

Internordic Meeting on Equality Work with a Focus on Masculinity in Copenhagen the 3rd-4th of December 2019

Conference Report



Image: Oscar Lehtinen

The meeting was arranged by Nana Blomqvist/Ekvalita and Piv Freiesleben/DareGender, and financially made possible by NIKK – Nordic Council of Ministers and Stiftelsen Brita Maria Rehnlunds minne sr.

There were 23 participants at the meeting. The representatives were from the following organizations: Poikien Talo (Fi), RFSU (Swe), Bedsides production (DK), Arden University (UK), Åbo Akademi/Mälardalens högskola, (Fi/Swe), Folkhälsan (Fi), Män Rf (Fi), The Finnish Cultural Institute for the Benelux (Fi/Be), Locker Room Talk (Swe), Krisjouren för unga/HelsingforsMission (Fi), Department of Education and Youth/ Reykjavik city (Is), University of Iceland/GRÓ-GEST/Kvennaskólinn í Reykjavík (Is), Sex & Samfund (DK), Center for Digital Pædagogik (DK), MÄN Malmö/Lund (Swe), Ekvalita Ab (Fi), DareGender (DK).

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Aim of the meeting

The aim of this meeting is to create and stabilize Nordic network and cooperations on the equality work that focuses on masculinity.

This meeting thematically had two particular focuses

1. **Porn as part of sex education.** How and why to include a discussion about porn in the sexual educative approaches developed for children and adolescents? What are constructive and pedagogically mature approaches on discussing porn as industry, as technology, as media content and media representations?
2. **Locker rooms as educative environments.** How to counteract homophobic, racist, sexist and other toxic attitudes in the locker rooms. Coaching demands pedagogical responsibility. By including this theme, we aim at developing pedagogically constructive methods for the locker rooms that fits in a contextually sensitive way in the locker rooms in the different Nordic countries.

These themes were framing these two days, however not in an exclusive way. The approaches, methods and material that were discussed during these two days can be utilized broadly.

The methodological aim of these 2 days was to:

1. Clarify meaningful and efficient ways to approach different issues. How to go from issue to practical working methods and to map the possibilities and challenges.
2. Establish new cooperative contacts across the Nordic borders.
3. map the experience and research based knowledge in the work on masculinity and recognize where the knowledge inputs are needed.

Summary of the concrete outcomes of the meeting

A conclusion of the meeting was that the coordinator, Nana Blomqvist will:

1. Investigate and coordinate a pilot of the Locker Room Concept in Finland in cooperation with Poikien Talo, Folkhälsan and Red Card for Racism
2. Arrange the creation of a voiceover for RFSU Film *Vill du? Fattar hon det här?*
3. Arrange the translation of an Icelandic study on youths' consumption of pornography and the impact on their views on the sexual script in real life. The study is conducted by Kolbrún Hrund Sigurgeirsdóttir, Þórður Kristinsson og Þorgerður J. Einarsdóttir and published in Netla – [Online journal on pedagogy and education](#), University of Iceland-School of education
4. Develop a material and method bank with relevant material and methods for this kind of work easily accessible in one place
5. start developing impact measurement tools with the assistance of Matthew Hall, based on the triangulation method
6. podcasts within the framework of the means available.

Other possibilities and plans on where to proceed from the outcome from this meeting

1. Funding a larger collaborative project over the national borders. At least one project is under development where the work in this meeting is being developed <http://hubturku.com/en/projects/>
2. Within the frame of possible means, an education day provided by RFSU
2. A forum for the qualified experts/evaluators that took part in the conference. We have a Facebook group to start with <https://www.facebook.com/groups/429142434550648/>. If the collaboration is being resourced, intensified and focused then we will use Discord <https://discordapp.com/>
3. To reach out to for collaborations on these issues:
 - Love Stormers collaboration (Denmark, contact: Lene Stavngaard)
 - [Icehearts](#) (Finland)
 - Local ambassadors for Locker Room Talks, including female ambassadors
 - [Cybernauterne](#) (Denmark)
4. Visibility of the Nordic organisations and work
5. Locker Room Talk to the Benelux area and other Nordic countries

Nana Blomqvist was announced to be available within the framework of this NIKK funded project for possible assistance in matters that relates to this work.

Detailed Notes from the 2 Days Meeting

Day One

Keynotes: Porn

Nana Blomqvist/Ekvalita
Þórður Kristinsson and Kolbrun Sigurgeirsdóttir
Kalle Röcklinger/RFSU

Nana Blomqvist/Ekvalita

Nana Blomqvist presented Ekvalita's conceptual approach to porn in their work in the classrooms. This approach is based on interactive workshop models where the young target groups are discussing questions that are relating to media critical, economic and media representative issues. E.g, initially, the younger (13-15) are asked to identify how one can know the difference between surface and reality, for example on Instagram. The older students (15-18) are asked to conceptualize the difference between sex and porn.



Nana Blomqvist. Image: Oscar Lehtinen

The approach consists of three main approaches

1. media-critical approach – porn as a media consumer product – calls for media-analytical approaches in the pedagogy on porn.
2. economic analytical approach – the production conditions, what do we know about them and the societal contexts in where the consumed porn is produced. Porn as a driven by commercial interests, (possibly) with no regulations.
3. media-representative analytical approach – how porn as media represents gender, especially masculinity, easily accessible porn online might both on consumer level and media representative level sexual double standards are reinforced through masculinity.

When we analyse easily accessible online porn, we can identify that both production and consumption patterns and media representations in porn follows the tradition of sexual double standards that entitles alienated male consumption of sex and (passive or only gratifying) female bodies. Sex framed by a transactional nature, and especially serviced and serving has gendered forms.

This approach to porn uses the term in a more narrow sense conceptualised as commercially produced sexual materials, but still easily accessible on the internet that contains a broad array of problematic media representation and production condition aspects. “Sexually explicit materials” or “fair trade porn” as used in this presentation are from this point of view broader concepts than “porn”. It is important to raise awareness of critical, user-informed porn consumption.

Reflections from the Ekvalita's Workshops in the classrooms

- Adolescents very often, at least on a principal level, know the difference between porn (as a commercially produced product) and sex. They usually understand porn as scripted, acted, paid for and as faked pleasure and unrealistic performances and often with body standards that are difficult to identify with.
- Regarding porn as a consumer product, Blomqvist discussed porn addiction and referred to a study conducted in Finland, where 10-15% of the porn users qualify for this “diagnosis”. Porn addiction is not a clinical diagnosis, but as a term used to describe a relation to porn that resembles the criteria for gaming addiction. This is also emphasised in the classrooms.
- The labour conditions and the economic structures are being discussed through examples of the societal structures of some of the countries where porn is produced on larger scales.
- During the workshop for the older target groups, the students are asked what the criteria for a fair trade label for porn should be. The students raise aspects of working conditions, consent and the actors' and actresses' control over the manuscript, also spontaneous interruptions, royalties for the materials and work related health care for example.
- The emphasis of this short illustration on how porn can be approached pedagogically is that if a commercial interest interferes with young people's sexuality without adult guidance in understanding the phenomenon porn, it will function as sexual education which it lacks the educational qualities to be.
- Adolescents in the classrooms also recognise the discourse on sexual double standards. It is more acceptable for boys to watch porn than for girls.

Icelandic Study on Porn Consumption and an account from RFSU on their educational package on how to approach porn pedagogically

Some time was spontaneously reserved for Kalle Röcklinger from RFSU and the Icelandic researchers Þórður Kristinsson and Kolbrun Sigurgeirsdóttir due to the important resources they as researchers and educators on this topic have.

Bórður Kristinsson and Kolbrun Sigurgeirsdóttir

- The two researchers presented an Icelandic study they have conducted on porn consumption among the youth and their understanding of the sexual act in real life. The results have been published in [Netla, Online journal of education and pedagogy](#) (link opens in Pdf). The study shows although young people are aware of the differences between porn and real life, the former influences the latter and young people often perform sexual acts they actually don't want to but feel they have to.

Kalle Röcklinger/RFSU, presenting their educational approach

Röcklinger presented a 4 hours educational package on pedagogical approaches on porn, that RFSU can offer to pedagogues and other professionals. Röcklinger shortly mentioned a few points that are of importance in a sustainable pedagogical approach



Kalle Röcklinger. Image Oscar Lehtinen

- young people want to discuss porn in an adult way without feeling shame.
- We need to discuss porn from a youth perspective to avoid the risk of shaming them and to facilitate an open discussion with them. In this it is possible to fill in gaps of knowledge where there seems to be a need.
- Studies show that there “seems to have been an indication of a decline in porn consumption in Sweden”.

Keynote: Locker Room Talk

Oscar Gullers/Locker Room talk

Locker Room Talks' Approach and concept

The locker room Talk concept has been initiated by Shanga Aziz, and created after a gang rape where guys blamed the victim and the name of the concept was inspired by the infamous quote from Donald Trump where he defended his comment “grab them by the pussy” by “it is just locker Room talk”. The creation of Locker Room talk was guided by the question where boys learn this kind of behaviour and a will to make work for equality cool. The concept of Locker Room talk was created to counteract unsustainable unequal cultures in the locker rooms.



Oscar Gullers. Image: Oscar Lehtinen

- The sessions are 15 minutes long and are conducted over a period of eight weeks in the actual locker rooms.
- The founding members have backgrounds as footballers.
- They took inspiration from their personal experiences with the locker rooms discourses.
- The approach is to work with the children’s ideas of masculinity by engaging the children in an easily-understandable language by for instance referring to the tenets of traditional masculinity as “fake rules”.
- Locker Room Talks aims at engaging the immediate adult role models as well, such as parents, coaches and other adults. This have in practice sometimes been very popular, and sometimes very challenging.
- LRT also engages known sport characters and national role models as ambassadors for the Locker Room talk concept, characters such as Jimmy Durmaz and Zlatan Ibrahimovic to promote their ideals, of that equality is cool.
- LRT also tries to refer to female athletes as role models to look up to.
- LRT are expanding into something called *Fika Talks*, where the is to bring equality talks into the coffee breaks in companies
- Clear models for how to measure the impacts has not yet been resourced for, but is worked currently worked on with two researchers who is supposed to follow up the process, and evaluate the impact.

Workshops

Based on the participants own wishes, the workshops were arranged on the following themes:

- 1. General approaches on Masculinity,**
- 2. Porn,**
- 3. Impact measurement Methodologies (this one was, however included in the first one, due to lack of participants for a separate working group)**



Malin bergström and Vili Saarnio. Image: Oscar Lehtinen

1. General Approaches on Masculinity Work



Pontus Anckar, Þórður Kristinsson and Lisa Tobiasson
Image: Oscar Lehtinen

Using an example from Iceland where an event on masculinity had been held with only female public in attendance, the central question was how to engage more men in gender-related issues. The issues discussed were the obstacles to making gender equality cool and how to make it accessible with a specific focus on young men. Three questions came up: (1) how to engage the target group, (2) where to engage them, (3) what format the discussion should have and finally (4) the methodological approach.

1. How to Engage the Target Group.

- Currently an increasing number of young men turn to charismatic influencers like Jordan Peterson who address the youth of today on internet fora with simple and easily-understandable messages of personal responsibility.
- It was suggested to:
 - take a page out of Locker Room Talks' book and very specifically change the language to cater to this group of people.
 - Use terms such as “fake rules” instead of “macho culture”. A more inclusive language would make for better communication although there was some disagreement as to how much we should engage with the target group in “their language”.
 - engage them on their platforms because we have to know what they are talking about and be in constant dialogue with them in an “organic way”.
 - offer an alternative to the “guidance” that these young men receive from men like Peterson, it was suggested to reach out to men who share our view like we have seen in several campaigns on gender equality. Poikien Talo mentions that before the young boys come to them for answers they have already looked for them elsewhere and often found them.

2. Where to Engage the Target Group

- It is best to reach young men in the places where they already are, for instance locker rooms, classrooms and internet fora.
- Locker Room Talks and Poikien Talo have plenty of experience reaching out to young people in sports clubs and schools and there is a lot of knowledge on these topics in many organisations in the Nordic countries.
- The possibility of discussing with young men online was also mentioned but it would have to be on a platform that the young men are already using. Center for Digital

Pædagogik and Cybernauterne were not present in the discussion but would be valuable resources in this.

- We should discuss this with the parents and with carers and make sure that children get good role models from they are very small. Parents are generally less frequently in physical contact with their sons than they are with their daughters which studies suggest leads to a less empathetic view on the world.

3. Suggestions for Methodologies and Materials

- Workshops for kids, adolescents and teenagers are a helpful tool in educating.
- National campaigns like the “stoppa skittsnakket-campaign” from Locker Room Talks.
- “Guys’ dinners” where adult men gather or creating other little closed circles or safe spaces in which to discuss masculinity.
- Poikien Talo has good experiences with discussing these issues with pupils without their teachers present.
- Machofabriken has a lot of new material online which might be useful as inspiration for future work.
- Methods and materials.
- HeForShe’s barbershop toolkit was mentioned as possible inspiration.
- The organisation Folkhälsan also has new films in Swedish with subtitles in Finnish and Swedish.
- “Forum Theatre” (a role playing method, the theatre of the oppressed developed by the Brazilian, Augusto Boal, that Ekvalita for example use in their workshops, suits almost all ages) and virtual reality theatre are two other ways of getting young men to put themselves in the shoes of young women.
- One very simple exercise tip that is easy to perform in a classroom is to ask the question “how can you be a “good person” instead of a “real man””.

4. Theory and Impact Measurement Methodology



Matthew Hall. Image: Oscar Lehtinen

- It was suggested that we mix a variety of approaches that relate to the various topics at hand. It was briefly discussed whether attachment theory (from developmental psychology) is a useful perspective or not when working with masculinity.
- Impact measurement methodologies were briefly discussed, whether there should be such development for this kind of work or not.
- LRT are going to include research work in their activity by including researchers.
- A possibility to give a more holistic approach is to include more qualitative methods in addition to quantitative methods.

5. other concluding notes:

- Need to work on ways to engage men in this work
- Need for role models – men and boys to be in different ways
- Use of language – importance of speaking the language that the target group can identify with (without trying to be like them.)
- Should gender studies part of school curricula? Right now gender education depends on the teacher and it might be beneficial to get a new emphasis in the classrooms
- Further work and discussion on how to reach Incels and alt-right is needed - a particular challenge

Workshop 2: Porn



Ann Sofie Steen Sverdrup Image: Oscar Lehtinen

The discussion on porn and pedagogy did organize itself into two main topics

- 1. Knowledge and research,**
- and**
- 2. Methodology**

1. Knowledge and Research

- The necessity of having a portal with materials in one place.
- The new book Snippelispopp for younger children in Finnish and Swedish have a part on how to discuss porn with 7-8 year olds.
- Danish Research done by projectsexus.dk is the most extensive data-set with 66000 people participating in a survey fielding more than 700 questions.
 - All ages: 83% have watched porn, 96% men, 69% women.
 - Young people 15-24, 22% have seen it within the last week.
 - Anal sex (defined as penetration): we do not see more and more anal sex.
 - 44% of all heterosexual people had participated in anal sex. Young people: 36% of both genders. 33% of young men and 38% of young women.
- In Iceland research indicates that there is a sense that the nature of violent sex has changed. Spitting, choking, name-calling - possibly inspired by porn. Icelandic boys watch more porn than girls their age and they start young. Communication through social media supports this claim with more and more examples of boys being very violent in text.

2. Methodology

- Having material for children, adolescents and young people. Using the “young to younger”-educators as a way of engaging more easily with the target group.
- Different exercises: making pro/con-lists with the students. Giving the young people the chance to discuss their experiences.
- Engaging influencers and using online tools such as videos.
- Bedside productions engage young people with discussion on porn aesthetics and porn as a genre vs industry. This in turn leads to further reflection and discussion.
- Poikien Talo makes use of anonymous questions when dealing with young people. Questions such as “what is the difference between life on Porn Planet and Earth.” “What is porn and why do people make it and watch it?” or the discuss the role of the camera.
- See it as a larger perspective on the internet.
- Widen the definition of porn to be closer to young people’s experiences.
- Do not shame certain practises.
- When talking about porn, point out that sex is great but focus on the difference between real life and porn.
- Talk about sexual script: what is sexual script for young people today. Compare with porn. How has the sexual script changed over the last 20 years?
- What do we teach about the production of porn. The pedagogue should use the method of the common third to open up to talk about porn, sex and shame with the young people. The Common Third is about using an activity to strengthen the relationship between pedagogue and child. It establishes a connection through an authentic, shared experience where the pedagogue recognises the resourcefulness and capacity of the child and encourages reflection on an equal footing in a shared and safe space. The common third in this case would be the shared experience of porn with the pedagogue.
- An example of a good way of creating dialogue and reflection is to ask: “If you were to produce a porn movie - how would you do it?” Would you focus on pleasure or looks, who owns the material and who does not?

Other Concluding Notes

- Violent porn has become a subject among young people. There is a difference between product and process. Viewers cannot see whether or not it is truly violent.
- It is important to not accept the idea that porn causes violence as it relieves perpetrators of their responsibility of violent actions by blaming porn.

Concluding Discussion for day one

- A broad spectrum of experiences enriched the discussion, but overall there were similar approaches across the borders.
- Sharing experiences with people working in the same field is important for the continuation of the work. It is reassuring to discuss with colleagues across borders.
- Learning from different tactics and methodologies is important. The work can feel lonely at times otherwise.

Antigym Workshop

by Antigym coach Pontus Anckar

- Antigym is a method with its origins in physiotherapy and was invented by a French physiotherapist named Thérèse Berterat.
- It is a way to work with the mind by working with the body.
- Gender norms can also be reworked through this method. Gender norms directs the way we think about our bodies and how we use our bodies, what makes us nervous, feel shame or stresses us.
- This can show in tensions in particular ways in the body, tensions that can be worked with through this method.

Day Two

Opening discussion and reflecting on the program of the previous day

Experiences acquired and reflections on the previous day

- Receiving new ideas and learning from other members how to implement them.
- Who defines and how do you define a problem in relation to society and how many aspects should be factored in? When working with society as a whole, how do you engage gender-work as a part of a holistic approach to dealing with societal issues? What place do the topics discussed today occupy in a wider narrative of broader currents past, present and future?
- It is important to acknowledge the youth as resourceful regarding media consumption. They know more than we think they do.

Future Plans

- There were wishes to stabilise this network, and to have more meetings in the future for developing cooperation. Meeting in person like this is valuable.
- Hopes of finding out how to reach your target group.
- Measurement tools – questions on how we can measure attitudes. It is difficult to measure these things – develop a tool quantitative/qualitative?
- The need for and the aim to create target group oriented communicative strategies featuring role models of young people and engaging them in a conversation among themselves.
- Remember and work with the physical aspect of these transformative actions for instance in the style of Antigym.
- Creating concrete networks and collaborations today.
- Measurement tools are needed in the future - Attitude scales exist, primarily for adults but participants of the meeting could draft one for children and young people.

Workshops

Based on the wishes from the participants the meeting crowd was divided into three groups to work on Locker

1. Room talk,
2. Online education and harassment,
3. Target group orientation and PR strategies.



Torben Hansen. Image: Oscar Lehtinen

1. Workshop, group - Locker Room Talk

Expansion on Locker Room Methodologies

Oscar Gullers Ahlin, a trainer and the representative of Locker Room Talks at the meeting gave a detailed account on the Locker Room concept. Gullers discussed the methods and strategies employed in the locker rooms prior to training or matches.

- Locker Room Talks divides the children in two separate target groups (10-12, and 13-14) and develop methods that are suitable for the target group in question.
- They focus their talks on using easily-understandable language to get their points across to the children preferring simple terms such as “fake rules” instead of “toxic masculinity” for example.
- They build their argumentation in ways that are easy for children to relate to, such as “is it written in the law that men cannot cry?”
- Coaches can be part of the problem so the target group is worked without interference of the coach. The coach, however, is always prepared before the sessions start and kept up to date and to gain his trust.
- The trainers are always there before training starts, so that they might catch early comers on their own and engage them in small talk. This very important step is called “För snack” (a beforehand chat.)
- Exercises including playing football with and against the coach and letting the children teach them tricks and other fun games.
- Talking to the kids about how they behave differently on and off the pitch, in school, at home and in other social functions and when they are alone.
- Let the children reflect on the language that they use when talking about women.

Other Concluding Notes

- Teachers at LRT must have experience with sport and cannot be “too old”.
- There are problems in the girls’ locker rooms as well. The study “It’s typical girls” mentions that the issues related to girls are often about body issues. LRT has also worked with mixed-gender groups although not very often.
- Feasibility studies in export countries are needed to expand LRT to other countries. Oscar was interested in getting future inputs on how to open up chapters of Locker Room Talks in other countries.
- Interesting collaborators could be organisations that treat similar topics of discrimination and intolerance such as Paco Diop’s “#redcardforracism” or Ilari Äijälä in Finland. A strong network is vital for the organisation’s success.
- In the first half of 2020 Locker Room Talks will publish a report on how they have been performing in Sweden.
- By changing the way people participate in the sport you change the sport itself.
- LRT is looking to expand their concept to having follow-up work which would improve their work with the children.

2. Workshop group - Online Education and Harassment

Two main questions occupied this working group:

1. Who are the perpetrators, and
2. What are the solutions?



Image: Pixabay

1. Who Are the Perpetrators?

- Most commonly men who usually belong to the alt-right and are recruited into invite-only groups on the dark web. These secretive communities launch their attacks on famous people, most commonly women, who share their opinions online.
- The young men who join these communities have a weak foundation in real life and are usually feeling unsure about their lives in the real world. One approach might be to reach these people in their real lives rather than online.
- The sexuality of the young men in question is based on unprofound discussions of their own victimhood as a result of women’s liberation. There are communities such as “NoFap-community” a community of men who devote themselves to an ideology of misogyny and refusal to masturbate and their outward rejection of sexuality. This itself is an offshoot of the InCel and MGTOW communities.
- The problems with the public debate in Denmark and the limits set for discussions to take place within are important. In Denmark, the boundaries of what is permissible have moved.

- Social media limits the expressions of its users by forcing users into specific patterns. We must monitor what is being normalised, ie. the sharing of intimate pictures without consent, deep fake porn, teaching boundaries to young people.
- Even though young people get most of the blame, they are not the only ones responsible for online harassment, but they still are the most important demographic to target.
- Public perspectives on what constitutes hateful and harmful behaviour online, should be expanded to include all forms of hate speech, misogyny racism and more.

Issues and Solutions

- In Denmark there is a tendency in the public debate to refer to people who oppose racist, homophobic, misogynistic, transphobic etc. statements as being part of an easily offended “PC Culture”.
- It is important in the future to monitor and track the development of online harassment.
- A variety of methods include giving young people the tools to evaluate their online encounters.
- Teaching young people “good manners” in terms of sharing, consuming or supporting the sharing of intimate sexual content without consent.
- Online behaviour can be very aggressive with a tendency to affect women and minority groups the hardest. According to [a study that the Guardian performed](#) of their comment section, eight of the ten most abused writers are women and the two men were black.
- Online harassment might be on the rise but further statistics are needed. Danish Institute for Human Rights has research on the topic.
- Friendtivism is a possible solution – but how can this approach be implemented online? Love Stormers might be a valuable resource here as they have experience with online activism.

3. Workshop, group - PR/target group - strategies

The focus in this working group was mainly on what to learn from

- 1. What Has Worked and is useful and**
- 2. What has not worked**



Christian Mogensen and Kolbrun Sigurgeirsdottir
Image: Oscar Lehtinen

What has worked? / What has not worked?

- It is good to use questions instead of telling the children how to feel. For instance: “how does it feel when your father is yelling at you?” When dealing with children, choosing easily accessible language is important. It might be a good idea to learn the language used at Locker Room Talks.
- Using and teaching in an inclusive language.
- Getting youth to communicate with each other in a constructive way by engaging them on their own terms.
- Accept that it is impossible to reach everyone – it is OK to target one group at a time.
- Creating continuity for the young people being addressed (for instance moderated peer platforms, physical spaces like a safe space, drop-in, or online platforms)
- Icehearts in Finland was brought up as an example of a method that has continuity in the contact between secure adult and child.

Final Discussion

Christan Mogensen from Center for Digital Pædagogik (CfDP), presented some of the work his organisation has done with young people in the gaming communities. CfDP provides help for young people who have dropped out of school because of personal issues.

- The municipalities register the drop-out and through contact with school advisers understand that the children have a gaming problem and no connection with their peers. They then send the young people on to Center Digital Pædagogik.
- Gaming is not the problem in itself but try to locate the issue that led to the seclusion itself.
- “No one plays Counter-Strike for 18 hours a day because it is such a cool game”, but rather it is because the children are unhappy in their lives as something else needs fixing.
- CfDP up social gaming events for these young people who then through these events gain a social network that they can interact with in real life.
- The focus is on reintegrating young people into social circles rather than trying to get them to stop playing computer games. They also have some other events where they play board games such as Dungeons and Dragons.
- Over the course of two to four months almost 100% of the young people who come through their therapy end up going back to school.
- ¼ of the participants in this programme are on the autism spectrum.
- The social component of the programme is built on the terms of the children in need, not the terms of everyone else.
- CfDP will start doing quantitative data collection with psychology researchers.

Where to go from here

The aim with this meeting was to network and work on methodologies and materials relation to equality work with a focus on masculinity and to outline the possibilities within the framework of this NIKK funded project as well as further cooperations. 15

in relation to these aims, the meeting was productive, regardless of delayed flights and sudden illnesses. Many particular collaborative connections were already established at the meeting, and some gained networks for their particular work both in research and in the work on the educational field. At least one concrete project is under development where connections made in this meeting are joining forces in one project: Boundary Transgressing Dialogue Culture: <http://hubturku.com/en/projects/>

Two podcasts were recorded in Swedish during the meeting days. One on Locker Room talk and the other on Porn and pedagogy. They can be accessed on the project web page. <https://ekvalitaeducation.fi/en/nikk-en/>

Project manager Nana Blomqvist can be contacted at nana@ekvalita.fi



Nana Blomqvist, Tommi Pesonen, Vili Saarnio, Malin Bergström, Tom Kettunen, Torben Hansen, Piv Freiesleben, Rasmus Hald Møller, Sara Sundell. Image Oscar Lehtinen



Suss Åhman, Lisa Tobiasson, Matthew Hall, Þórður Kristinsson, Oscar Gullers, Lene Stavngaard, Christian Mogensen. Image: Oscar Lehtinen