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**DEVELOPING A FACILITATORS'
MANUAL TO START AND MAINTAIN A
PEER SUPPORT GROUP FOR
IMMIGRANT AND INTERCULTURAL
FATHERS**

ABSTRACT

Fabrizio Turci “Developing a facilitators’ manual to start and maintain a peer support group for immigrant and intercultural fathers”.58 pages and 10 Appendix. Autumn 2019. Diaconia University of Applied Sciences, Degree Programme in Social Services (Degree title: Bachelor of Social Services)

This aim of this product-based thesis, carried out in collaboration with Familia ry, was the creation of a peer support facilitator manual designed for those people, organizations, and public services that work with men within a parenting framework and are planning to establish a short course to help intercultural or/and immigrant fathers. The idea for this this thesis originated after the implementation and evaluation of the survey created with the aim to investigate intercultural couple stress factors, crisis and divorce issues, to better understand which services could be created and implemented to support intercultural couples. While evaluating the result of the survey it was recognized that there is a lack of support for intercultural or/and immigrant fathers in the community. The finding of the survey highlighted the need to create a peer support group for fathers of intercultural families.

To support intercultural or/and immigrant fathers in the community, the “Fathers’ Group” peer support was created and implemented with the aim to provide help to fathers at various stages in their parenting, including those expecting to become parents. Several methods were used innovatively during the project combining both theory and practice. The project had in addition a gender and culture sensitive approach. As result of the implementation and evaluation of the “Fathers’ Group”, became apparent the need to develop a manual to support facilitator to start and maintain a peer support group for immigrant fathers and fathers within an intercultural relationship.

The contents of the manual is based on the knowledge and experience acquired during the implementation of the “Fathers’ Group” at Familia ry between October 2018 and February 2019 for a total of 18 session, on the information that Familia had gathered during the years working with intercultural families, and on the former peer support group models that had been developed during Duo project. The emphasis presented in the manual is around the issues that fathers face in dealing with their own cultural practices while integrating in the new culture, the effect that men and children have on each other, their intercultural relationship, and the development of their children’s intercultural identity and bilingualism. The manual is structured to be easily read and presented regardless of the facilitator’s experience level. The manual provides an outline for a thirteen-week course covering different topics that focuses specifically on fatherhood.

As a result of the experience attained during the implementation of the Father’s Group and the development of the facilitator manual, it became evident that by recognizing that fathering in an intercultural relationship is a concept that needs more attention and social support, it will be easier to create specific policies and programs for intercultural and immigrant fathers.

Keywords: Peer support, Fatherhood, Intercultural relationship, Peer support facilitator

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1 INTRODUCTION

Finland has a steady increase in the number of intercultural couples and families. The number of intercultural families has more than tripled over the last twenty years and there is no reason to believe that this development will change in the future. There are currently some 70,000 intercultural couples in Finland, of whom about half have children (Statistics Finland 2017).

The idea for this this thesis originated during my practical placement at Familia ry. Familia ry is an organization that is religiously and politically unaffiliated and helps bringing together people living in Finland, regardless of their origin, language or cultural background. Familia's activities are aimed at supporting the two-way integration of those who have moved to Finland for various reasons and those born in Finland (About familia).

As a means to reach my placement objectives, I was asked by my supervisor to create and implement a survey with the goal to investigate intercultural couple stress factors, crisis, and divorce issues, to better understand which services could be created and implemented as a means of support. The survey was distributed via email or social media to different associations and groups whose associates or members could have been in an intercultural relationship or marriage. This survey included questions about relationship commitment, relationships with family and friends, stress factors, differences in spouses' opinions, possible useful services, crisis and divorce issues. The finding of the survey highlighted the need to create some form of peer support group for fathers of intercultural families.

Many fathers in an intercultural relationship are struggling to cope with their own cultural practices while respecting the Finnish welfare laws (immigrant fathers) or the culture of their foreign partner (Finnish fathers). This creates some sort of dissatisfaction in the way these parents raise their children. They feel the system, or their partner are preventing them from doing what they deem is right for their children. Therefore, together with Familia ry we decided that during my second placement I could create and implement a peer support group specifically targeted for fathers from intercultural relationships.

While a range of valuable support groups and services have been developed for mothers, there has been little attention paid to fathers and their needs. Together with Familia ry we decided to develop and implement the “Fathers’ Group” peer support, which would provide help at various stages in their parenting, including those expecting to become parents. Several methods were used innovatively during the project combining both theory and practice. The project had in addition a gender and culture sensitive approach. As result of the implementation and evaluation of the “Fathers’ Group”, became apparent the need to develop a facilitators manual to support facilitators to start and maintain a peer support group for immigrant fathers and fathers within an intercultural relation-ship

1.1 Goal and objectives

The main goal of this thesis is to support organizations and public services that work with men within a parenting framework in planning and establishing a short course to help intercultural or/and immigrant fathers gain confidence in parenting. The main objective is the development of a manual titled: “Starting and maintaining a fathers’ peer support group: a facilitator’s manual, immigrant fathers and fathers within an intercultural relationship”.

The emphasis presented in the manual is around the issues that fathers face in dealing with their own cultural practices while integrating in the new culture, the effect that men and children have on each other, their intercultural relationship, and the development of their children’s intercultural identity and bilingualism.

2 BACKGROUND

As background context for this thesis, the key concepts of marriage migration, intercultural relationships, segregation and marginalization and peer support groups, are vital to acquire valuable notions for the purpose of creating the facilitator manual.

The number of multicultural marriages and relationships are growing in our globalizing world, when people move more frequently from place to place and country to country. Marriage migration as itself a form of migration. It can be defined as migration to join a spouse in another area within a country and, in international marriages, in another country (Heikkilä & Rauhut 2015). Furthermore, the ordinary person on the street also has the perception that this is a relatively new phenomenon originating from increased globalization. Today it is quite common to label anything unknown as being caused by “globalization”. This may be true in some cases, but not in others. The increase in the number of marriages where the spouses come from different countries does not necessarily have anything to do with “globalization”; the “internationalization” of companies and university studies should not be confused with “globalization”, nor should changing aspects of “regionalization” (Heikkilä & Rauhut 2015).

An increase in the number of Finnish men marrying Russian and Estonian women cannot be considered an aspect of “globalization”, since both Russia and Estonia are neighboring countries. More likely, this is a result of a “regionalization” process taking place around the Baltic Sea region. Many young people study abroad, many international companies have offices in other countries, and it is not unusual that the head offices send staff to their offices in other countries (Heikkilä & Rauhut 2015).

Marriage migration may cause the foreign partner of an intercultural couple to lose social relations, and create challenges related to acculturation in the new country. These experiences may induce feelings of loneliness. (Rich Madsen, et al. 2016). According to Wilczek-Watson, (2017) the foreign/migrant partners in such couples were presented as missing the homeland, being suspended between two different cultures, belonging to neither, and thus experiencing identity crisis. These are high-risk factors especially for foreign fathers, which can lead to segregation (meaning that the person

wants to spend time only with the people speaking the same language or with the people from the same country) and marginalization (meaning that the person can accept neither the local culture nor the culture of their origin). These factors are common among those who have a negative experience or attitude against the local culture, and they experience it as a threat.

Many fathers in an intercultural relationship are struggling to cope with their own cultural practices while respecting the Finnish welfare laws (Immigrant fathers) or the culture of their foreign partner (Finnish fathers). This creates some sort of dissatisfaction in the way these parents raise their children. They feel the system, or their partner are preventing them from doing what they deem is right for their children. According to Kungaba (2017), endorses the thoughts that there is a high tendency for immigrants to resist or oppose cultural change at first instance due to its diverse nature of parenting. Integration seems to be the norm in many societies across the globe especially in this 21st century with significant consequences for immigrant families and their parenting in a multicultural setting (Sanagavarapu 2010). In order to survive, immigrants are bound to go through “cultural translation”, which refers to accepting or embracing the parenting practices of the new culture and developing a new form of culture in order to effectively fit into the host country or help their partner do so.

By recognizing that fathering in an intercultural relationship is a concept that needs more attention and social support, we will be better able to develop policies and programs for intercultural and immigrant fathers. Therefore, fathers in intercultural relationship and immigrant fathers need a tailored form of support, which can offer them a space to share thoughts, concerns, frustrations, developing networking and learning new tools.

Peer support is a valuable tool to support fathers in intercultural relationships and immigrant fathers, given the fact that it is very flexible, with people involved in giving, receiving and sharing support in many different ways, so that it can be tailored to both the people who are part of it, their partner and children and the local community where it takes place.

Peer support is a valued service and resource that brings together people affected by a similar concern, so it can explore solutions to overcome shared challenges and feel supported by others who have had similar experiences and who may better understand each other's situation (Funk & Drew Bold 2017). The benefits of group peer support are wide-ranging and can include the provision of a safe environment to freely express and share emotions and thoughts about one's current situation and challenges; sharing of information and experiences and learning from others in similar situations that can help provide ideas and solutions to overcome challenges that group members are facing (Funk & Drew Bold 2017).

2.1 Stakeholders

According to Spolander & Martin (2012), 'Stakeholder' is a fairly common term, and one of the clearest definitions is 'any group or individual who can affect or is affected by the achievement of the organization's objectives. Stakeholders can be aligned with the project (positive stakeholders), be opposed to the project (negative stakeholders), or have an unrelated secondary interest in the project (tangential stakeholders). Stakeholders can also be mixed: positively aligned in some areas and opposed in others (Dobson 2015).

In this chapter I will illustrate and describe which are the stakeholders involved in this thesis project, their role and the expectations I had in their involvement, their importance and influence, and which kind of impact they had on the project.

The main stakeholders are:

Familia Ry which offers intercultural families with a variety of activities, such as Finnish language courses and peer support groups for children, families and intercultural couples (online and in person) as well as workshops, information sessions and training. Familia's motto "Together in the world" conveys the idea that we all live together in the same world, regardless of our numerous different experiences and situations. We learn more about one another by being, working, and making a difference together

(About familia). The role and expectation of Familia ry as life partner organization is to provide the necessary support in the form of expertise, mentoring, training and support. Providing the location and all necessary material to plan, publicize, implement and develop this project base thesis. Familia ry's influence and importance is high, thus Familia should be adequately informed about the development of the project requiring high monitoring and management. Its feedback was important in all the phases of the project. Its impact on the project was extremely valuable and positive, I was supported in all the phases of the project and given all the necessary tools available. Familia has been a great source of networking in finding information or training not available within the organization.

Peer support group facilitator/supporter together with all those people, organizations, and public services that work with men within a parenting framework are the main target group of this manual. Since I can consider myself a peer support facilitator and the project manager in this context, I had and high impact on the developing of the manual and on the management of the project.

Other valuable stakeholders are:

Miessakit ry which is a non-governmental expert organization established to support the mental, psychological and social growth of men. Their role was marginal but valuable and positive. They provided the first 4 session thematic of the Father's peer support group manual and give me 2 hours training on the role of a peer support group facilitator. This stakeholder is of low priority requiring limited monitoring and management (Miessakit ry.).

The participants of the "Fathers' Group" had a decisive role in developing the manual for this project-based thesis. These stakeholders are very important in the project. I considered their expectation and interests as priority in order to achieve the design of the manual and meet the project objectives. Their impact on the project was extremely

positive and in developing my skill as peer support facilitator and their feedbacks are crucial in evaluating the project.

Suomen Pakolaisapu-Finnish Refugee Council is Finland's main expert organization specialized in displacement and migration issues. Every year, it enables thousands of people in recovering from conflict as well as to integrate into new societies. (The Suomen Pakolaisapu). Their role was indirect but was very relevant, because I was able to be selected and attend their training for peer support facilitator which gave me an official certification as peer support facilitator.

The role of children and relationship partners in the project is indirect because they will benefit from the support and well-being of the participants in the peer support participants. Their needs are vital to determine in what way the support provided to the peer support group participants can impact their wellbeing.

2.2 Legislation

The Finnish legal system is based on statutes enacted by the Parliament. The most important source of law is legislation. The interpretation of the law can draw on legislative materials, legal practice, general legal principles and jurisprudence. It seems that the content of family legislation has, intentionally even, been left unclear in order to force us to use these other measures (Salmenkylä 2019). The main legislations which can regulate or have an impact on issues concerning immigrant or fathers in an intercultural relationship are several and diverse.

The most influential are: The Act on the Promotion of Immigrant Integration (1386/2010), the aim of this act is to make it easier for immigrants to achieve equality with the rest of the population, both in terms of rights and obligations. The act contains provisions on measures and services that help to achieve this aim. The act applies to immigrants that have moved to Finland and that are not Finnish citizens (foreigners and persons with no citizenship). The act does not apply to asylum seekers. Especially during the early stages of their stay in Finland, immigrants are provided with measures

and services promoting and supporting integration, such as studies of Finnish or Swedish. Immigrants are also provided with information about Finnish society, Finnish culture and employment and training opportunities. Integration services are offered on the basis of the immigrants' individual service needs and the situation of their families (Työ- Ja Elinkeinoministeriö).

The Paternity Act (700/1975; amendments up to 379/2005 included). The provisions of this Act shall apply to the presumption of paternity, the establishment of the relationship between a child and his father as well as to the annulment of this relationship (Paternity act 700/1975; amendments up to 379/2005 included).

Other legislation that have an impact on issues concerning immigrant or fathers in an intercultural relationship are: the Marriage Act (234/1929), the Child Custody and Rights of Access Act, the Act on the Enforcement of a Decision on Child Custody and the Right of Access, the Child Maintenance Act, the Act on Registered Partnerships (950/2001; amendments up to 1229/2001 included) (Salmenkylä 2019).

3 LITERATURE REVIEW OF KEY CONCEPTS

In the next subchapters I will review the literature on the key concepts which I believe are essential in this product-based thesis. Comprehending the complexities of marriage migration, intercultural relationships, and father's interaction with their children it is crucial to understand the issues and challenges faced by fathers in this regard. Comprehending peer support group definition, structure and critical aspects it is decisive in structuring the father's peer support group manual.

I used these key words to search literature from different sources : Marriage migration, Intercultural relationship, Fathers, Father Involvement, Peer support group, Peer support group facilitator.

3.1 Marriage migration

According to Heikkilä & Rauhut (2015) the number of multicultural marriages and relationships are growing in our globalizing world, when people move more frequently from place to place and country to country. Marriage migration as itself is a form of migration. It can be defined as migration to join a spouse in another area within a country and, in international marriages, in another country.

The actual knowledge about marriage migration is relatively low: the field of migration research has until recently paid little attention to this topic. The dynamics and social processes leading to a person marrying a person from another country are far more complex and multifaceted than what one might initially assume. There is an apparent need to know more about the dynamics of these relationships (Heikkilä & Rauhut 2015).

According to Schmidt (2011) marriage-based migration is a well-known phenomenon in the Nordic countries. In Norway, for example, 20% of those immigrating from

outside the Nordic countries between 1991 and 2004 arrived as a result of marriage (Daugstad 2004).

The phenomenon of transnational marriages exemplifies well the push and pull factors of globalization. Globalization potentially expands the social structure of families in a realm that is characterized by a paradoxical enmeshment of geographical distance and emotional proximity (Schmidt 2011).

Transnational marriages can be also motivated by the social deprivation and inequality that exist on a global scale. At the same time, this very type of marriage is facilitated by the compression of time and space that globalization has created. One example of the globalization of marriage markets are the internet pages offering west European males' access to marriage markets in eastern Europe or Asia (Schmidt 2011). Within a research perspective, transnational marriages are a fine example of the limitations of methodological nationalism (Schiller & Wimmer 2002) although they are deeply affected by the rules and regulations of nation states, couples and families, each in their own way, find ways of overcoming these challenges and of living across borders (Schmidt 2011).

The study of intermarriages, transnational marriages, and in general "mixedness", an encompassing concept that refers to both intermarriage, mixed families, and the sociocultural processes involve, should be a priority research area, as this subject carries important policy implications and may significantly contribute to sociocultural transformation. The growing incidence of mixed families is a social phenomenon and fostering the integration of immigrants and social cohesion is one of the greatest challenges that modern societies face (Rodríguez-García 2015).

3.2 Intercultural relationship

Intercultural relationships have been rare, and often the subject of disapproval. While discrimination against intercultural marriages still exists, this is changing in many parts of the developed world, and social barriers to intercultural couple relationships have decreased (Abela & Walker 2014).

According to Tili & Barker (2015) surprisingly, the literature on intercultural relationships is also quite limited (Cools, 2006; Garcia,2006), and the findings from the few studies that have been conducted are inconclusive. Some researchers have reported that romantic relationships between culturally diverse individuals are difficult to establish and maintain, as they contain more stress, dysfunction, and conflict (Foeman & Nance, 1999; Frame,2004; Gaines & Agnew, 2003). Others have concluded that there is no evidence that inter-cultural relationships face more conflicts or fail more often than intracultural ones (Garcia, 2006 Lee,2006). Conflict in intimate, intercultural relationships is obviously not exclusively the by-product of cultural differences; however, these couples face unique challenges stemming from diverse values, perspectives, and communication styles (Cools, 2006; Oetzel et al. 2007; Orbe & Harris 2008), the impact of which may not be salient to the individuals (Waldman & Rubalcava 2005).

However, it is known from registered data and numerous studies in different countries that compared to monoculture couples divorce is more common in intercultural couples and in marriages between an immigrant and native (Lainiala & Säävälä 2013). The higher frequency of divorce is in lay talk often attributed to “value differences” or “cultural differences”. However, also structural factors may be influential. Thus, the higher prevalence of divorce may be due to characteristics of these marriages and marriage partners that are generally known to heighten the risk of divorce, such as marrying at an early age, having a large age gap, being less educated or unemployed, or having low income (Lainiala & Säävälä 2013).

Research has also identified advantages of marrying intercultural, including a stronger bond, a unique sense of identity, and reduced ethnocentricity (Foeman &

Nance 1999; Frame 2004; Lee 2006). To enjoy such benefits, spouses must first understand how the two cultures are different (Ting-Toomey et al., 2000), adapt to the other culture and develop intercultural communication competence (Arasaratnam & Doerfel 2005; Chen 1989). However, the processes that individuals undergo when identifying and adapting to cultural differences have also generally been overlooked in intercultural research (Ward 2008).

While empirical research on intercultural couples remains limited, a growing body of literature on the topic suggests that cultural differences do indeed contribute to marital distress.

3.3 Immigrant fathers

According to Strier & Roer-Strier (2010) traditionally immigrants' fathers were defined as those fathers who live with their dependent children biological or step children who themselves were born outside the host country and/or who live with a foreign-born wife (Hernandez & Brandon 2004). Today there is a growing understanding that the immigrant father population is highly diverse. Immigrants fathers' population may include fathers who immigrate in the frame of family reunification, which refers to the process of bringing in immediate family member by the primary immigrant.

As stated by Strier & Roer-Strier (2010) an additional category of immigrant fathers is fathers who immigrated as part of a process of family immigration, marriage by immigration or family formation (Kofman 2004). Pleck (2008) stresses the need to consider a more integrative definition of the immigrant father and suggests going beyond the traditional definition. He proposed to expand the limits of this definition to include father whose children were born inside the host country and those with some of each. He also recommended expanding the definition to include immigrant fathers with adult children. In addition, a definition of immigrant father that reflects the variety within the father population should incorporate immigrant fathers who plan to bring minor children to live with them, divorced or separated father whose minor children are residing elsewhere, and father born and living abroad with children reside in another country.

To the category of native-born fathers married to foreign born residents' females, Pleck (2008) also recommends adding those native-born fathers who reside with children of a foreign-born resident female partner with not their wife. He also believes that those studying immigrants' father should be explicit about whether their samples include sub groups such as teen father, incarcerated or formally incarcerated father, gay fathers, fathers of children with special needs and r fathers with special needs them self and primary care giving fathers.

The study of immigrant fathers is of special interest for several reason, first their numbers are growing rapidly globalization process that increase the magnitude of this population that cannot be ignored, second immigration is a crucial transition for father and represents a serious challenge to their family's well-being. Fatherhood is a complex dynamic multi-phase construction that is highly affected by the social and cultural context. The impact of immigration on fathers and fathering practices might have the general comprehension of fatherhood as a socially and culturally negotiated construction (Chuang & Moreno 2008).

According to Coltrane et al. (2008) there is no single portrait of immigrant fathers but many portraits. Progress will only be made if we recognize the heterogeneity of immigrant fathers. A variety of factors need to be considered that will influence fathering attitudes and behavior. Immigrants come to a new country for very different reasons. Some are asylum seekers or refugees who wish to avoid religious, political or ethnic prosecution. Others seek new economic opportunities. Lumping immigrants who arrive for vastly different reasons will make our task of unraveling the puzzle of immigrant fathers more difficult. Rather we need to know how these motivations to move explain and alter fathering behaviors.

Este & Tachble (2009). claim that fathers may experience higher stresses of immigration than their partners. When fathers come from a traditional culture where the man has the role of a breadwinner, immigration may force them to seek for a less-paid job of lower status than in their country of origin. This may have an impact on the family hierarchy and dynamics. Excessive work and being demoralized by the change of

status in the family can make the man feel alienated and disrespected by both society and family. Immigrant fathers in the Canadian context felt that their behavior is guided by their roles as teacher and provider, and by tradition and customs. They had also experienced challenges, which included discrimination, fear of their children losing their cultural heritage, and unemployment (Este & Tachble 2009, 456 - 466).

According to Roer-Strier et al. (2005) although many immigrant fathers are unemployed for some time and are ostensibly more available to their children – the role change, lack of experience in certain parental functions, and crisis brought about by cultural change often impair their paternal functioning.

Immigrant fathers should be understood uninvestigated in the context of their families, support system, communities and cultures. Practitioners, service providers, policy-makers and scholars in the area of father and family should acknowledge the diversity of this population, map the different groups of immigrant fathers and identify both the background characteristics and the context variables involved (Strier & Roer-Strier 2010).

3.4 Father involvement

As stated by De Santis & Barham (2017) researchers' interest in studying father involvement is increasing, especially in recent decades (Volker 2014). When initial studies on this question appeared in the academic literature, researchers focused on the effects of fathers' physical presence versus absence in the family environment (Cia 2009), comparing indicators of child development in both situations. Starting in the 1990s, in addition to the focus on face to face interactions between fathers and their children, two further concepts were introduced: (a) accessibility, which captures the extent to which the father is both physically and psychologically available to his child, and (b) responsibility, which involves tasks that the father performs, to guarantee his child's care and welfare, such as taking the child to the doctor or maintaining relationships with paid caregivers (Lamb 1997; Pleck 2010). Currently, father involvement is understood as a multidimensional construct, covering a range of skills and

encompassing affective, cognitive and ethical dimensions of the father-child relationship, and which involves observable behavioural components that can be either direct (father-child interactions) or indirect such as financial support, or psychological support to the mother (Pleck 2007). Although there is a considerable body of literature on the concept of father involvement, there is not yet a theoretical model of father involvement, indicating the relationship between this construct and other variables (Pleck 2007; 2010). According to Pasquali (2010), the absence of an empirically-tested theoretical model makes it difficult to build effective tools to guide professional practice and to improve the quality of research in a given area.

3.5 Peer support

According to Repper & Carter (2011) at its core, the peer support 'approach' assumes that people who have similar experiences can better relate and can consequently offer more authentic empathy and validation. Peer support is generally described as promoting a wellness model that focuses on strengths and recovery: the positive aspects of people and their ability to function effectively and supportively, rather than an illness model, which places more emphasis on symptoms and problems of individuals. Mead et al. (2001, p. 135) offers a short and all-encompassing definition of peer support as,

“a system of giving and receiving help founded on key principles of respect, shared responsibility and mutual agreement of what is helpful”.

Burke et al. (2018) empathies that peer support is said to contribute unique benefits over traditional care, including the use of enhanced empathy (since the peer supporter has been ‘in the same shoes’ as the service user), instilling hope and role modelling recovery.

As stated by Mead & Mac Neil (2006) there have been many recent studies exploring the ‘critical ingredients’ of peer support. Structural standards are elements of peer initiatives that define the basic rules and how the group is constructed. They include being free from coercion (e.g. voluntary), consumer run and directed (both governmentally and programmatically), an informal setting with flexibility, non-hierarchical,

and non-medical approach (e.g. not diagnosing, etc.). Process standards are more like beliefs, styles and values. They include: the peer principle (finding affiliation with someone with similar life experience and having an equal relationship), the helper principle (the notion that being helpful to someone else is also self-healing), the empowerment (finding hope and believing that recovery is possible; taking personal responsibility for making it happen), advocacy (self and system advocacy skills), choice and decision-making opportunities, skill development, positive risk taking, reciprocity, support, sense of community, self-help, and developing awareness (Campbell 2004; Clay 2004). Peer services, if done well, can provide hope, role modeling and simple safe strategies for recovery (Mead & MacNeil 2006).

3.5.1 Benefits of peer support

Funk & Drew Bold (2017) referring to Solomon (2004) states that the benefits of group peer support are wide-ranging and can include: (a) the provision of a safe environment to freely express and share emotions and thoughts about one's current situation and challenges and (b) sharing of information and experiences and learning from others in similar situations can help provide ideas and solutions to overcome challenges that group members are facing and (c) the opportunity to build new relationships and strengthen social support networks which helps to reduce isolation and feelings of loneliness and (d) sharing of knowledge about available community resources and practical support to help group members access resources and support, for example, helping others complete administrative procedures to access social and disability benefits, employment programs and so on.

The research of Davidson et al. (2012) shows that peer support can increase hope, control and ability to effect changes in life, decrease levels of depression and distressing and unusual experiences of reality, increase self-care, sense of community belonging and satisfaction among various life domains. According to Woodhouse (2013) Peer support can have multiple benefits, not only for the recipient and the giver of support, but also for organizations and systems within which the peer support is delivered.

3.5.2 The ethical challenges of peer support programs

According to Reamer (2015) in his journal article “Eye on ethics: The challenge of peer support programs”, peer support programs pose several key ethical challenges. Although peer support specialists typically receive extensive agency-based training about their unique roles, most haven't received formal social work education or comprehensive ethics education. These specialists often provide various forms of social service that require skilled judgments related to client privacy and confidentiality, boundaries and dual relationships, informed consent, paternalism, competence and expertise, documentation, and client abandonment. Social workers who oversee such programs have a duty to ensure that peer support specialists are familiar with these ethical challenges.

- **Privacy and confidentiality:** Peer support specialists typically have access to sensitive information about clients' lives, which may include details about mental illness, substance abuse, criminal activity, HIV status, and sexual orientation, among others. Although peer support specialists may not have the same legal duties as social workers with regard to the careful management of clients' private and confidential information, social workers who oversee these programs should ensure that peer support specialists understand prevailing standards with regard to clients' right to privacy and confidentiality and the exceptions to these rights (for example, when disclosure of confidential information may prevent imminent, serious, and foreseeable harm to the clients themselves or third parties) (Reamer 2015).

- **Boundaries and dual relationships:** Peer support programs pose unique boundary and dual-relationship challenges. Peer support specialists who are hired by agencies that once served them may become colleagues of their former service providers. They may participate in staff meetings together and attend work-related social events. These interactions may have therapeutic benefit to these former clients, yet they may also complicate boundaries because of the shift from the status of client to the status of former client and colleague (Reamer 2015).

Particular challenges arise if former clients who become peer support specialists require mental health or addiction services again from this very same agency. Transitioning from client to former client to employee and back to client can be especially difficult. In addition, former clients hired as peer support specialists may serve current clients who were clients at the same time the peer support specialist was a client. Thus, a current client may know a great deal about the peer support specialist's personal history and struggles, which could complicate their working relationship (Reamer 2015).

Another complication pertains to self-disclosure. The peer support model assumes that informal relationships between specialists and clients can be therapeutically helpful to clients. These informal relationships may include social activities and conversations that resemble chats between friends. These ambiguous boundaries may be difficult to navigate, particularly when peer support specialists are expected to share certain otherwise private or confidential information about clients with agency staffers (Reamer 2015).

Informed consent: Clients who receive mental health and addiction services have a right to know what kinds of services their agencies offer and staffers' roles and credentials. This is true whether service providers are psychiatrists, social workers, or peer support professionals. Agencies that offer peer support services should provide clients with clear descriptions of the role of peer support professionals, including information about professional boundaries and confidentiality (Reamer 2015).

Competence and expertise: Programs that provide mental health and addiction services typically employ a mix of professionals and paraprofessionals. Some staffers have received formal professional education (e.g., in social work, psychiatry, psychology, psychiatric nursing, and counseling) and some especially those in entry-level positions have not. Agencies typically provide considerable in-service training to enable these staffers to perform their duties. Peer support professionals are among those staffers who should receive extensive training to enhance their proficiency and, especially, their understanding of key ethical issues and standards (Reamer 2015).

Continuity of service: One of the risks associated with peer support programs is that peer support professionals may relapse and have difficulty performing their professional duties. Although challenging, often such circumstances are manageable. Even employees who don't have a history of mental illness or addiction and aren't former clients take time off because of illness or disability. This is a fact of life. Employers typically anticipate having to provide coverage for employees who miss work because of health-related challenges. In this respect, peer support professionals should not be treated any differently. If the severity of their struggles interferes with their ability to sustain employment, they should be treated the way any employee with comparable challenges would be treated. Options such as a medical leave, job coaching, and supplemental supervision should be available as needed, as they would be for any employee (Reamer 2015).

For more than two centuries professionals have understood the value of peer support. Contemporary social workers have a rich understanding of the importance of peer support and its essential role in the delivery services. And today's practitioners have a particularly impressive appreciation of the complex ethical dimensions posed by peer support (Reamer 2015).

3.6 Previous projects or products of the same topic

The last five years has seen an explosion of campaigns dedicated to the crisis of fathers who are cut off from their children. Some are large, well-funded national organizations, generally dedicated to promoting responsible fatherhood in cultural rather than political terms. Others are small, scattered, and ragtag groups concerned with the political and constitutional rights (or lack thereof) of fathers and their children (Baskerville 2018).

Within the international organization Men-Care is a global fatherhood campaign active in more than 45 countries on five continents. Their mission is to promote men's involvement as equitable, nonviolent fathers and caregivers in order to achieve family

well-being, gender equality, and better health for mothers, fathers, and children (About Men Care. (2019).

In the U.S.A. the National Fatherhood Initiative (NFI) provides guidance for practitioners and organizations on how they can create and maintain a fatherhood program. From planning, to selecting a curriculum, to successfully facilitating and to help so that Father's program is another success story (NFI. 2019).

In Finland, Miessakit Association is a non-governmental expert organization established to support the mental, psychological and social growth of men. The organization complements the existing crisis services available for men and promotes nonviolent family life. Miessakit works as a national level link for men's groups with equal objectives and maintains international contacts in its field. The objective of the Miesryhmätoiminta - men's group activities is to gather together men across the country into small groups for discussing issues on being a man and using each other as mirrors to find material for personal growth (Miessakit ry).

The Father's Look project aims to strengthen the position of men in society as an equal educator and parent. The project brings together regional networks of paternal work, training social and health care professionals, and piloting group activities. The aim of the project is to strengthen the position of men as equal educators and parents in society. The target group of the project is fathers who are out of working life and in different challenging life situations, as well as the professionals they meet. The project will launch and pilot peer-to-peer group activities in different locations. In addition, the project collects regional paternal care networks and educates social, educational and health care professionals and students about the skills of paternal work. The project will be implemented as a joint project of the Association of the Settlement Association and Miessakit ry in 2018-2020. The project is funded by the Ministry of Social Affairs and Health (STM) and the European Social Fund (ESF) (Isän näköinen 2019).

The Jyväskylä Settlement's Young Families project focuses on supporting motherhood and paternity. Fathers gather every Monday for two hours. In the autumn, the project

reached a total of 17 fathers who can be considered a good attendance number (Suomen Setlementtiliitto 2019).

The cities of Helsinki, Espoo and Vantaa also organize within family training some father's own coaching session to discuss fatherhood with other future fathers. There are many organizations nowadays that organized support groups for fathers and man, some groups aim to help disengaged fathers gain the necessary skills to be able to have a positive role for their children, some of this father are ex inmate or had different form of addictions. Other groups aim to improve and support a healthy couple relationship that supports gender equality and non-violence and increase knowledge and practices around positive parenting to promote the well-being of children.

Other groups focus on fathers who are recently divorced or dads who have children with a certain disability. In these cases, fathers are reacting to a personal challenge that is unique, and they find support and direction in a group. In other cases, support groups form somewhat spontaneously. Two or three dads may decide to start hanging out together and sharing their experiences. Then others are added as the word spreads and the group starts to meet regularly and to take on some structure. One example of this spontaneous group in the Finnish context is Expat Dads Finland a Facebook English speaking group for expat dads living in Finland. The group organizes weekly and monthly events (Expat dads finland).

3.7 Peer support group facilitator/supporter

The concept of peer support facilitator/supporter as a professional in the social work field is quite new and consequently not much literature is available. According to the International Association of Peer Supporters (2018) a peer supporter in its original definition an individual who has dedicated himself to his own recovery, has retained that recovery over a period of time, has taken special training to work with others, and is willing to share in an encouraging way what he or she has learned about recovery.

At the present time the term peer supporter is an umbrella for many different peer support titles and roles, such as peer advocate, peer counsellor, peer coach, peer mentor, peer educator, peer support group leader, peer wellness coach, recovery coach, recovery support specialist (International Association of Peer Supporters 2018).

According to Mental Health America (MHA 2016) group facilitators work to promote the processes that help the group meet its goals while ensuring that the structures, norms, and culture in the group environment are favorable to the accomplishment of the established goals. This includes taking appropriate action in response to the status of the group and its members. Facilitators also stimulate discussions designed to support and encourage progress for the group as a whole and for each member as an individual. Their main function is to foster communication among the group and to model effective interaction that members can emulate. Facilitators also provide an example of how to share in the group.

Facilitators lead and facilitate discussions in a group and take responsibility for the development and functioning of the group. They should organize meetings, show up on time, open the meeting, provide guidance and listen to group members and arrange for a substitute if they are not able to attend. Facilitators may have lived experience, but they are not expected to have answers to all the questions that come up during group meetings. Once a group is established and has regular participants, the facilitator may look for members who can take over when they are absent or not able to continue any more (Funk & Drew Bold 2017).

Facilitators need to engage in direct work with clients and in indirect work that supports their work with clients. The main types of direct work are advocacy, connecting to resources, experiential sharing, building community, relationship building, group facilitation, skill building/mentoring/goal setting, and socialization/self-esteem building. The main types of indirect work are group planning and development, administration, team communication, supervision/training, receiving support, education/awareness building, and information gathering and verification (Jacobson et al. 2012).

Concerning the skills and qualities of a peer facilitator there is a quite a variety of definition and guidelines. According to Family Support Network (2010). the purpose of facilitation is to gently and wisely guide a group to achieve its purpose and to ensure that the group abide by their values and principles. It is about honoring the members and easing the group process in response to the needs of members. A good facilitator will be self-aware, self-assured, self-developed and will invest time in their own continuous professional development e.g. through reading, practicing, reflecting and attending training to build up his/her skill set.

The following suggestions, that I also utilized in the creation of the manual, have to be considered carefully by a facilitator : (a) pay attention to members as they talk about their personal experiences, be non-judgmental and mindful of the process, (b) facilitate discussion and allowing everyone to speak who wishes to, (c) ensure people are adhering to the agenda and keeping to time, (d) share tasks, encourage a sense of security within the group, (e) know your own limitations and boundaries, seek feedback from the group, manage conflict, make sure members feel supported, know when to advise group members for additional support, (f) summarize key issues and decisions that are made, (g) provide information on other potentially useful support services available outside of the group (Jacobson et al. 2012).

Throughout all interactions, peer specialists communicate warmth, empathy, and a non-judgmental stance. They provide support and guidance without telling their peers what they should do. This unique relationship is considered a system of giving and receiving help founded on key principles of respect, shared responsibility, and mutual agreement on what is helpful. While precise job descriptions vary widely across agencies, peer specialists focus heavily on the identification of strengths, skill building, effective symptom management, and goal setting among those with whom they work. In addition, they often provide outreach, advocacy, social and logistical support, and education (Morris et al. 2015).

As the field of peer specialists expands, questions have been raised about training policies and procedures. National standards and a unified credentialing process could increase legitimacy, professionalism, and/or competency in the field, although there may

be some concern that rigorous guidelines could deter people from seeking certification and possibly detract from the uniqueness and personalization of the role. To date, there are no national credentials for the field; however, the International Association of Peer Supporters (INAPS) recently issued National Practice Guidelines for peer specialists in the behavioral health field in an effort to increase understanding of and appreciation for the peer support worker role, as well as work toward standardization among credentialing agencies (Morris et al. 2015).

The National Practice Guidelines for Peer Supporters underline that peer support is voluntary, mutual and reciprocal, equally shared power, strengths-focused, transparent, and person-driven; that peer supporters are open minded, empathetic, respectful, honest, and direct and that peer supporters facilitate change. (International Association of Peer Supporters 2018)

It could certainly be argued that these core ethical guidelines may be considered guiding principles, regardless of the specific setting or title of peer provider. In addition to the National Practice Guidelines, there are a number of guiding principles that direct the practice of peer support, such as confidentiality, self-management, social connection, resilience (Morris et al. 2015).

4 PRODUCT DESIGN

4.1 Project Management

This thesis is divided into three separate but related projects. These projects are: the design, implementation and assessment of a survey that resulted in the creation, implementation and evaluation of the "Fathers' Group" ultimately leading to the main goal of this thesis, the development of the facilitator's manual.

According to Hyttinen (2017) dividing a project into phases simplifies the process and enables leadership in the best possible direction. The five project process groups (Project Management Institute 2013) are defined as:

1. Initiating
2. Planning
3. Execution
4. Monitoring and Controlling
5. Closing

In this thesis project management, the above-mentioned process can be more precisely divided in the following steps for each of the subprojects:

In the survey project, the initiating step was to outline possible stress and crisis issues within the intercultural couple, the planning step was the formulation of the survey questions, in the execution phase the survey was distributed, and the decision to set up the "Fathers' Group" was taken in the closing phase.

In the "Fathers' Group" project, in the initiating step the target group and their needs were identified, in the planning step the content of the "Fathers' Group" meeting was created, in the execution step the pilot group was implemented, in the monitoring and controlling phases the participants feedback survey was created, implemented and evaluated in conjunction with the results collected during the project team meetings, and the decision to create a facilitator's manual was taken in the closing phase.

In the initial phase of the facilitator's manual project, the structure and possible contents were identified, the final contents were finalized in the planning phase along with

the creation of each meeting's theme and exercises, the manual was written in the execution phase, the monitoring and control phases were the project team's meetings and the manual's editing, the conclusion step will be the publication of the manual.

4.2 Projects' team

Proper project team organization is one of the key constraints to project success. If the project has no productive and well-organized team, there's an increased probability that this project will be failed at the very beginning because initially the team is unable to do the project in the right manner (Your Guide to Project Management Best Practices. 2019). Every team, regardless of the project type, size and nature, has three roles. These roles are:

Leader: I share this role with Tanja Del angel and Melis Ari of Familia ry without their help and guidance it would it be impossible to plan and manage this project.

Member: All the Familia's ry team members which helped me creating materials such as brochures and assisted me in the marketing and evaluation process.

Contributor: Ismo Pitkänen from Miessakit who gave me an initial training, Petri Komulainen, Dora Puhakka and Hanna Rantala from the Refugee Council who trained me as a peer supporter and all the fathers which participated in the Father's group who were an invaluable source of inspirations and feedback.

5 ETHICS

According to Hammersley & Atkinson (2007) there are five focal points, or five headings under which we can look at ethics particularly in the context of social work research.

Informed consent is the primary ethical issue in doing research. Depending on the situation and the level of potential risk to participants, the procedure for obtaining consent can vary considerably. Consent may be obtained verbally if the study creates little or no risk or potential invasion of privacy. Consent should be gained in writing in other situations when participants are placed in a perilous position.

Privacy is the value attached to individual privacy has varied throughout history, and vast differences are still evident from one country to another. Privacy has, however, become a “right” that is highly treasured in contemporary Western society. Science is based on the collection and analysis of data. Educators as well as behavioral and social scientists collect and analyze data concerning people, both as individuals and groups. This is where research goals and the right to privacy can clash. Research of this nature is often intended to obtain information regarding attitudes, values, views and behaviors. Thus, pursuing the goals of science, while guarding against unnecessary invasion of participants’ privacy, presents complex issues.

Beneficence do no harm refers to the Hippocratic "be of benefit, do not harm". Beneficence do no harm refers to the Hippocratic "be of benefit, do not harm". Research should be planned and carried out in a manner as much as possible that minimizes the harm to participants. A study should always be more ethically justifiable if the probability of danger is minimized. A potential harmful effect should be detected early so that the study can be terminated if necessary.

Exploitation: nowadays, there is an increased concern about vulnerable groups and whether it is ethical or not for them to be used as research subjects. Vulnerability can be classified as one characteristic of people unable to protect their own rights and

welfare (Fisher 1993). So, vulnerable groups include captive populations (prisoners, institutionalized, students etc.), mentally ill persons, aged people, children, critically ill or dying, poor, with learning disabilities, sedated or unconscious. The different opinions about their participation in research can be attributed to their inability to give an informed consent and also to their need for further protection and sensitivity from the researcher as they are in a greater risk of being deceived, threatened or forced to participate (Marianna & Fouka 2011).

Consequences for future research: research material should be made available to other researchers for verification and subsequent use. Other researchers must gain insight into the data and other relevant material, providing this does not involve an invasion of privacy or a breach of confidentiality. Efforts should be made to maintain a culture based on constructive discourse and the productive management of professional disagreements. Research communities must sustain high methodological standards and encourage objective debate on the applications for and limitations of various methods and analytical techniques (Guidelines for research ethics in the social sciences, law and the humanities, 2006).

5.1 Ethical principles of this thesis process

As stated in the article “Ethical principles in exploratory and developmental work” the author, Gothoni (2018) explains that in thesis work and other R&D activity, one is to obey the instructions on good scientific practice by Finnish Advisory Board on Research Integrity set up by Ministry of Education and Culture. The basic principles are integrity, carefulness and preciseness throughout the thesis work process. One obeys ethically sustainable methods for information acquisition, research and evaluation methods as well as transparency.

The main ethical principles the I followed during the thesis development process are grounded on five basic principles. Mutual respect, which means that I had to be prepared to listen to the others and accept the fact that those involved have different viewpoints. The achievement of equality and inclusion by ensuring that all voices and

opinions are heard during the group meeting, by activating the quieter participants and by making sure that everyone has time to express their point of view. Democratic participation and reciprocity, which is taking into account the status and power of the participants and working in such a way that power is distributed equally. making sure that in all interaction, a language which everyone understands is used, and inclusive methods are used. Active learning by making sure adequate time is used to identify the problems, the core principles, and to reflecting on the learning at different phases of the research both together with partner and stakeholders and individually. Cooperation is based on trustworthy and honest action and readiness for change and the processing of conflicts. Responsibility is shared in interpreting the results and drawing the conclusions (The impact of AHRC research 2011/12. 2012.).

6 PROCESS DESCRIPTION

6.1 Description of the product

A training manual is a method of ensuring that anyone carrying out a certain task or using a new product is doing so in a way that best fits the required processes and methods of a business. There is no point in constantly reinventing the wheel, a good training manual promotes efficiency, providing each individual with straightforward instructions and a definitive guide which should answer most, if not all, of their pertinent questions. Having this kind of document readily available increases the confidence of staff, especially newcomers, who can be sure they are carrying out their work in the correct manner (Nickelled Team.2019).

The information in this manual is based on the knowledge and experience acquired during the implementation of the “Fathers’ Group” at Familia ry between October 2018 and February 2019 for a total of 18 session, and on the information that Familia had gathered during the years working with intercultural families, on the former peer support group models that had been developed during Duo Project (Projects). The

publication of the manual it is part of Familia strategies for next year pending approval of the requested funding from STEA.

6.2 Purpose and content of the manual

This manual is designed for those people, organizations, and public services that work with men within a parenting framework and are planning to establish a short course to help intercultural or/and immigrant fathers gain confidence in parenting and in dealing with their own cultural practices while integrating in the new culture.

The manual provides an outline for a thirteen-week course covering topics such as the role of fathers in communicating with children, understanding how fatherhood transforms men, challenges related to immigration, understanding and responding to children's behavior, men's health, and healthy masculinity.

The emphasis presented in the manual is around the issues that fathers face in dealing with their own cultural practices while integrating in the new culture, the effect that men and children have on each other, their intercultural relationship, and the development of their children's intercultural identity and bilingualism. The idea of the "Fathers' Group" is to link fathers and give them a space to share thoughts and concerns, reflect on being a dad and the vital role they play in their child's development, as well as make new friends. The group aims to encourage and support fathers who are newcomers in Finland and Finnish fathers of intercultural families.

The manual is structured so as to be easily read and presented regardless of the facilitator's experience level. It will provide clear headings and relevant content which will illustrate the basic concept and benefits of peer support, how to set up, structure and promote a group, ethics and confidentiality issues, running peer support group meetings, location and frequency of meetings, theme objectives, and exercises for each meeting. The aim of this manual is to provide a source that focuses specifically on fatherhood to encourage agencies to offer a useful service to men by enabling any facilitator to reach the "Fathers' Group" primary objectives which are:

- Facilitating a dialogue among participants about becoming a father and how fatherhood transforms men.
- Giving fathers information and suggestions on how to raise intercultural and bi-lingual children.
- Helping fathers share their own or their partner's immigration stories with the purpose of analyzing what they are proud of and what they would change.
- Discussing healthy masculinity: exploring how our culture's narrow definition of masculinity is harming our boys, men and society at large, and unveiling what we can do about it.
- Helping fathers understand different ways to support their children as they develop their own, unique, identity.

6.3 Conceptualizing the idea of the product

The idea for this this thesis originated during my practical placement at Familia ry. I was asked from my supervisor to create and implement a survey with the goal to investigate intercultural couple stress factors, crisis and divorce issues to better understand which services could be created and implemented to support intercultural couples. The finding of the survey highlighted the need to create some form of peer support group for fathers of intercultural families. While evaluating the result of the survey with Familia's coordinator we identified that there was a lack of support for intercultural or/and immigrant fathers in the community. While a range of valuable support groups and services have been developed for mothers, there has been little attention paid to fathers and their needs.

Considering the finding of the survey together with Familia ry we decided to develop and implement a "Fathers' Group" peer support, which would provide help at various stages in their parenting, including those expecting to become parents. Several methods were used innovatively during the project combining both theory and practice. The project had in addition a gender and culture sensitive approach. As result of the successful implementation and evaluation of the "Fathers' Group", together with Familia ry we decided to develop a facilitator manual titled "Starting and maintaining a fathers'

peer support group: a facilitator's manual, immigrant fathers and fathers within an intercultural relationship”

6.4 The milestones of the process

The process began in April of 2018 and will terminate in November 2019 (Appendix 10. Thesis milestones table). The first step of the process was the creation for Familia ry of a survey on intercultural couple stress factors, crisis and divorce issues. Following the implementation of the survey the results are analyzed jointly with Tanja Del Angel (Vertaistoiminnan suunnittelija) (Appendix 3. Survey results). Based on the survey results we discussed about possible services together with Tanja Del Angel (Familia's Vertaistoiminnan suunnittelija) and we agreed on creating a Father's peer support group where the issues of parenting, job networking, and cultural integration are faced and discussed.

At the end of August 2018, as a form of training in creating a Father's peer support group, Tanja Del Angel invited me to co-facilitate a Father's peer support group organized by Miessakit jointly with Familia ry. At the beginning of November 2018 Tanja Del Angel informs me that due to the specific nature of the target group most of the register participants did not meet the criteria to be part of the group. Therefore, Tanja Del Angel asked me if I was willing to run the group as facilitator under her supervision and after undergoing a training with Ismo Pitkänen (Project designer, Isän näköinen, Miessakit).

On the 25th of August 2018 I received 2 hrs. training from Ismo Pitkänen on the role of a facilitator of a peer support group and I was given a list of some questions and themes for father's group first four meetings. As part of my training I started to study the guidance publication written by Funk & Drew Bold (2017) for the WHO “Creating peer support groups in mental health and related areas”. I began also formulating and preparing questions for the four initial meetings of the group. From the 11th of September 2018 to the 2nd of October 2018 I facilitated the first 4 “Fathers' Group” meetings. On the 3rd of October together the outcomes of the first 4 meeting and the feedback from

the participants were evaluated with Tanja Del Angel (Familia's Vertaistoiminnan suunnittelija) and Melis Ari (Familia's Executive Director) and we decided to continue with the Father's group. In the same meeting it was suggested to me that it would be useful to create a facilitator manual for starting and maintaining the "Fathers' Group" and that this topic could be used for a product-based thesis, I was very interested with the idea therefore the next day I signed the cooperation agreement for thesis work with Familia ry (Tanja Del Angel Familia's Vertaistoiminnan suunnittelija) (Appendix 5. Thesis agreement).

In the next two weeks that followed, I began working on the "Fathers' Group" continuation by creating the new brochure (Appendix 1. Thesis milestones table

THESIS PROCESS' MILESTONES

April 2018	Creation of a survey on Intercultural couple stress factors, crisis and divorce issues
May 2018	The survey results are analyzed jointly with Tanja Del Angel (Vertaistoiminnan suunnittelija) (Appendix 3.)
May 2018	The evaluation: In the first part of the survey which confronts the stress issues and factors within an intercultural relationship, emerges quite clearly that differences in values can cause misunderstanding within the couple and that the upbringing of children is another strong factor that create differences of opinion. It is also interesting to note that gender role and different conception of the family are both cause of differences. It clearly emerges from the result of the question related to the possible services that could help the foreign spouse, the need for peer support group were the issues of parenting, job networking, and cultural integration are faced and discussed
May 2018	Based on the survey results about possible services together with Tanja Del Angel (Familia's Vertaistoiminnan suunnittelija)) we agreed on creating a Father's peer support group were the issues of parenting, job networking, and cultural integration are faced and discussed. The choice of fathers as target group it is crucial to complete the offer of services offered by Familia which at the time were mainly directed towards mothers and children.
25/08/2018	As a form of training in creating a Father's peer support group I'm offered the possibility of co- facilitating a Father's peer support group organized by Miessakit jointly with Familia ry

25/08/2018	Discussing and analyzing the structure and aims of the existing father's group project with Familia's supervisor Tanja Del Angel. Informed about my role as co-facilitator by Ismo Pitkänen (Project designer, Isän näköinen, Miessakit).
1/09/2018	Tanja Del Angel informs me that due to the specific nature of the target group most of the register participants did not meet the criteria to be part of the group. Miessakit asked Familia ry if interested to run the group without their involvement. Asked by Tanja Del Angel if I was willing to run the group as facilitator. Accepting the proposal.
2/09/2018	Scheduling an appointment with Ismo Pitkänen for a one to one training on the role of a facilitator of a peer support group.
4/09/2018	Received 2 hrs. training from Ismo Pitkänen on the role of a facilitator of a peer support group and a list of some questions and themes for father's group.
5-9/09/2018	Studying the guidance publication by WHO: Creating peer support groups in mental health and related areas. Formulating and preparing questions for the four initial meetings of the group Created a ground rules for the operation of meetings with the purpose to let members know what to expect from the group and to provide a safe place for participants to meet.
11/09/2018	Father's Group First Meeting Theme: The news about becoming a father Objective: Understanding how fatherhood transforms man
18/09/2018	Father's Group Second Meeting Theme: Preparing to become a family: the pregnancy Objective: Understanding how fatherhood transforms man
25/09/2018	Father's Group Third Meeting Theme: The birth of the child Objective: Understanding how fatherhood transforms man
02/10/2018	Father's Group Fourth Meeting Theme: The day to day life after the birth Objective: Understanding how fatherhood transforms man
03/10/2018	Evaluating the outcomes of the first 4 meeting and the feedback from the participants with Tanja Del Angel (Familia's Vertaistoiminnan suunnittelija) and

	Melis Ari (Familia's Executive Director) and deciding to continue with the Father's group
03/10/2018	Deciding together with Tanja Del Angel that it would be useful to create a facilitator manual for starting and maintaining the "fathers' peer support group" and that this topic could be used for a product-based thesis.
3/10-16/10/2018	<ul style="list-style-type: none"> • Creating the new brochure (Error! Not a valid bookmark self-reference.) • Defining dates and time • Choosing the topic of the first 4 meetings • Creating a Facebook event • Creating a WhatsApp group with all the existing participants of the first group • Marketing the group via social media, e-mail, Familia ry web page • Creating a doodle event page as an alternative way to register • Creating a Doodle group
04/10/2019	Signing the cooperation agreement for thesis work with Familia ry (Tanja Del Angel Familia's Vertaistoiminnan suunnittelija) (Appendix 5. Thesis agreement)
21/11/2018	<p>Father's group continuation first Meeting</p> <p>Theme: Watching movie "The Mask You Live In"</p> <p>Objective: Discussing healthy masculinity</p>
28/11/2018	<p>Father's group continuation second Meeting:</p> <p>Theme: Men's health</p> <p>Objective: To increase the Fathers awareness and knowledge of how to manage their stress and anger</p>
05/12/2018	<p>Father's group continuation third Meeting:</p> <p>Theme: Ways to Communicate talking with Children</p>

	Objective: Give fathers suggestions on how to communicate effectively with children
12/12/2018	Father's group continuation fourth Meeting Theme: Dads and work, balancing work and family Objective: Sharing ideas and useful tips on how to balance work and family
16/01/2019	Father's group continuation fifth Meeting Proposed to the participants some themes for the next 4 meetings Participants choose next meetings themes
23/01/2019	Father's group continuation sixth Meeting Theme: Dealing with Children's Behaviors Objective: Help Fathers to identify how they were disciplined when they were children. To examine how their childhood experiences with discipline affect their parenting style today. To help them learn effective alternatives to change or correct their children's behavior.
25/01/2019	Meeting interview for peer support training with Petri Komulainen, Finnish Refugee Council
30/01/2019	Father's group continuation seventh Meeting Theme: The Intercultural Child Objective: Help Fathers understand different ways to support their child as they develop their own, unique, identity.
06/02/2019	Father's group continuation eighth Meeting Theme: The Intercultural Child Objective: Help Fathers understand different ways to support their child as they develop their own, unique, identity.
13/02/2019	Father's group continuation ninth Meeting 7Theme: Challenges Related to Immigration

	Objective: Let fathers share their immigration stories analyzing what they are proud of and what they would change.
20/02/2019	Father's group continuation tenth Meeting Theme: Last Session Sauna Party Objective: Give fathers an informal way to be together and share their feeling about the support group
23/02/2019	Creating feedback form for participants (Appendix 4. Feedback form) Sending feedback forms
03/03/2019	Analyzing feedback forms and creating an evaluation report (Appendix 2. Feedback forms evaluation)
23/03/2019	Peer support group facilitator training Finnish Refugee Council's
24/03/2019	Peer support group facilitator training Finnish Refugee Council's
01-04/04/2019	Creating a Peer Support Group Plan for the Father's group (Appendix 6. Father's Group Plan) which will be presented to the meeting with Dora Puhakka and will be the base structure for the father's peer support a group: a facilitator manual
10/04/2019	Meeting with Dora Puhakka evaluation of my participation at the Peer support group facilitator training Evaluating the Peer Support Group Plan for the Father's group Receiving the certificate for training as a peer supporter (Appendix 7. Certificate peer support training)
23/04/2019	Meeting with Turo Karhu (Vantaan kaupunki Sosiaali- ja terveystoimen toimiala) to discuss the possibility to set up a father's group in Vantaa in collaboration with Familia ry
4/5/2019	Meeting with Melis Ari (Familia's Executive Director) to discuss how to proceed with the creation of the Father's Group manual what are the expectation of the life partner organization. Deciding how to the s guideline of the evaluation and editing of the Father's Group manual Discussing possible employment collaboration with the aims to continue with the Father's group and to implement a peer support divorce group.
June/July 2019	Finalizing Father's Group manual
August	Submitting to the life partner organization the Father's group manual for evaluation with the aims to receive feedbacks and to proceed with layout printing design .

October 2019	Evaluation process with life partner organization and other stakeholders
October 2019	Finalizing Thesis
7/10/2019	Registration for thesis submission
28/10/2019	Submission of thesis for preliminary assessment
25/11/2019	Submission of final thesis
09/12/2019	Final evaluation of the thesis
19/12/2019	Graduation date

), defining dates and time, choosing the topic of the first 4 meetings , creating a Facebook event, creating a WhatsApp group with all the existing participants of the first group, marketing the group via social media, e-mail, Familia ry web page and creating a doodle event page as an alternative way to register. The participants registration for the “Fathers’ Group” continuation was very successful allowing us to begin the first meeting on the 21st of November 2018; the group meetings continued until the 20th February 2019. During this period, I also began working on my thesis manuscript and in January 2019 I had an interview, to be selected for peer support training with Petri Komulainen, Finnish Refugee Council which would be held in March. Two weeks later I was informed that I was accepted in the training course.

During March 2019, I created a new Father’s Group feedback form that was sent to all the participants of the group (Appendix 4. Feedback form). The responses to the feedback forms were analyzed and a report created. The last weekend of March 2019, I participated in the peer support facilitator training at the Finnish Refugee Council that I successfully completed and during which I was able to create a Peer Support Group Plan for the Father’s group (Appendix 6.Father’s Group Plan) which was presented during a meeting with Dora Puhakka (Finnish Refugee Council) and will be the base structure the facilitator manual.

In April I received the certificate for training as a peer supporter (Appendix 7. Certificate peer support training).

In the beginning of May 2019, I had a meeting with Melis Ari (Familia’s Executive Director) to discuss how to proceed with the creation of the Father’s Group manual what were the expectation of the life partner organization and established the deadline

for the manual to be completed. On the same meeting we also discussed the possibility for and employment collaboration with the aims to continue with the Father's group and to implement a peer support divorce group.

During the Months of July and August 2019 I was able to complete Father's Group facilitator manual and I submitted for an evaluation the life partner organization's executive director Melis Ari during the same meeting I signed a part time contract with Familia ry to run a "Fathers' Group" in Helsinki and one in Vantaa and a Divorce peer support group between the months of September and December.

Due to the resignation of Familia's executive director any decision regarding the publication of the manual it is been postponed until a new director will be recruited. The evaluation process of the thesis and the manual contents was carried out during the month of October with Tanja Del Angel. In the month of October, I have submitted for preliminary assessment preliminary thesis which I presented on the thesis seminar in November. Few days after the thesis presentation I had the maturity test. The 25th of November the final thesis will be submitted and the 19th of December the graduation ceremony will be held.

7 EVALUATION OF THE PRODUCT AND PROJECT

As explain in the Project/programme monitoring and evaluation (M&E) guide (2011) the definition of evaluation as an assessment, as systematic and objective as possible, of a plan, program or policy that is ongoing or completed, its layout, implementation and outcomes. The intention is to determine the relevance and achievement of goals, efficiency in development, effectiveness, impact and sustainability. An assessment should provide credible and useful information which will enable both recipients and donors to incorporate the lessons learned into the decision-making process. The intention is to determine the relevance and achievement of goals, efficiency in development, effectiveness, impact and sustainability.

Evaluations involve identifying and reflecting upon the effects of what has been done, and judging their worth. Their findings allow project/programme managers, beneficiaries, partners, donors and other project/programme stakeholders to learn from the experience and improve future interventions (Project/programme monitoring and evaluation (M&E) guide (2011)).

7.1 Evaluation Plan

I will evaluate the overall of the project and product utilizing as evaluation type a summative evaluation which shows that the project has done what it was meant to do and presents information for future planning and decision making and is typically concluded at the end of the project. Such an assessment usually doesn't influence the current project directly but helps stakeholders to decide on the future (Zarinpoush 2006).

The purpose of my evaluation will be not only assessing the accomplishment of the objectives but also the overall success of the project's process. I will formulate specific evaluation questions that are the key questions that needs to be resolved in order to ensure that the project is successfully completed or to understand its impact, effectiveness and achievements (Zarinpoush 2006).

7.1.1 Evaluation questions

Based on the project's process and the completion of product I formulated the following evaluation question:

1. What could have been done differently to complete the project more effectively?
2. How was the project planning and implementation carried out?
3. Was the project documented sufficiently?
4. How satisfied are the participants with their involvement in the Father's peer support group?
5. Are the activities of the Father's Group effectively designed to reach the objectives?
6. How satisfied is the life partner organization with the output of the product?
7. What is the feedback of the Stakeholders involved in the project?

7.1.2 Formal and informal evaluation tool

According to Zarinpoush (2006) evaluation tools help gather the information needed to answer the evaluation questions. Evaluation tools can use both formal and informal methods for gathering information. Formal evaluation tools include focus groups, interviews, survey questionnaires, and knowledge tests. Informal evaluation tools include observations, informal conversations, and site visits.

I will utilize both formal and informal evaluation tools. The formal evaluation tools will be feedback form and interview. As informal evaluation tools I will employ my personal notes and observations acquired during the meetings of the "Fathers' Group" and informal conversations.

7.1.3 Evaluation process

One of the main aims of the evaluation process was to remain unbiased and fair in all stages of evaluation, making sure that my personal opinions toward the group, topics, or social matter would not interfere with the evaluation work. I was able to achieve this by always considering the acquired data as the main source of the evaluation process.

The first step of the evaluation process was the creation of the feedback form, that was distributed to all the participants of the “Fathers’ Group”. The feedback form was created by formulating a set of questions that determined the participants’ opinions, attitudes, and understanding of the project activities. The feedback form’s main objective was to answer evaluation questions nr 4 and nr 5.

Before the feedback form was distributed, I informed the participants about the purpose of data gathering and how I was going to use and analyze data, I also told the participants how the results would be used. Five participants responded to the feedback form.

Once the feedback forms were collected, the data was analyzed, and an evaluation form was created (Appendix 2. Feedback forms evaluation). The results of the feedback forms evaluation, the analysis of my personal notes and observations, acquired during the meetings of the “Fathers’ Group” and the feedback form received from the life partner organization, indicated that the participants were highly satisfied with their involvement in the “Fathers’ Group” meetings and that the activities and topics were effectively designed to reach the “Fathers’ Group” objectives. Furthermore, participation in the group strengthened the social relationships and networks among the fathers and gave them new tools and ideas for fatherhood. The feedback gathered from the pilot group participants states that 5 out of the 5 participants evaluated the group excellent. The discussions in the group offered new perspectives, contacts and support. All the participants agreed that a father’s peer support group is a useful tool to support both the immigrants and the Finnish fathers with a foreign spouse to better adjust to a family life and parenthood in an intercultural context.

The outcome from the evaluation meeting with the life partner organization, pointed out that the project was implemented very independently and the involvement of

Familia ry's employees and the communication in the project could have been more efficient in creating a support network for me as a project manager. These needs were identified during the project, but due to changes and organizational challenges within Familia's structural organization, the possibilities to participate were limited and the communication was discontinuous. Several methods were used innovatively during the project combining both theory and practice. The experience, comments and feedback of the peer support coordinators were considered, and the essential stakeholders were identified, and their expertise was used in the planning and implementation of the project. All the essential parts of the project planning and implementation were well documented, and the process is clear and easy to reproduce; these were the main qualifications of the project. Overall the life partner organization it is very satisfied with the output of the product. To Familia the manual offers the possibility of continuity and gives a great extra value to the services and support offered to intercultural families. Familia ry will use the manual in the future when training volunteers and peer support group leaders.

8 CONCLUSION

The main objective of this project-based thesis was to create a manual titled: “Starting and maintaining a fathers’ peer support group: a facilitator’s manual, immigrant fathers and fathers within an intercultural relationship”.

The creation of the manual, (Appendix 8. Facilitator Manual) throughout the implementation of the father's group, and by my participation in the peer support facilitator training, the evaluation process, and the feedback from the different stakeholders, enable me to successfully the main aim of the thesis.

The process was quite difficult and time-consuming but also very rewarding on a personal and professional level thanks to the successful results, such as the high response rate of the survey, the positive feedback of the “Fathers’ Group”, and ultimately the creation of the manual. The main challenges were: the identification of clear thesis goal, the limited amount of literature written on the topic; the implementation and creation of the “Fathers’ Group” with limited training and support (due to the organizational changes within the life partner organization); the many hours that I had to dedicate in the development and implementation process and the limited knowledge and training about facilitating a peer support group. I often felt that the process was not following a clear linear path due to the above-mentioned reasons but also due to the limited knowledge that I had about project planning, implementation and evaluation. Unfortunately, these erratic factors created quite a confusing and stressful working process. My thesis process started somehow too early in my study path and this surely contributed to the stress factors mentioned above.

I was able to overcome the challenges by identifying a clear topic and objective of my thesis throughout the feedback and suggestions received from the teachers, opponents and stakeholders, by extending the literature research to issues, which are not specifically related to topic, but very useful in identifying possible correlated issues.

Eventually I acquired the knowledge about project management by attending several university courses and thanks to the feedback and advice that I received from the different stakeholders involved in the project. I was also able to participate in a peer support facilitator training organized by the Refugee Council.

As stated by Quigley (2016) learning from mistakes will help us understand the strengths and weaknesses of our procedures and processes. Each failure and each success provide us with an opportunity to learn. I definitely learned quite extensively from failure and mistake by taking the time to constantly evaluate and analyze the process and listening to advice and feedback from all the stakeholders involved. I will surely undertake my next project with a different prospective and approach.

The most important aspect of this thesis process was my understanding that I have the skills and capacities to be a peer support facilitator and to develop peer support groups specifically targeted to intercultural families and all the issues related to them. My life experience and my natural dispositions, combined with further training and working experience, are very important strengths which will guide me in to the path of becoming a knowledgeable professional in the field of peer support.

Thanks to the support and resources of the life partner organization I was able to develop an important network among the professionals and associations which deal with peer support and immigration. This represents a valuable advantage in developing and promoting peer support activities and more specifically in divulging the peer support manual.

Based on my experience attained during the development of the manual, I am positively impressed that issues related to intercultural and immigrant fathers are becoming subjects of interest and debate, not only among the expert in the field but also in the media, which are increasingly reporting about this very important topic. To confirm what has been said above I have been invited in recent months to participate as a speaker in two different seminars dealing with different aspects of intercultural fatherhood and I was also interviewed by Yle news and participated in one of their podcasts related to the topic.

I firmly believe that it is important to develop and increase collaboration with other NGOs and public service providers to better coordinate the creation of services and the advocacy related to intercultural and immigrant fathers and more broadly to

intercultural families. The importance of the topic, the successful creation and implementation of the “Fathers’ Group” meetings, the subsequent creation of the facilitator manual and the positive outcome of the evaluation process, have ensured that Family included the publication of the facilitator manual and the “Fathers’ Group” as one of their core activities in their action plan for 2020 (Toimintasuunnitelma 2020. 2019) (Appendix 9. Toimintasuunnitelma) provided that funding from STEA is obtained.

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10 Appendix 1.Thesis milestones table

THESIS PROCESS' MILESTONES

April 2018	Creation of a survey on Intercultural couple stress factors, crisis and divorce issues
May 2018	The survey results are analyzed jointly with Tanja Del Angel (Vertaistoiminnan suunnittelija) (Appendix 3.)
May 2018	The evaluation: In the first part of the survey which confronts the stress issues and factors within an intercultural relationship, emerges quite clearly that differences in values can cause misunderstanding within the couple and that the upbringing of children is another strong factor that create differences of opinion. It is also interesting to note that gender role and different conception of the family are both cause of differences. It clearly emerges from the result of the question related to the possible services that could help the foreign spouse, the need for peer support group were the issues of parenting, job networking, and cultural integration are faced and discussed
May 2018	Based on the survey results about possible services together with Tanja Del Angel (Familia's Vertaistoiminnan suunnittelija)) we agreed on creating a Father's peer support group were the issues of parenting, job networking, and cultural integration are faced and discussed. The choice of fathers as target group it is crucial to complete the offer of services offered by Familia which at the time were mainly directed towards mothers and children.
25/08/2018	As a form of training in creating a Father's peer support group I'm offered the possibility of co- facilitating a Father's peer support group organized by Miessakit jointly with Familia ry
25/08/2018	Discussing and analyzing the structure and aims of the existing father's group project with Familia's supervisor Tanja Del Angel. Informed about my role as co-facilitator by Ismo Pitkänen (Project designer, Isän näköinen, Miessakit).
1/09/2018	Tanja Del Angel informs me that due to the specific nature of the target group most of the register participants did not meet the criteria to be part of the group. Miessakit asked Familia ry if interested to run the group without their involvement. Asked by Tanja Del Angel if I was willing to run the group as facilitator. Accepting the proposal.
2/09/2018	Scheduling an appointment with Ismo Pitkänen for a one to one training on the role of a facilitator of a peer support group.

4/09/2018	Received 2 hrs. training from Ismo Pitkänen on the role of a facilitator of a peer support group and a list of some questions and themes for father's group.
5-9/09/2018	Studying the guidance publication by WHO: Creating peer support groups in mental health and related areas. Formulating and preparing questions for the four initial meetings of the group Created a ground rules for the operation of meetings with the purpose to let members know what to expect from the group and to provide a safe place for participants to meet.
11/09/2018	Father's Group First Meeting Theme: The news about becoming a father Objective: Understanding how fatherhood transforms man
18/09/2018	Father's Group Second Meeting Theme: Preparing to become a family: the pregnancy Objective: Understanding how fatherhood transforms man
25/09/2018	Father's Group Third Meeting Theme: The birth of the child Objective: Understanding how fatherhood transforms man
02/10/2018	Father's Group Fourth Meeting Theme: The day to day life after the birth Objective: Understanding how fatherhood transforms man
03/10/2018	Evaluating the outcomes of the first 4 meeting and the feedback from the participants with Tanja Del Angel (Familia's Vertaistoiminnan suunnittelija) and Melis Ari (Familia's Executive Director) and deciding to continue with the Father's group
03/10/2018	Deciding together with Tanja Del Angel that it would be useful to create a facilitator manual for starting and maintaining the "fathers' peer support group" and that this topic could it be used for a product-based thesis.
3/10-16/10/2018	<ul style="list-style-type: none"> • Creating the new brochure (Error! Not a valid bookmark self-reference.) • Defining dates and time • Choosing the topic of the first 4 meetings • Creating a Facebook event

	<ul style="list-style-type: none"> • Creating a WhatsApp group with all the existing participants of the first group • Marketing the group via social media, e-mail, Familia ry web page • Creating a doodle event page as an alternative way to register • Creating a Doodle group
04/10/2019	Signing the cooperation agreement for thesis work with Familia ry (Tanja Del Angel Familia's Vertaistoiminnan suunnittelija) (Appendix 5. Thesis agreement)
21/11/2018	<p>Father's group continuation first Meeting</p> <p>Theme: Watching movie "The Mask You Live In"</p> <p>Objective: Discussing healthy masculinity</p>
28/11/2018	<p>Father's group continuation second Meeting:</p> <p>Theme: Men's health</p> <p>Objective: To increase the Fathers awareness and knowledge of how to manage their stress and anger</p>
05/12/2018	<p>Father's group continuation third Meeting:</p> <p>Theme: Ways to Communicate talking with Children</p> <p>Objective: Give fathers suggestions on how to communicate effectively with children</p>
12/12/2018	<p>Father's group continuation fourth Meeting</p> <p>Theme: Dads and work, balancing work and family</p> <p>Objective: Sharing ideas and useful tips on how to balance work and family</p>
16/01/2019	<p>Father's group continuation fifth Meeting</p> <p>Proposed to the participants some themes for the next 4 meetings</p> <p>Participants choose next meetings themes</p>

23/01/2019	<p>Father's group continuation sixth Meeting</p> <p>Theme: Dealing with Children's Behaviors</p> <p>Objective: Help Fathers to identify how they were disciplined when they were children. To examine how their childhood experiences with discipline affect their parenting style today. To help them learn effective alternatives to change or correct their children's behavior.</p>
25/01/2019	<p>Meeting interview for peer support training with Petri Komulainen, Finnish Refugee Council</p>
30/01/2019	<p>Father's group continuation seventh Meeting</p> <p>Theme: The Intercultural Child</p> <p>Objective: Help Fathers understand different ways to support their child as they develop their own, unique, identity.</p>
06/02/2019	<p>Father's group continuation eighth Meeting</p> <p>Theme: The Intercultural Child</p> <p>Objective: Help Fathers understand different ways to support their child as they develop their own, unique, identity.</p>
13/02/2019	<p>Father's group continuation ninth Meeting</p> <p>7Theme: Challenges Related to Immigration</p> <p>Objective: Let fathers share their immigration stories analyzing what they are proud of and what they would change.</p>
20/02/2019	<p>Father's group continuation tenth Meeting</p> <p>Theme: Last Session Sauna Party</p> <p>Objective: Give fathers an informal way to be together and share their feeling about the support group</p>
23/02/2019	<p>Creating feedback form for participants (Appendix 4.) Sending feedback forms</p>
03/03/2019	<p>Analyzing feedback forms and creating an evaluation report (Appendix 2. Survey results)</p>
23/03/2019	<p>Peer support group facilitator training Finnish Refugee Council's</p>
24/03/2019	<p>Peer support group facilitator training Finnish Refugee Council's</p>

01-04/04/2019	Creating a Peer Support Group Plan for the Father's group (Appendix 6. Father's Group Plan) which will be presented to the meeting with Dora Puhakka and will be the base structure for the father's peer support a group: a facilitator manual
10/04/2019	Meeting with Dora Puhakka evaluation of my participation at the Peer support group facilitator training Evaluating the Peer Support Group Plan for the Father's group Receiving the certificate for training as a peer supporter (Appendix 7. Certificate peer support training)
23/04/2019	Meeting with Turo Karhu (Vantaan kaupunki Sosiaali- ja terveystoimen toimiala) to discuss the possibility to set up a father's group in Vantaa in collaboration with Familia ry
4/5/2019	Meeting with Melis Ari (Familia's Executive Director) to discuss how to proceed with the creation of the Father's Group manual what are the expectation of the life partner organization. Deciding how to the s guideline of the evaluation and editing of the Father's Group manual Discussing possible employment collaboration with the aims to continue with the Father's group and to implement a peer support divorce group.
June/July 2019	Finalizing Father's Group manual
August	Submitting to the life partner organization the Father's group manual for evaluation with the aims to receive feedbacks and to proceed with layout printing design .
October 2019	Evaluation process with life partner organization and other stakeholders
October 2019	Finalizing Thesis
7/10/2019	Registration for thesis submission
28/10/2019	Submission of thesis for preliminary assessment
25/11/2019	Submission of final thesis
09/12/2019	Final evaluation of the thesis
19/12/2019	Graduation date

11 Appendix 2. Survey results

<https://1drv.ms/b/s!AoEjgo9vcvNbiik6d-KHV4Oehncd?e=P7t0Dw>

12 Appendix 3. Thesis agreement

<https://1drv.ms/b/s!AoEjgo9vcvNbjTQQBTwzZvuPd6OI?e=ekJYVW>

<https://1drv.ms/b/s!AoEjgo9vcvNbjTljKbekLcPRVTZi?e=Flnmul>

13 Appendix 4. Father's group continuation brochure

**FATHER'S GROUP FOR
INTERCULTURAL FAMILIES**

FATHERS NEED TO FEEL WELCOME TO BE
ABLE TO CONNECT WITH OTHER DADS

In Father's Group you will discover – perhaps for the first time – that there are other dads who wonder and experience the same things. The idea of the Father's Group is to link up with other fathers of intercultural families to share thoughts, concerns and frustrations, reflect on being a dad in your circumstance, or just to make new friends. This is not therapy, we simply invite you to meet other dads while you enjoy a cup of coffee in an informal, relaxing and confidential environment. Group's language is English, and the discussion will be facilitated by a trained group leader. Both foreign and Finnish fathers of intercultural families are welcome.

The themes of the next meetings are:
Wed 21.11 MOVIE: The Mask You Live In
 Explores how our culture's narrow definition of masculinity is harming our boys, men and society at large and unveils what we can do about it.
Wed 28.11 MEN'S HEALTH: Stress, anger, physical
Wed 05.12 COMMUNICATION: Ways to Communicate talking with Children
Wed 12.12. DADS AND WORK: Work and Family
 Balancing Work and Family



For more information or to register for the group, please contact Fabrizio Turci:
 fabrizio.turci@familia.fi
 or call Familia's office:
 044 773 8628





FAMILIA

The group meets every Wednesday in Familia, Lintulahdenkatu 10, 7th floor, Helsinki

Meeting schedule:

- Wed 21.11 (17.30 – 19.30)
- Wed 28.11. (17.30 – 19.30)
- Wed 05.12. (17.30 – 19.30)
- Wed 12.12. (17.30 – 19.30)

14 Appendix 5. Feedback form

<https://1drv.ms/w/s!AoEjqo9vcvNbiw6KMUoLvTa2ycfr?e=U2KuUv>

15 Appendix 6. Father's Group Plan

<https://1drv.ms/w/s!AoEjqo9vcvNbkGk1MLfXXUMIyiMx?e=43uK10>

16 Appendix 7. Certificate peer support training

<https://1drv.ms/b/s!AoEjqo9vcvNbjG34VqVmA7SZ4HVT?e=5K34j9>

<https://1drv.ms/b/s!AoEjqo9vcvNbjG5mNEwfu4Vt0Dcj?e=Cynzzz>

17 Appendix 8. Feedback forms evaluation

<https://1drv.ms/w/s!AoEjqo9vcvNbiXU7wahbGIEOPOi9?e=Ohb8Nr>

18 Appendix 9. Facilitator Manual

<https://1drv.ms/b/s!AoEjqo9vcvNbjUydxHEviXFjk73G?e=hMLfdX>

19 Appendix 10. Toimintasuunnitelma 2020

<https://1drv.ms/b/s!AoEjqo9vcvNbiSWe-KkTqhy6aPLg?e=LVpE9v>