluate how a risk can affect the outcome of the product. (Dobson 2015, 101-120)

The risk analysis tool for this product is SWOT which is used to analyse the strengths, weaknesses, opportunities and threats. Strengths and weaknesses are internal and under control of the team developing the product. Opportunities and threats are external.

<p style="text-align: center;"><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• Knowledge about values of Nuoret Kotkat</li> <li>• Understanding needs of the organisation</li> <li>• Understanding legislation and research</li> <li>• Knowledge and experience in non-formal education and experiential learning cycle activities</li> <li>• Motivation</li> </ul>	<p style="text-align: center;"><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>• Lack of knowledge how to implement a handbook</li> <li>• Motivation</li> <li>• Lack of knowledge on the topic from the youth leaders and facilitators</li> </ul>
<p style="text-align: center;"><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• Raise awareness on the topic among the members of Nuoret Kotkat</li> <li>• Increasing the use of experiential learning cycle activities within the organisation</li> <li>• Increasing the educational resources</li> <li>• Resources for the safety guide</li> <li>• Low cost</li> </ul>	<p style="text-align: center;"><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• Collecting received feedback to apply it on time</li> <li>• Limited time</li> <li>• Product not adequate for the target group</li> <li>• Sensitive topic</li> <li>• Material might not be understandable</li> </ul>

### Figure 3. SWOT Analysis

The combination of the knowledge, experience, motivation and skills from the social worker from Nuoret Kotkat, the supervisor and the student is considered a strength of this product. The product contains non-formal education methods and the experiential learning cycle is applied in every activity. Fortunately, the student developing the handbook has a large experience on this, and the organisation and the supervisor provide the rest.

To support the weaknesses in a positive way, there was a need for literature and examples of similar handbooks to the product for this thesis. The evaluation of the handbook is important to ensure that the product achieves its goal.

Regarding the threats, the product might not be suitable for services users (facilitators) and for the target group (youth), thus the feedback from the organisation, the youth leaders and other people with no experience in non-formal education methods is important. Moreover, since the handbook contains a sensitive topic, some guidance or tips should be included in it. This would avoid negative outcomes and impact from the sessions/activities and would provide support to those facilitators with less experience on the topic. Additionally, considering the time for implementing the handbook, it might be challenging to collect feedback and apply it on time for an adequate product. In view of that, people giving feedback might be reduced to a small group formed by workers from the central office of the organisation, educational workgroup and inexperienced people on non—formal education methods.

Overall, the development of product consists of many opportunities listed in the table above. This makes it attractive and valuable for the organisation and its members. If the weaknesses and threats are contemplated and there are solutions for those, it should not affect the final product.

## 5 IMPLEMENTATION PROCESS

The implementation process is to execute the plan for the development of the product. For the transition from planning to execution, the plan must be approved by all the parties, an schedule of the implementation of the plan must be established, have ready the resources necessary for the implementation of the product, set up the team and lead the team to perform the tasks. (Dobsen 2015, 123-125) All the previous steps mentioned above were considered for starting the implementation of the product. Information about the workplan, phases of implementation, communication and documentation and meetings can be found below.

Scheduling is important for designing a product. To ensure that we follow the schedule, budget and we are achieving the objectives and goals of the product is recommended to use a performance measurement baseline. Gantt chart can be used to schedule a baseline and it is what we used for the developing of the product. There is some task that are interdependent, meaning that some cannot be started if others are not finished.

The Gantt chart showed in the Figure 4 has been done with Team Gantt, a free of charge platform for small projects. The chart is organised into the initiation – planning- and implementation phase. Each collaborator has their own color to visualise who is responsible for which tasks. The green color refers to the student, the pink one refers to Nuoret Kotkat and the blue ones involved Nuoret Kotkat and the student which are meetings.

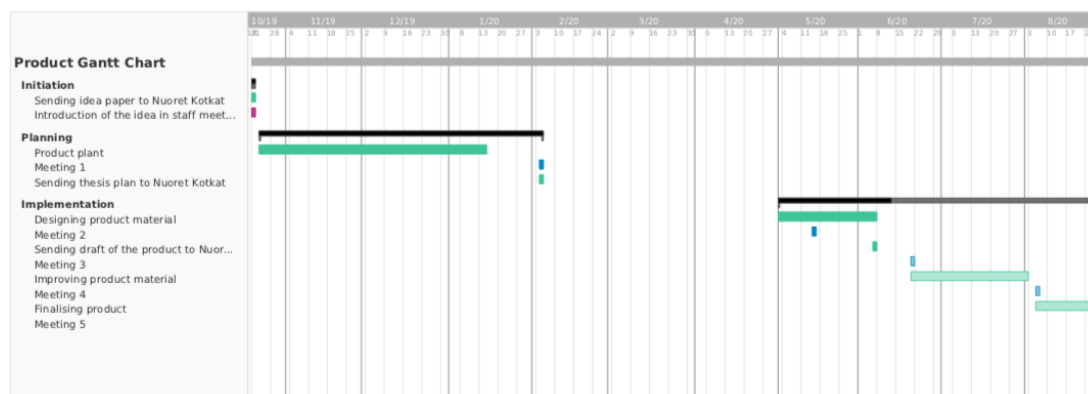


FIGURE 4. Workplan explained in Gantt chart

## 5.1 Initiation and planning

The initiation started by attending a training course on the topic of masculinities and sexual and gender-based violence and realising a follow up project in the Summer camps of Nuoret Kotkat. I became interested in researching more on the topic and the work-life partner had a project in 2020 as part of the strategic plan which this product could fit well. Upon the first contact with one of the workers of the organisation via email, this contacted with the social worker of Nuoret Kotkat and the feedback for the cooperation partner for the thesis was positive.

Following this decision, research on the topic was increased and the thesis plan was written. After approval from the thesis supervisors, a meeting with the social worker and the administrator of Nuoret Kotkat was arranged. The purpose of the first meeting was setting up goals, objectives and discuss about the deadline.

Before starting the implementation, we had a meeting with the work life partner to discuss the contents of the handbook. The idea is to organize and use the resources provided by the umbrella organisation, IFM-SEI, as outcome of the seminar "I Act Exploring Masculinities" and adapt it to the target group and the organisation needs to develop the handbook. The handbook will include tools to prepare, implement and evaluate activities in the framework of non-formal education and using the experiential learning cycle as an approach. The structure of the handbook is based on the I Act handbook and it is the following:

1. Introduction. Why the handbook and brief information about the topic
2. Consideration before starting. It is a sensitive topic and it is important to prepare the facilitator beforehand
3. Definitions. For a common understanding of the terms used for the handbook
4. Experiential learning cycle
5. Activities for over 12 years old with some theory for the facilitators to prepare themselves to implement the activities

The section of consideration before starting has been adapted adding the organisation feedback, especially encouraging participants to not share personal experiences of sexual violence during the activities to discuss the topic. And the section of definitions adapted to the concepts used in the handbook for Nuoret Kotkat.

Regarding the activities, these have been adapted from the seminar "I Act: Exploring masculinities" which were provided from IFM-SEI. The activities have been divided to make them shorter and more accessible to youth leaders and youth. Nuoret Kotkat asked for having short activities of 30-40 minutes because they will mainly use in camps and it is more attractive to youth leaders and participants. The language used and the explanations have been also made accessible for people who do not have knowledge on the topic and, theory for the activities which needed it has been added to support facilitators to implement the sessions.

## 5.2 Implementation

The process has been delayed according to the initial plan. The implementation phase started two months later because of the overload of work for the research student and the situation with the COVID-19. Hence, the first draft was ready by June instead of April-May as initially planned. Nevertheless, this did not affect the collaboration and the involvement of the stakeholders.

Sending a first draft to the work life partner facilitated the overview of how the handbook would look from the student perspective. The intention was to obtain feedback from Nuoret Kotkat to adjust it to their needs.

During Summer 2020 and taking into consideration the holidays from the supervisor from DIAK and from the social worker from Nuoret Kotkat, the development of the second draft has been done and delivered for more feedback. Having contemplated and applied all the comments and feedback from the first draft, after delivering the second draft of the handbook, only few

small changes were asked to apply. Thereby, the product has been finalised as it was planned.

### 5.3 Communication and Documentation

Communication is crucial during the whole project process. Thereby, there was constant communication with the thesis supervisor and the work partner supervisor to track the process. The aim was to inform about updates on the product, solve doubts, monitor risks and ensure that the product meets the goals, objectives and quality. The communication has been via email and having online meetings, due to the COVID-19 situation. Each meeting was prepared with an agenda including the goal and the questions that needed to be discussed. Meetings were proposed by email and the participants agreed on the day and time a week beforehand. As the meetings were mainly between two or three people, it was easy to arrange in short period notice. The meetings were held between only two parties; however, the other parties were informed about the results of those meetings.

The workplan was shared with all the parties through the thesis plan, and in case of changes, the parties were informed as soon as possible. Nevertheless, in every meeting the development of the process was discussed, and the deadlines informed.

Regarding the documentation, the official forms needed for academic research – such as research permit, plan and cooperation agreement for work-life collaboration, and thesis agreement – were provided by Diaconia University of Applied Science. The forms can be found online on the website in both languages – English and Finnish – although English was the only one used as it was the main language of the academic research. The forms have been signed and shared digitally because face-to-face meetings were not possible.

### 5.4 The handbook: Exploring dominant masculinity

The handbook contains the following parts. See Figure 5

<b>INTRODUCTION .....</b>	<b>3</b>
WHY THIS HANDBOOK? .....	3
CONSIDERATIONS BEFORE STARTING.....	3
DEFINITIONS .....	4
EXPERIENTIAL LEARNING CYCLE.....	6
<b>ACTIVITIES.....</b>	<b>7</b>
LET'S TALK ABOUT MASCULINITIES (40 MIN).....	8
INTRODUCTION TO GENDER AND MASCULINITY (1H) .....	9
GENDER SOCIALIZATION (30 MIN).....	12
THE MAN BOX (30 MIN).....	13
STATISTICS QUIZ (30 MIN).....	15
MASCULINITY AND RAPE CULTURE (45 MIN).....	17
MASCULINITIES, POWER AND OPPRESSION (1H).....	18
<b>APPENDIX 1 .....</b>	<b>20</b>
<b>APPENDIX 2 .....</b>	<b>23</b>

FIGURE 5. Table of contents of the handbook

In the chapter of *Initiation and planification* can be found a short explanation of each part. The Introduction contains, mainly, information about the handbook and how to use it. Each activity includes aims, objectives, material, preparation required, step by step with a debriefing part to reflect on the activity. Some of them, also, include theory which is necessary for the implementation of the activity and to support the facilitators. And the appendix are prepared materials for those activities which require it (Masculinity and rape culture and Masculinities, power and oppression).

Nuoret Kotkat is responsible of the graphic layout and the translation into Finnish which will happen after the publication of the thesis. The product is presented to the office and the educational team in September for evaluation, but the launching of the handbook will be after the publication of the thesis when the graphic layout and the translation into Finnish is ready.

The handbook will be shared by Nuoret Kotkat in digital format in their website, hence, everyone can access and use it. There are possibilities of sharing the handbook to sister organisations and other organisations they co-operate with, which make it possible for people outside Nuoret Kotkat to use it. However, Nuoret Kotkat decided not to distribute it actively.



## 6 ETHICAL CONSIDERATIONS

For the development of this product, ethical responsibilities must be considered. These includes ethics on the research process, “respect for individuals and institutions being studied and responsibility for the use and dissemination of the research” (National Committees for Research Ethics in Norway 2006).

As the aim of the product is to provide a useful and quality handbook to the different members of the organisation, hence the ethical principles called ‘democratic participation and reciprocation’ and ‘equality and inclusion’ by Gothoni (2018) as part of the Ethical principles in Exploratory and Developmental work are contemplated. These are especially considered when consulting the opinion of the members of Nuoret Kotkat and its workers on the topic and methods to be applied to involved them in the implementation of the product. During the development of the project is important to remember and apply the values of the organisation which I acknowledge for being volunteering with them for five years.

The research for this handbook is related to youth as the activities of the handbook are elaborated for over 12 years old. Considering this, the product must be adapted to the age and knowledge of the participants (National Committees for Research Ethics in Norway 2006). All the members of the organisation working with children and implementing the handbook must provide the criminal records extract for working or volunteer with children (Oikeusrekisterikeskus, 2019). It applies to workers and volunteers. Additionally, children taking part of the activities of the organisation must be authorised by their parents using a consent form. It is important to ensure when implementing the activities that all children have the consent form signed.

Regarding the sensitivity of the topic, the activities will be adapted to the stage of understanding of the target group. It will also be reminded in the handbook that sexual violence is a sensitive issue and it is important to keep in mind that

young people and leaders we are working with may be survivors. Nuoret Kotkat provides trainings for future youth leaders to young people within the organisation. It is recommended, considering the sensitivity of the topic, that facilitators implementing the activities have participated on those trainings, have experience working with youth or have the support of more experienced youth leaders. The activities and discussion could trigger the participants. Therefore, it is important to take responsibility when facilitating the activities to make the participants feel safe and supported by explaining beforehand the content of the activities assuring that participants can take a break during the activity or decide whether they want to take part of it (IFM-SEI 2017).

The activities used for the handbook are extracted and/or adapted from educational resources used for the training course I Act: Exploring masculinities from our umbrella organisation with the support of the European Youth Foundation of the Council of Europe (IFM-SEI 2019) with reference of it, avoiding plagiarism. All these activities consider Children Rights during the whole process. Starting from the design of the activity, going through the implementation and having a debriefing/evaluation of it.

Furthermore, ideas and quotations used from other publications or research material have been referenced using the APA referencing style and applying a good reference practice

To ask for feedback from youth leaders and workers on the handbook, research permit is required. The feedback was asked by email using Nuoret Kotkat email addresses. The organisation was asked for permission to contact youth leaders to contribute to the evaluation of the handbook. Youth leaders were informed of the topic and aim of the thesis and how their feedback would be used. They were also acquainted with being voluntary the participation in the feedback team to evaluate the product.

## 6.1 My position as a researcher and as a volunteer in the organisation

While developing this thesis, I had ethical dilemmas when doubting if this product was necessary in Nuoret Kotkat and in Finland or it was just something that I wanted to fit in from my perspective from inside the organisation.

During the Summer camps in 2019 when we implemented some activities related to the topic, one of the youngsters who was assisting me in one workshop told me that they know in Finland about gender equality and that the activity I was running was useless. It was an activity for under 12 years old about what hobbies does which gender. It was interesting for the youngster and for me to see how the first reaction for those children was to put the stereotyped considered for girls in the girls side and the stereotyped considered for boys in the boys side, to following with self-reflection expressing how they actually practice those hobbies and they are not the gender where they first classified it. The activity included a neutral zone where they could also place the hobbies cards.

The story mentioned above, made me consider how challenging would be to tackle the topic with participants thinking that gender equality is already solved in Finland. Thus, intersectionality is one of the approaches for this thesis. Furthermore, discussing with people from inside and outside the organisation the topic, researching on literature, along with learning more about the issues related to the topic and how this is actually a problem everywhere but in different levels of intensity, made me realise that there was actually a need for this product. Thereby, to develop the thesis and handbook, the target group contemplated were participants and, also, non-participants from Nuoret Kotkat to make it more accessible. Adding to that, not taking the knowledge and perspective of the participants for granted.

Moreover, as the activities used in the handbook are an adaptation of the ones used in a seminar, I had reflections on how ethically correct was to use them for this thesis. Those activities were acquired from IFM-SEI after an email send by me explaining about the thesis plan and asking for the resources to develop the thesis. Permission to use them was given with the condition of mentioning in the thesis where the resources come from and who funded the project. Both, in this thesis and in the handbook, is mentioned the origin of the activities and

the European Youth Foundation funding for the seminar. Meaning that I am not taking ownership of the activities.

During the whole process I was aware of needs and values of the organisation, the literature and the goals to preserve a professional role.

## 7 EVALUATION

In this chapter, I will describe the evaluation process of the product. It is important to determine whether the goals have been achieved and to what degree. There are three things to evaluate in this product based on the goal-based model: efficiency, effectiveness and impact. Goal-based model is the most often used and the easiest to use and it consists on determining the actual outcome of a product or project when compared to the goals of the original plan. (Boulmetis and Phyllis 2011).

The following table (see TABLE 2) includes the phases of the evaluation with the dates when the drafts were presented, when the feedback was received, which platform was used and who provided the feedback.

TABLE 2. Phases of evaluation

What	Presented	Feedback	Platform	Who
1 <sup>st</sup> draft	5/6/2020	10/6/2020	Email	Nuoret Kotkat thesis supervisor
2 <sup>nd</sup> draft	25/7/2020	3/8/2020	Email	Nuoret Kotkat thesis supervisor
3 <sup>rd</sup> and final draft	19/8/2020	22/8/2020	Email	Nuoret Kotkat thesis supervisor and Secretary General
SWOT analysis	4/9/2020	7/9/2020	Email	Nuoret Kotkat thesis supervisor
Final draft evaluation	4/9/2020	13/9/2020	Email	Feedback team formed by youth leaders

The efficiency of the product refers to an analysis of the costs. This includes human resources, material and time. The goal was to have the handbook ready by Autumn 2020 using resources provided by IFM-SEI. The resources

were collected by February 2020 and the final draft has been presented to the work-life partner in August 2020. The original plan was to start working on the implementation of the handbook in February, but for personal reasons it did not start until May. Fortunately, when planning the implementation, there was a realistic consideration of possible changes and obstacles on the process and it did not affect the schedule. Nevertheless, to avoid delays on the plan, the implementation phase was intense maintaining high workload days. One of the goals was to provide the handbook in Finnish, as the organisation is based in Finland and it is the main language they use, but due to the lack of time the handbook will be in English and, eventually, some youth leaders and/or workers will translate it into Finnish.

The effectiveness refers to the accomplishment of the purpose. In this case, it means producing the expected result, which is developing the handbook. The handbook has been produced with the content that was agreed in the planification phase. According to the feedback from the social worker and Secretary General of Nuoret Kotkat, the handbook "is looking good and have many great activities, it is clear, nice and compact and it would probably serve the needs of a facilitator interested in the theme" (N. Heiskanen, personal communication, August 6, 2020). During the process of feedback from the different versions of the draft, there was input on having shorter activities to make those more attractive in time consuming. Moreover, the language and terminology of the handbook should be accessible for facilitators with different level of knowledge on the topic. In addition to that, One of the suggestions was to share the handbook with a person no familiar with non-formal education methods for ensuring that any person could implement the activities as these are explained. For this, I asked a classmate from bachelor's degree of Social Services of DIAK UAS to go through the activity and inform me if these are accessible for non-experienced in non-formal education methodology. The initial idea was to involve all the districts of Nuoret Kotkat for feedback to make the process more participatory and obtain a better quality of the product, however, due to lack of time the feedback came from two workers from the main office.

Regarding the impact which is in long term how the product will influence the organisation, unfortunately on the time writing this thesis is not possible to

evaluate. The product needs to be put in practice and used by the Nuoret Kotkat with the recommended target group to evaluate after implementing the activities, the impact that these activities have on the participants and in the organisation. Thus, the work-life partner will be the one responsible for the evaluation after the publication.

### 7.1 SWOT evaluation and feedback from the team of youth leaders

At the beginning of September of 2020, the thesis supervisor, the secretary general and a team formed by youth leaders from Nuoret Kotkat were asked for a SWOT evaluation of the handbook. The result of that evaluation was the following. See Figure 6.

INTERNAL FACTORS	
STRENGTHS (+)	WEAKNESSES (-)
<ul style="list-style-type: none"> <li>- The handbook has good instructions to sessions, and it is accessible to people with no experience in non-formal education</li> <li>- Important terms are explained in the handbook</li> <li>- Acknowledgements in the start of the handbook</li> <li>- Sensitivity of the topic is discussed</li> <li>- The handbook is suitable for use with any group of youngsters</li> <li>- The common definitions of the terms and concepts are made by the group of participants</li> </ul>	<ul style="list-style-type: none"> <li>- The activities have not been tested with a group before finishing the handbook</li> <li>- NKK youngsters and group leaders have not been part of the designing process</li> </ul>
EXTERNAL FACTORS	
OPPORTUNITIES (+)	THREATS (-)
<ul style="list-style-type: none"> <li>- The use of the handbook by youth leaders raises awareness on the theme and this may prevent the issue</li> <li>- Participants take the theme seriously and are interested in the activities and learn</li> <li>- Improvement ideas for the organisation</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of using the handbook</li> <li>- Intimidation to use the handbook or misunderstanding how to use</li> <li>- Participants act insensitively during activities and cause damage to others</li> <li>- If the group of participants is quiet, they might not participate in discussions</li> </ul>

Figure 6. SWOT evaluation analysis

As strengths, the handbook has good instructions to sessions, and it is accessible to people with no experience in non-formal education. Further,

important terms are explained in the handbook, the sensitivity of the topic is discussed adding acknowledgements in the start, and the handbook is suitable for use with any group of young people. However, as weaknesses, the activities have not been tested with a group before finishing the handbook and Nuoret Kotkat youngster and group of leaders have not been part of the designing process.

As opportunities, the use of the handbook by leaders will make people more aware of the theme and this may prevent problems. In addition, the group of participants taking part of the activities from the handbook will take the theme seriously and will be make them be interested in the activities and learn from it. Although the older leaders on board might find this topic out of their comfort zone, this might even give improvement ideas for the organisation. Nevertheless, as threats, the evaluation says that leaders might not use the handbook, might misunderstand it or they might feel intimidated by the theme. Regarding the participants, they might act insensitively during the activities and cause damage to others. And because Nuoret Kotkat is, unfortunately, mainly Finnish people, there is a possibility that some of the discussion might not succeed and some of the objectives might not be fulfilled. Considering this threat, it has been added to the handbook a proposal of using silence discussions when the group of participants is quiet. The silence discussion consists on having the questions on flipchart paper and the participants answer individually writing down their opinion. It has been also suggested to use the safe space and start with easier workshops provided to make the group feel more confident to discuss the topic.

Generally, there are more strengths than weaknesses. The content of the handbook is considered basic enough for the youth of Nuoret Kotkat and to start reflecting about the whole concept and severity of hegemonic masculinity. The weaknesses are transformed into recommendations for future similar products in this thesis which would be to test the activities before publishing the handbook and involved youth leaders in the design process. Regarding the opportunities and threats, there are more of the seconds ones, however, most of them are related to using the handbook by youth leaders. Thus,



implementing a training for facilitators to familiarize with the handbook is encouraged.

## 8 PROFESSIONAL DEVELOPMENT

The literature review and key concepts chapter was the most challenging and educational part of the thesis process. My passion for the topic made it difficult to narrow the concepts and what I should focus on. This affected in the starting of developing the product which I found challenging to organise my ideas.

I set up a timetable with the task to do to achieve the deadlines, but during few months I had no motivation to work on the thesis because of the overload of work and other personal issues. It would have helped to have a clearer calendar with realistic time of dedication to elaborate it per week and be more consistent. Be aware that it is a process that needs constancy and cannot be left for the last minute. I actually had a realistic timeline and, although I had a break of two months, it did not affect that much. When I realised that I did not have much time left, and to motivate myself, I used the ten minutes rule suggested for a friend of mine. Every day you sit and write for ten minutes. It is not much, but the trick is that when I spent the ten minutes, I was so focused on writing and inspired that I did not want to stop.

The feedback from DIAK, from Nuoret Kotkat and from friends who read my thesis to improve it, especially with the grammar, was crucial for keeping my motivation in writing even in those moment when I was lost and I did not know how to continue with the thesis process.

The improvement of my professional skills and knowledge, throughout the whole thesis process, was significant. I aimed to increase knowledge, that was needed for the project, by researching the phenomena of sexual and gender-based violence and by applying the right tools for the project. Observation of service users need and active collaboration with the working life partner was the key in the development of project.

## 9 CONCLUSIONS AND RECOMMENDATIONS

Research and literature on the topic of hegemonic masculinity in sexual and gender-based violence can be found in this thesis. This information has been needed for the justification of the topic of the product and the relevance in social science and work community field.

In Finland, the issue of masculinities from gender perspective and intersectionality has to be addressed, especially with youth, (Phoenix and Peltola 2018) and this handbook is aiming to do so in non-formal education settings. The organisation considers that, when discussing the topic, more visibility should be given to other genders to avoid binarism. Furthermore, including intersectionality to consider other layers of identity and discrimination which occurs also in Finland (Phoenix and Peltola 2018). Reflecting on the issue beyond white race and middle-class people to include those less privileged and minorities.

Findings start from the purpose of the handbook and target groups to how to plan, implement and evaluate it. Most of the hours dedicated to this thesis were on collecting relevant information to ensure empirical evidence.

During the planning stage, ethical considerations were established, which were based on international and national legislation, including human and children rights. Ethical dilemmas, as a researcher and a volunteer in the organisation, were encountered during the planning and implementation of the product. Nevertheless, they were negotiated and considered to preserve a professional role in the development of the thesis.

There were some challenges during the development of the handbook regarding to schedule. There was a two months gap in the process, but this

did not affect the deadline. However, I recommend providing the draft of the product well in advance to ensure enough time for feedback if a participatory designing process and a quality result is wanted. Other recommendation for future products similar to this one is testing the activities with a group before launching the product. This will ensure activities being appropriated considering that every person might experience situations differently and it might not cause the same impact to each participant.

The handbook can be used for any NGO working on the topic or interested to work on the topic and it is open for improvement for future versions. It will be accessible by anyone through Nuoret Kotkat website. The Education Committee of Nuoret Kotkat will be in charge of updating of the handbook, if needed. Additionally, a training for the facilitators to build confidence and familiarise with the topic and the activities is advisable, regardless, this will not be implemented in this thesis.

Making accessible the handbook to anyone, will facilitate social services professionals and schools to use it to reach the young society. Raising awareness on gender and masculinity in sexual and gender-based violence would prevent masculinity along with violence in the society. Especially if this is discussed in schools, which would prevent boys using violence as a way to gain prestige and influence power relations.

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## APPENDIX 1. THE HANDBOOK



# Exploring dominant masculinity

Handbook of educational activities to understand the impact of  
dominant masculinity in sexual and gender-based violence

For over 12 years old

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## INTRODUCTION

### Why this handbook?

This handbook is an educational tool for social change with a pack of activities designed to provide resources to the facilitators of Nuoret Kotkat to run activities for raising awareness and challenging how over 12 years old understand sexual and gender-based violence and to tackle masculinities in the context of sexual and gender-based violence.

The handbook is a follow up of the seminar I Act: Exploring masculinities held by IFM-SEI in cooperation with the Council of Europe's Youth Sector and founded by the European Youth Foundation.

Before using the activities, we suggest going through the handbook to familiarise yourself with the topic, the terms and the activities. Sexual and gender-based violence is a sensitive topic and it is important to be well-prepared before running activities with youth.

### Considerations before starting

1. Sexual and gender-based violence is a sensitive issue. When working with young people is important to consider that there may be survivors, meaning that some activities and discussions could trigger memories and thoughts from previous experiences. As facilitator, you are responsible for people's reactions. Ensure that participants feel as safe and supported as possible to take part in the activities. Beforehand, explain the content of the activity and offer them to take a break if they need it. Highlight that during the workshop participants should not share personal experiences of sexual violence or similar. We are not talking about our own lives in the activities but discussing the topic. If any participant feels like sharing something personal, we encourage them to do it after the session, in a safe space and with the facilitators.
2. You should do everything you can to prevent sexual violence but be aware that you will not be always able to avoid incidents. The

perpetrators will try everything to commit sexual violence as it is a pre-mediated action.

3. This handbook is a follow up project of an IFM-SEI training course. We are not providing professional advice. The aim of the handbook is to reflect on the topic and think how to work with young people.

## Definitions

This section aims to provide a definition of the terms used in this handbook, so everyone understands the terms in the same way. There may be disagreements with the definitions below, thus, we encourage to give feedback to improve.

**Androgynous** is the combination of masculine and feminine characteristics into an ambiguous form

**Bystander.** Person who observe an unappropriated behaviour.

**Active bystander:** take an action to help to end the situation.

**Passive bystander:** do not give importance to the situation and do not feel the responsibility of acting

**Cis** is a term for people whose gender identity matches their sex assigned at birth

**Complicit masculinity** which is a form of masculinity that does not include all of the qualities of hegemonic masculinity but does not challenge it, either. (R.W.Connell)

**Cross dressing** is the act of wearing items of clothing not commonly associated with one's sex

**Drag** refers to the performance of masculinity, femininity, or other forms of gender expression

**Gender socialization.** is the process by which we learn our culture's gender-related rules, norms, and expectations.

**Hegemonic masculinity.** A social construction practice that shows how men are in a dominant position in society and over other genders, including other men, making a society unequal in gender. Constantly proving their heterosexuality, independence, competitiveness, risk-taking, self-discipline, physical toughness, aggression, violence, emotional

control, being the primary provider and taking the initiative, marginalizing other ways of being a man. (Hinojosa, R., 2010)

**Perpetrator.** Person who commits the act of sexual violence

**Rape culture.** An environment in which rape is prevalent and in which sexual violence is normalized and excused in the media and popular culture

**Sexual and gender-based violence.** Any unwelcome sexual act, intention of obtain sexual act, including verbal or physical actions directed against individual or groups of individuals on the basis of their gender. (OHCHR, 2014)

**Sexual harassment.** Unwelcome behaviour of a sexual nature which can be verbal or physical (Equal Employment Opportunity Commission)

**Spectrum.** Used to classify something in terms of its position on a scale between two extreme points

**Subordinated masculinity** is a form of masculinity in which a person lacks many of the qualities of hegemonic masculinity while also expressing qualities opposite to hegemonic masculinity. For example, it may involve acting in a feminine way, being overly emotional, or not being heterosexual. (R.W.Connell)

**Survivor.** An empowering term to call the victim meaning that the person has experienced sexual violence and survived.

**Trans** is an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth

**Victim.** Person who experience or has experienced sexual violence or other harassment.

## Experiential learning cycle

The activities will be applying the experiential learning cycle as an approach which is a concept developed by Kolb, D. A. Although not always the four phases are obvious, when planning the activities this four-stage cycle is in mind. (See figure 1)

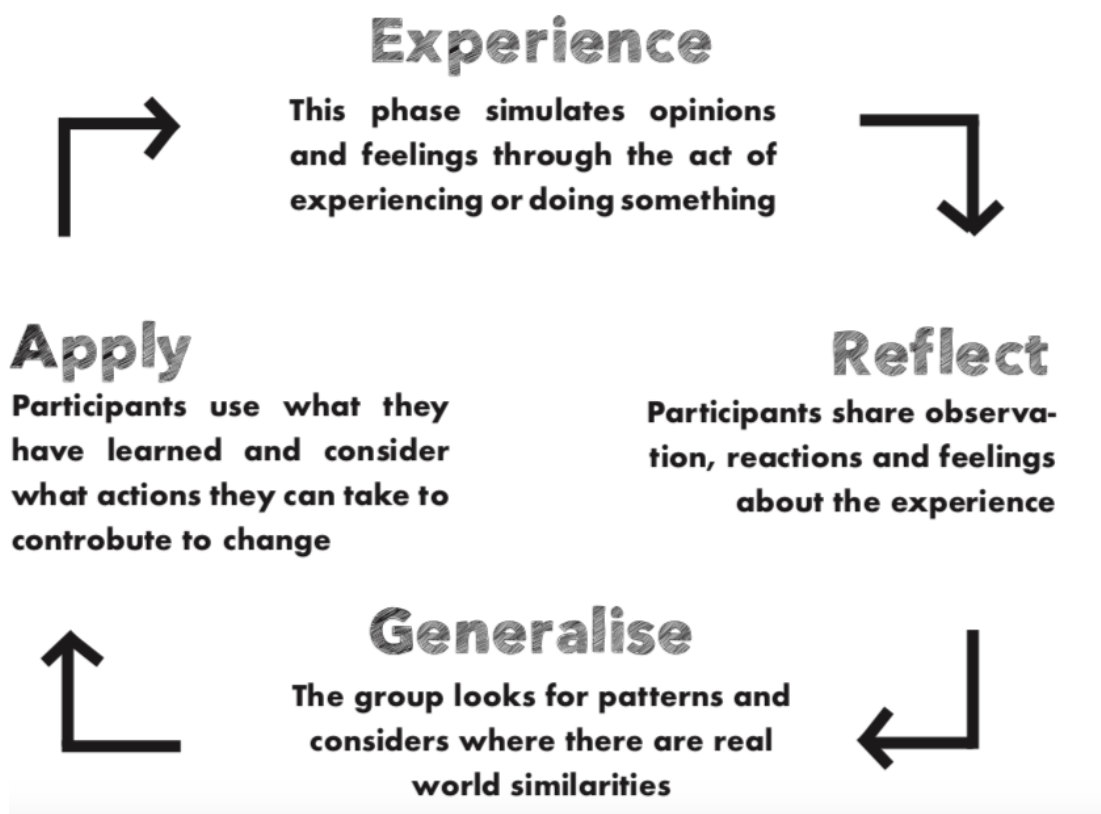


Figure 1. Kolb's Experiential Learning Cycle by IFM-SEI

## ACTIVITIES

- Each activity indicates the estimated duration.
- The activities can be adapted to the group, combined and divided to have breaks in between.
- Some activities include theory to support the facilitator in implementing the activity.
- You can use silent discussions if the group is quiet. In silent discussions, write the topics on flipchart paper and the participants answer them individually, writing down their opinion. Safe space and starting with easier workshops might make the group feel more confident to discuss.

Let's talk about masculinities (40 min)

Objectives:

- Reflect how masculinity is seen in the society
- Understand what hegemonic masculinity is

Materials:

- List of statements
- Posters with agree/disagree
- Flipchart

Step by step

1. *Word race.* 2 teams – each team forms a line behind a flipchart. Teams are presented with a word and have 90 seconds to write as many words as possible that they associate with the original word. Each participant writes a word, then hands the pen to the next person in the line. No censorship – whatever word comes to mind.

After a couple of warm-up words (food, music, transport etc.) this is done with the word “masculinity”.

2. *Agree/Disagree.* Place in one side of the room/space a poster with “Agree” and in other side “disagree”. Read the statements aloud, give time the participants to place themselves and ask why they are in that side. Participants can also place themselves in between.

Statements:

- Women or other genders are better taking care of children than a man.
- It is OK for a woman to carry condoms.
- Men need to have sex more than women or other genders
- A person being emotional in public is not masculine.
- It is OK for a man to show their weaknesses.
- To proof someone's manhood, the person should defend the reputation with force if they have to
- Men are expected to take care of their family
- It is OK for a women or other gender to be stronger than man

3. *Debriefing.* After the reflection in every statement and the word extracted from the race, discuss with the participants what they think masculinity is and the difference with hegemonic masculinity (check the chapter of definitions)



## Introduction to gender and masculinity (1h)

### Aim:

- Understand the concept of social construction gender and the different concepts of gender
- 

### Objectives:

- Participants understand the difference between sex and gender
- Participants know the different aspect of gender (identity, social role, expression)
- Participants understand masculinity as a form of behaviour and social position
- Outlining a working definition for hegemonic masculinity
- Outline different aspects of our societies that reinforce (hegemonic) masculinity

### Materials

- Moderation cards (green, red, yellow), markers, pin boards with the terms *sex*, *gender identity*, *gender role* and *gender expression*, pins or tape

### Step by step

1. Ask participants to think/draw/write down or pick up from the surroundings something that represents their personal experience with masculinity. It can be anything, e.g. a piece of clothing, a book, a poem or short video. It can also be something that stands for or symbolizes something, for example, a hobby or an abstract idea. Please consider, that you will be sharing your “thing” with the whole group.
2. **Explaining sex and gender.** (see *Theory 2*) The facilitator pins the broad terms *sex*, *gender identity*, *gender role* and *gender expression* to a pin board or wall. In the following exercise more cards will be added under those categories.
  - Then they shortly ask the group what they think the different categories mean. The answers will be classified.

Afterwards they explain the missing parts, highlighting especially that *the meaning of sex and gender have been created through social interaction. People attach meaning to the things around them and behave based on those meanings. These meanings can be different based on society and the situation around. Example: the value of the currency.*

3. **Sharing session: The thing about masculinity** The Participants share their “thing” they chose from the step 1 with the group: Why does that specific thing symbolize masculinity for you?
  - During the sharing, the facilitator writes down key words about masculinity on moderation cards: green, red and yellow. (See *theory 1*)
  - If necessary, split the group in smaller groups so the sharing process won't take too long

#### 4. Debriefing.

- How do you feel?
- What do you think about the 3 different terms (hegemonic, complicit and subordinated)?
- What is considered to be especially masculine (hegemonic masculinity)?
- How do people around you or yourself support and reinforce those traits (complicit masculinity)?
- What is considered especially un-masculine (subordinated masculinity)?
- How can we improve the situation?
- Would you like to add something?

#### **Theory for the activity:**

*Theory 1.* Beforehand the facilitator pins the head categories to a wall or pin board:

- Hegemonic masculinity (green)
- Complicit masculinity (red)
- Subordinated masculinity (yellow)

This understanding of masculinity comes from Australian sociologist Raewyn Connell. The facilitator explains that in her understanding masculinity refers to a certain set of behaviours and tactics (to establish power and domination) and to a social position. This can also be explained on the fly when certain keywords are presents (e.g. differentiation from “girly” activities).

The group comes back together, present their results and categorizes them. The facilitator explains that hegemonic masculinity refers to a dominant masculinity in a certain time and space, so for example the result inside right wing organizations, amongst rich people or in another part of the world might be very different.

#### *Theory 2.*

Sex refers to the physical characteristics of the reproductive system:

- Hormones
- Chromosomes
- External genitals
- Internal genitals
- Secondary gender markers

The focus should be to explain that despite its seeming factuality the distinction into exactly two sexes (*male* and *female* – pin them at the board) are mere interpretations of those physical traits. Other cultures and times did have other understandings. Also, one should highlight, that although *intersex* people (pin it) quite obviously do not fit into a dichotomy, newer research suggests that neither do most people who would not be classified intersex.

The opposite is *endosex* or *dyadic sex* (pin it).

*Gender identity* refers to how a person understands themselves, e.g.:

- Man
- Woman
- Transgender
- Non-binary

- Intersex
- Agender
- Two-Spirit
- ...

One should highlight, that the terms *cis* (pin it) and *trans* (pin it) do not necessarily refer to identities, but mostly to social positions.

*Gender role* refers to the expectation people have for us based on our assumed gender.

*Gender expression* finally on the one side refers to how we express ourselves to highlight our gender identity or role and on the other side how others perceive us:

- Clothing
- Hobbies
- Behaviour and habitus
- Speech
- Make-up
- Hair length
- ...

Those traits could be classified as *masculine*, *feminine* or *androgynous* (pin it), but reality is much more complex – also (as we will learn) the terms masculinity and femininity refer to much more than just a way of expression.

*Drag* and *cross dressing* (pin it) are also forms of gender expression.

## Gender socialization (30 min)

Aim: Introducing the concept of gender socialisation

Objectives: Understand how stereotypes and socialisation is related to the concept of gender

### Material

- Flipchart, pens

### Step by step

1. Word race. 2 teams – each team forms a line behind a flipchart. Teams are presented with a word and have 90 seconds to write as many words as possible that they associate with the original word. Each participant writes a word, then hands the pen to the next person in the line. No censorship – whatever word comes to mind.

After a couple of warm-up words (food, music, transport etc.) this is done with words “man” and “woman”.

### Discuss:

- a. What is different in the lists that relate to men and the lists that relate to women?
- b. What do the participants think about this? Why are some words there?
- c. Why are some words on one side and not the other?
- d. Circle stand out words – go for descriptive stuff such as “brave” or “caring”, rather than bits of anatomy

### Bring up stereotypes / socialisation

2. Defining gender socialization. On two different flip charts ask for people’s associations with words “gender” and “socialisation” - and come up with one definition of *Gender socialisation*.

## The Man Box (30 min)

### Aim:

- Exploring the process of “male socialisation” and its effects on individuals, their relationships and society as a whole.

### Objectives:

- Introducing the concept of the “man-box”
- Provide opportunities to understand how the “man-box” limits opportunities and experiences for boys and men and impacts on women and girls

### Materials

- Flipcharts, Pens, Laptop, Projector, Blue tack, manbox, paper, ball of wool, “manbox” sticky notes

### Preparation required

- Build + decorate manbox

### Step by step

1. Tony Porter: A Call to Men. Show TED talk:  
[https://www.ted.com/talks/tony\\_porter\\_a\\_call\\_to\\_men?language=en](https://www.ted.com/talks/tony_porter_a_call_to_men?language=en)

### Discuss

- What do people think? Initial comments?
  - How did Tony's experience impact on him?
  - Are people aware of similar messages within organisations/societies?
  - How is breaking out of the man box beneficial to men?
2. Give each group of 3-5 people a cardboard box, sticky notes and pens. Ask them to write down expectations on how to “be a real man” (normative masculinity) in their society. Write these in the form of characteristics (e.g. strong, wealthy, always horny). Put the sticky notes on the cardboard box, then read some of the sticky notes from each group out loud  
What happens if you do not live up to these expectations?
    - Do you think that it is possible to live your whole life within the box and never step outside of it?
    - How would it feel to always make sure to be all of those things?
    - We know that most people fall completely or partly outside of this box. And some would like to be more outside of the box but fear the repercussions. How can we make it easier to be outside of the box and show people that they are brave for standing outside of it despite the norms?

3. Experiencing the man box. All stand in a circle. Take a ball of wool, hold on to one end and throw the ball to someone else. Each time someone pass on the wool they are asked to name a message that society is giving boys and young men about how to be a man. This can be personal or depersonalised. When everyone has had the wool talk about how it would feel to be caught in the middle of the net. Then ask for things we can do to either break free from/challenge the man box or one reason why it is beneficial for men to challenge this and then free the throw.

## Statistics quiz (30 min)

### Aim:

- Exploring the process of “male socialisation” and its effects on individuals, their relationships and society as a whole.

### Objectives:

- Present statistics on gender-based violence

### Preparation required

Update statistics to the latest year

[https://www.stat.fi/til/rpk/2018/15/rpk\\_2018\\_15\\_2019-06-06\\_tie\\_001\\_en.html](https://www.stat.fi/til/rpk/2018/15/rpk_2018_15_2019-06-06_tie_001_en.html)

### Step by step

1. Statistics quiz. Ask questions, give 4 possible answers. Participants can go to one corner of the room based on what they feel the answer is. Discuss and share why they chose their answer and reflect on the correct answer.

### Statistics

1. How many victims of domestic violence and intimate partner violence were reported in 2018 in Finland?
  - a. 500
  - b. 2200
  - c. 9900**
  - d. 5100
2. Among adults, what is the per cent of women were victims of domestic violence and intimate partner violence in 2018 in Finland?
  - a. 45,6
  - b. 98
  - c. 76,5**
  - d. 37,2
3. From all the victims of domestic violence, what per cent were minors in 2018 in Finland?
  - a. 5,7
  - b. 24,4**

- c. 52,1
  - d. 18,2
4. Of all suspects, what per cent were men?
- a. 77,6**
  - b. 12,4
  - c. 54,2
  - d. 49,3
5. The per cent of victim who had been the victims of domestic violence and intimate partner violence more than once in 2018 is...
- a. 10
  - b. 20**
  - c. 30
  - d. 40
6. From the 20 percent of the victim who had been victims of domestic violence and intimate partner more than once (from the previous question) how much of the per cent were women?
- a. 5
  - b. 20
  - c. 84**
  - d. 56

Suggested questions for discussion:

1. Do you think other genders besides woman and man are included in this statistic? Do you think other genders should be included?
2. What do you think about the numbers and percentages?
3. Do you think all the victims report?
4. Do you think all victims are taken seriously? Do you think some victims have less voice in situations like this?
5. Do you think all men report? Why?
6. How do you think people who do not identify as men or women might feel about this classification?
7. Do you think violence from men against other men are considered?
8. What could we you as youth organisation do to reduce these numbers?



## Masculinity and rape culture (45 min)

Aim: Exploring the process of “male socialisation” and its effects on individuals, their relationships and society as a whole.

Objective: Provide information on how masculinity is reflected in the media

Material: Adverts Appendix 3

Preparation required: put together presentation with adverts relating to rape culture

Step by step

1. Masculinity and rape culture. Show adverts.
  - What messages are the adverts giving about being a man?
  - How do the adverts display women?
  - What do the adverts say about the relationship between men/women?
  - Are these messages harmful or harmless? Why?
2. How do our organisation challenge harmful gender roles? In groups, discuss the following:
  - Can you identify attitudes / beliefs about masculinity that could potentially be harmful within your organisations? If so how?
  - Think of ways that these attitudes could be challenged, both in day to day life / activities, and via specific workshops / campaigns / programs.

## Masculinities, power and oppression (1h)

### Aim:

- Exploring how masculinities are related to power and control, both on a societal and an individual level.

### Objectives:

- Introducing the link between gender stereotypes and gender inequality
- presenting a definition of domestic abuse and coercive control
- gain an understanding of how victim blaming, and perpetrator excusing are used to maintain power in an intimate relationship

### Competences to be developed

- Knowledge about dynamics of domestic violence and how it relates to maintaining power and control
- Skills: Ability to identify victim blaming / perpetrator excuses. Ability to reflect on own privilege and how it impacts on our relationships.
- Attitude: Awareness of how gender socialisation legitimises power of “masculine men” over others. Awareness that domestic and sexual violence are men's issues and inherently related to male dominance.
- 

### Materials

Flipcharts, pens, moderation cards, Duluth power& control wheel printed (Appendix 2)

### Preparation required

Print Duluth power & control wheel, research statistics and data around domestic abuse, write moderation cards for temperature line

### Step by step

1. Master & servant. Group up in pairs. Assign person A and person B. Explain that for the next 2 minutes, person B needs to do anything that person A tells them to do. Person A need to make sure that they are keeping person B safe from any harm. After 2 minutes, switch within the pairs and allow this to happen again:

#### Discuss:

- How did it feel to be the master?
- How did it feel to be the servant?
- Were there any feelings of revenge for the second master?
- What is like to be powerful / powerless?

2. Prepare moderation cards with different behaviours / feelings etc. written on them – one word per card, and hand them to participants. Explain that we will be talking about healthy vs controlling relationships and ask participants to put their card on an imaginary line on the floor,

from healthy to controlling, based on where they feel the behaviour or emotion falls on that spectrum.

Then ask everyone to have a look at the line and ask if anybody disagrees with any of the words that have been put down, have a conversation about those, and, if appropriate, move the cards to a different position based on the conversation.

3. What is domestic abuse. Explain that the society we live in promotes men exercising power and control over women (and other men), which is replicated on an individual level:

Provide definition of domestic abuse: “Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. “

Why do you think people abuse their partners?

- List responses on flipchart.
- After a few responses (if nobody mentions it) write “power and control” on the board

Explain that the main purpose of abuse is to maintain power and control over the victim. Many abusers don't use physical violence because they can control their victim through other means (provide Duluth power & control wheel).

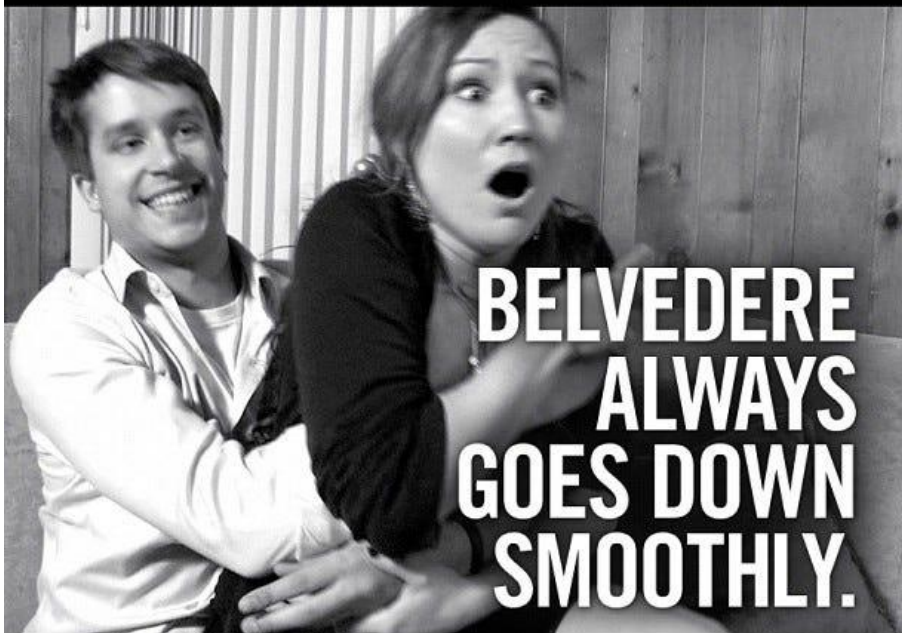
4. Debriefing.
  - What do you think about the power & control wheel?
  - How can we detect these situations?
  - What can we do to avoid or stop these situations of power and control?

Moderation cards:

Honesty, Trust, Jealousy, Consent, Boundaries, Power, Control, be supportive, Compromise, Manipulation, Judging, Intimidation, Insecurity, Dominance, Love, Appreciation, Pride, Shame, Worry



UNLIKE SOME PEOPLE



BELVEDERE  
ALWAYS  
GOES DOWN  
SMOOTHLY.

BELVEDERE  
VODKA



DOLCE & GABBANA



APPENDIX 2

Duluth Power and Control wheel

