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RESISTIRÉ

Reducing gendered inequalities
caused by COVID-19 policies

Deliverable 5.3

Report on open studios cycle 2

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Partners

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OBU
K&I
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List of acronyms

Abbreviation	Meaning
COVID-19	Coronavirus Disease 2019
CSO	Civil Society Organisation
EU-27	European Union (27 countries)
GBV	Gender-Based Violence and sexual harassment
INGO	International Non-Governmental Organisation
NGO	Non-Governmental Organisation
OS	Open Studio(s)
WP	Work Package

Summary

The aim of RESISTIRÉ is to understand the unequal impacts of the COVID-19 outbreak and its policy responses on behavioural, social and economic inequalities in 31 countries (EU-27 plus Iceland, UK, Serbia and Turkey) and to work towards individual and societal resilience. It does so by collecting policy data, quantitative data and qualitative data, and by analysing and translating these to insights to be used for designing, devising and piloting solutions for improved policies and social innovations to be deployed by policymakers, stakeholders and actors in the field in different policy domains. The project relies on a ten-partner multidisciplinary and multisectoral European consortium, and a well-established network of researchers in 31 countries.

This report provides an overview of the four Open Studios that were conducted in the second cycle of the RESISTIRÉ project and their respective results. The Open Studios constitute the co-creation step in the RESISTIRÉ process, with results from the consecutive research cycles (WP2-4) being interpreted in this multidisciplinary format. The Open Studios are action-oriented, which means that their ultimate output consists of ideas for concrete action (which can be put into practice through pilot projects), input for recommendations to reshape policies, and unanswered questions (missing insights or knowledge) that can form the foundation of a future research agenda.

Four Open Studios were organised with a mix of participants from the consortium and invited participants. Each Open Studio (OS) had a different thematic focus, centred around the two central topics of gender-based violence (GBV) and education: the first OS focused on the shadow pandemic of GBV, and sought innovations to support survivors and protect women & LGBTQI+ people against this worsening trend in violence. The second OS looked at the plight of young people enrolled in education, who were deeply affected by the sudden move to digital formats and enforced isolation during the pandemic. The third OS focused on the flip side of this coin, trying to find solutions for teachers and educators who became (more) overburdened as a result of COVID-19. Finally, the fourth OS looked at digital GBV and digital activism, trying to come up with innovations to counter violence in digital spaces and to promote activism in a digital context.

During two days, participants went through a creative process inspired by better stories and by personas that were prepared for each Open Studio based on results of the research activities of the project. The result is a set of 27 action-ideas that will be further used and developed in the RESISTIRÉ project to:

- Formulate recommendations towards different target groups including policymakers, civil society organisations (including NGOs), employers, and other

kinds of stakeholders.

- Launch pilot actions that will test and demonstrate the potential of innovative approaches.
- Feed the research agenda of RESISTIRÉ (the third cycle of research activities) and beyond.



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Introduction

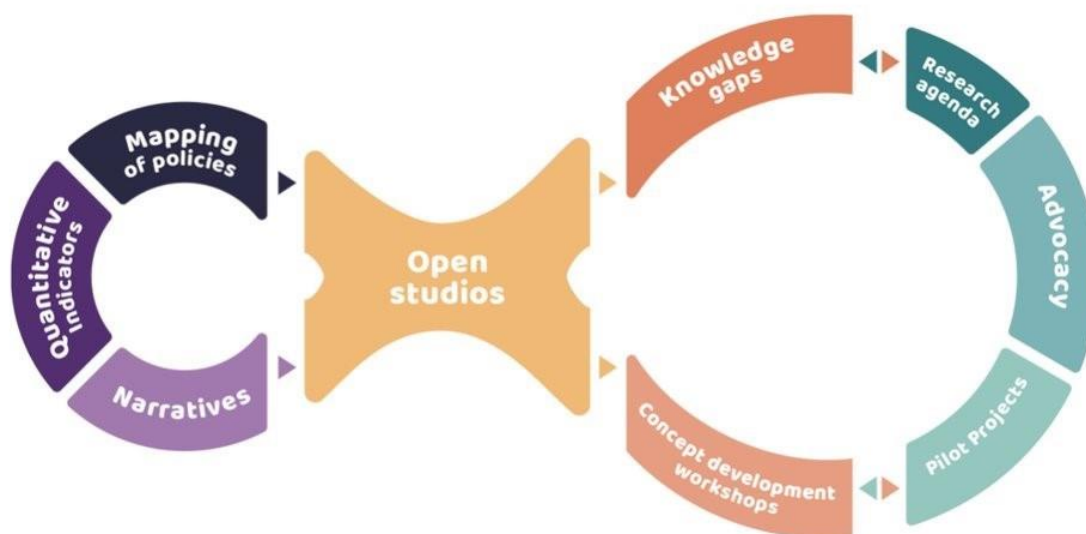
The aim of RESISTIRÉ is to understand the unequal impacts of the COVID-19 outbreak and its policy responses on behavioural, social and economic inequalities in 31 countries (EU-27 plus Iceland, UK, Serbia and Turkey) and to work towards individual and societal resilience. The pandemic has led to the introduction of national policy responses and measures in multiple policy domains to slow infections and prevent deaths (Cibin et al., 2021). This has profoundly changed lives, with physical and social distancing becoming the new norm and, where needed, quarantining and self-isolation. It has radically shifted how society is organised, with increased working from home, home-schooling and intensification of online presence, all with their own specific (un)intended consequences (Bonaccorsi et al., 2020). It has also meant furloughing and job losses, with associated economic hardship and mental health issues, delayed ordinary health treatments, and worse, the loss of life (Nicola et al., 2020; Van Bavel, 2020; Lewnard & Lo, 2020). Worryingly, it has also meant increases in the levels of gender-based violence and variations in access to support and healthcare.

The impacts of these developments, like those of other crises, are gendered and related to sex, age, disability, ethnicity/race, migration status, religion, social class, and the intersections between these inequalities (Lokot & Avakyan, 2020; Walter & McGregor, 2020; Walby, 2015). They are uneven and unequal, disproportional in their consequences for different groups, and their long-term impacts are uncertain (Cumming et al., 2020). Women have been disproportionately infected by COVID-19 (Sciensano, 2020) and affected by its impact; as front-line workers, as formal or informal caregivers in society; as exposed to a higher risk of men's violence, in particular as intimate partner violence. As these positions intersect with social class, ethnicity, age and other inequalities, our approach deploys a 'gender+' approach, which highlights gender relations and gender inequalities, but always considers how these intersect with other complex inequalities (Verloo, 2013; Walby et al., 2012). Policy responses to the pandemic also need to consider the gender+ perspective, and how some groups benefit, while others lose out. It is important to understand how different policy responses are having unequal effects, but also how different responses can be put into place to understand and address gender and intersectional inequalities in different policy domains (Lombardo & Kantola, 2019).

To meet these aims, RESISTIRÉ conducts policy analysis, as well as quantitative and qualitative research activities, to inform the design of innovative solutions. In this way, it responds to the outbreak through co-created and inclusive strategies that address old and new, durable and temporary inequality patterns in and across policy domains. The overall methodology of RESISTIRÉ is based on a step-by-step process running in three cycles over 24 months (April 2021/March 2023). All project activities are organised in

these three cycles, feeding results into one another (see Figure 1).

Figure 1: RESISTIRÉ methodological step-by-step three cycle process



This report provides an overview of the four Open Studios that were conducted in the second cycle of the RESISTIRÉ project and their respective results. Three of the Open Studios were organised online, while one was held in person in Donostia-San Sebastián, Spain. Each one had a duration of two full days and they all took place between mid-March and the beginning of April 2022. The Open Studios constitute the co-creation step in the RESISTIRÉ process, with results from the previous steps (WP2-4) being interpreted in this multidisciplinary co-design format. This specific approach is a technique developed to design policies in a participative way by bringing together multiple kinds of expertise. The Open Studios are action-oriented, which means that their ultimate output consists of ideas for concrete action (which can be put into practice through pilot projects), input for recommendations to reshape policies, and unanswered questions (missing insights or knowledge) that can form the foundation of a future research agenda.

In the next chapter, the four Open Studios are described. The chapter starts with a description of the approach and how the Open Studios were prepared. After that, each individual Open Studio and its main themes, core issues, and relevant inequalities are briefly described. In a following chapter, the output that came out of the Open Studios that is relevant for the next steps of RESISTIRÉ's process is reported upon in three sections: operational recommendations for policymakers and other stakeholders, followed by the actions that could be used for pilot projects as well as ideas and

recommendations for the future research agenda of RESISTIRÉ. The action-ideas described in this chapter are descriptions of the actions as they came out of the Open Studios, without any check for feasibility or improvements by the editors. They are considered as the output from the Open Studios that serves as input for the tasks in a next work package (WP6) where they will be screened and, if selected, further developed and finetuned. Two more concluding sections are a part of this deliverable: the lessons learned from this second cycle of Open Studios and brief (preliminary) conclusions.

Four Open Studios

Open Studio approach

The Open Studios should be considered an action-oriented analysis of the research results of the previous steps of the project. The output consists of ideas for concrete action, input for recommendations to reshape policies, and questions that still need to be answered (missing insights or knowledge). The Open Studios approach is a technique developed to design policies in a participative way bringing together multiple expertise, including the user experience. The original concept, as described in Boyer, Cook and Steinberg (2011), had a duration of five full days. The Open Studio approach used in RESISTIRÉ is for two days given the scope of the issues covered and the feasibility of recruitment of participants. During an Open Studio, participants go through periods of divergence (exploring in an open way, brainstorming) and of convergence (bringing ideas together into concepts of potential solutions). Different exercises shape this process as described in the table below.

Table 1 - Generic overview of an Open Studio

DAY 01	TIME	INPUT / TOOLS	OBJECTIVE	OUTPUT
00 <i>Optional</i> Miro Tutorial	9:00-9:15	/	Familiarise participants with the Miro board (if OS is held online)	/
01 Warmup; getting started	9:15-10:30	Participant profiles	Familiarise participants with one another and with the OS approach. Get participants thinking beyond their own experience (considering target groups).	Examples of long-term impacts, both individual and structural
02 Inspiration	10:45-13:00	<i>Presentation on inequalities, set of inspiring/promising policy and societal responses</i>	Have participants look critically at previous responses to issues (indirectly) caused by COVID-19 to understand what has been done and what can be done better. What have been the better stories of responding to the pandemic (policy & initiative)? Ask participants to critically assess the provided policy and societal responses.	Common characteristics of better stories and their shortcomings: initial identification of opportunities; What/who is missing in the existing better stories?
03 Empathy	14:00-15:30	Impacts (01) and responses (02); <i>personas</i>	What/who would have made a difference for this persona? What would have been	Identification of additional gaps and

			their better story? What kinds of support mechanisms, resources or actions would have helped? What would the participants have done if they found themselves in a similar situation?	opportunities/ideas for action
04 Brainstorm	15:50-17:00	Opportunities (02+03); <i>Lotus Blossom</i>	Develop ideas on how to overcome barriers creating inequalities and how to enable a more inclusive and creative response to the pandemic.	A selection of ideas to be characterised; Who/what is missing?
DAY 02				
05 Brainstorm	9:15-10:30	All ideas from day 1; <i>Mind map</i>	Reflecting on the results of the first day and identifying potential better stories of societal and policy responses	A selection of ideas to be characterised; Who/what is missing?
06 Co-create	11:00-12:30	Ideas selected from 04+05	Turning ideas into better stories of societal and policy responses	Potential pilot actions; Recommendations for stakeholders; Open questions for the research agenda
07 Co-create	13:30-15:00	Ideas selected from 04+05	Turning ideas into better stories of societal and policy responses	Potential pilot actions; Recommendations for stakeholders; Open questions for the research agenda
08 Conclusions	15:20-17:00	Open for conclusion	Define priorities and follow-up actions	Priorities for stakeholder recommendations and for pilot actions

Four Open Studios have been planned for each cycle (twelve in total), which are held either face-to-face or online depending on the development of COVID-19 in the period when they must take place. Choosing a face-to-face workshop over an online one (or vice versa) does not have an impact on the general structure and content of an Open Studio. For three of the four Open Studios of the second cycle, held in March and April 2022, the consortium opted for an online format, while one Open Studio was held in a face-to-face context, with participants meeting in Donostia-San Sebastián, Spain.

Preparing the Open Studios

Choice of Themes

The reflection on the thematic focus of the second cycle of Open Studios started mid-January 2022, during the ongoing second cycle of research activities of the project. Open Studios need to have a clear goal and a scope that is compatible with the method: sufficiently broad to allow for creativity, but also sufficiently focused to ensure concrete results will come out. The selection of subjects was done in steps, with a longlist, which led to a shortlist and finally a choice. The decision was taken to have two broad themes, divided over four Open Studios.

The longlist of 13 potential themes was established by the 'Open Studio team' consisting of staff of YW, ORU and SU, based on the research results available³. This longlist was reduced to six themes, using criteria that take into account the Open Studio method, its advantages, and its limitations: the feasibility to handle the theme within the format, the likeliness to get operational results; the balance of themes covered and the risk factor. Risk was considered as something the project should be ready to take on, as the purpose is to learn from the experience and the safest route should not always be chosen.

The final decision was taken by the teams of YW, SU and ORU in early February. The two broad themes selected encompassed gender-based violence and education. This meant that two OS focused on different aspects of gender-based violence (gender-based violence in general; digital violence and digital activism), while the other two OS focused on different target groups within the field of education (young people; teachers). The actual titles of the Open Studios evolved in the next weeks and are mentioned below.

Recruitment of Participants

The decision on the themes triggered the recruitment of participants, both from within the consortium and invited experts. The target was to have 12 participants from team members of consortium members and to invite 8 external participants. For external participants, the target was to have a mix of different profiles: people directly involved professionally, people who had been studying the thematic area (mostly from academia and some from CSOs/NGOs), people with a creative/artistic background, people working for social partner organisations, and policymakers.

³ Main sources: ad hoc analysis of the reports from the first research cycle and preliminary findings from the second research cycle.

Identification of experts was a collective responsibility, with all consortium partners contributing to develop a longlist for each OS. The YW team complemented this list through desk research to identify stakeholders and experts which were screened. Based on this longlist, invitation mails were sent out in waves to ensure the quota agreed would be met as adequately as possible. The YW team was in charge of sending out invitations and coordinating the recruitment process. ESF was involved in contracting the external participants as experts.

Better Stories and Personas

In parallel, the content of the Open Studios and material to be used in the exercises were prepared. This was done through the exploitation of the research results from WP2, WP3 and WP4, both from the first cycle and the (preliminary) second cycle results. The YW team prepared notes on the main inequalities linked to the theme and the potential core issues to be handled during the OS. These notes were shared with SU and ORU to get feedback and make final choices.

Better stories are used as inspiration in the Open Studios. These better stories are stories that identify how a given (negative) societal situation can be ameliorated to improve on existing practices, without being a perfect fix that turns out to be unattainable (i.e., a 'best story'). As feminist scholar Dina Georgis (2013) argues in her book *The Better Story*: "There is always a better story than the better story." The better stories serve to inspire and form the groundwork for the development of more concrete results, like policy recommendations and potential societal initiatives. In this regard, the Open Studios tried to find answers to some key questions, which included the following: What have been some inspiring practices, initiatives, and policies that we have been able to observe in different contexts across Europe? What can we learn from them to imagine even better stories of responding to this crisis that we all share, but are not equally affected by? How can a gender+ perspective help us explore, make visible, and co-create more egalitarian and inclusive policies, initiatives, and practices? The better stories were selected from the grids with policies and societal responses collected by the national researchers (WP2) and complemented with desk research for a sufficiently balanced portfolio. They were then further developed in a standardised format adapted to the use in the Open Studio. All the better stories used are available on the [RESISTIRÉ project website](#).

The technique of personas is used to stimulate creativity, create empathy and to take some distance from the personal experience of the participants. These personas are based on earlier research in the project and profile different archetypes of people that were affected by the pandemic in one way or another. The ORU team in charge of analysing the narratives (WP4) was briefed on the OS method and process, as well as the personas. This allowed ORU to identify narratives that could be inspiring for the

development of the personas. They were developed by the YW, ORU and SU teams in two steps: firstly, defining the basic characteristics of 6 personas for each OS, checking the consistency and the coverage of inequalities. Secondly, the development of drafts for each set of personas, including the choice of visuals and the development of quotes (inspired by real quotes in the narratives). These drafts were reviewed by the team before their finalisation. All the personas are available on the [RESISTIRÉ project website](#).

Finally, a package of materials was prepared and sent to all the participants one week prior to each OS. This included a briefing note on the project, the OS approach and practical information; an introduction to the theme that included results from the research phase (WP2, 3 and 4); and the set of better stories.

Open Studio 1 – Better is Possible: Post-pandemic Innovations to Counter Gender-based Violence

The first Open Studio of the second cycle was held on the 17th and 18th of March 2022, and was titled 'Better is Possible: Post-pandemic Innovations to Counter Gender-based Violence'. It brought together participants from the RESISTIRÉ consortium itself as well as experts, stakeholders, and creative people from outside of the project (see Table 1 below). The Open Studio was co-facilitated by Alain Denis (YW) and Ayşe Gül Altınay (SU), with additional facilitators for work in small groups: Grace Romeo (YW), Nazlı Türker (SU), Igor Živković (YW) and Nathalie Wuiame (YW).

Table 2 - List of OS1 Participants

Invited Participants	Consortium Participants
Aslihan Tekin	Claire Braun (ESF)
Iluta Lace	Anne-Charlott Callerstig (ORU)
Aylime Asli Demir	Marhabo Saporova (SU)
Sandra Jovanović	Elena Ghidoni (UDEUSTO)
Adine Samadi	Ainhoa Izaguirre Choperena (UDEUSTO)
Marcela Poláčková	Claudia Aglietti (K&I)
Andreea Cornea	Vanda Maufras Černohorská (ISAS)
Eniko Pap	Agnieszka Kolasińska (ISAS)
	Jagriti Tanwar (OBU)

Invited participants mostly stemmed from civil society organisations working on a broad range of issues connected to gender-based violence (GBV), such as working with perpetrators, sheltering of survivors, giving trainings to civil servants, etc. There was also significant geographical diversity among the origins of the participants, who were from 14 different countries in total: Belgium, Czechia, France, Hungary, Italy, Latvia, Romania, Serbia, Spain, Sweden, Turkey, Turkmenistan, the United Kingdom, and the United

States.

When the lockdown restrictions were enacted during the pandemic, it became clear very early on that there was an increase in gender-based violence. This 'shadow pandemic' clearly showed that the home is not a safe space. Domestic violence increased with the restriction of movement, and the corresponding increases in unemployment and economic hardship exacerbated the situation.

The Open Studio aimed to address several main issues. First, it sought to develop ideas to help prevent gender-based violence, through for example more pro-active monitoring mechanisms. Second, it sought ways to improve the protection offered to survivors; more concretely protection from the perpetrator and protection from secondary victimisation. Third, the Open Studio tried to come up with ideas to improve the prosecution of perpetrators. Fourth, it aimed to improve the provision of services to survivors and their families. Fifth, it looked at different ways of improving cooperation between civil society and public institutions, and finally, it aimed to come up with concrete policies that could enable and improve prevention, protection, support and prosecution of perpetrators.

The main questions that this OS tried to find answers to then become the following: how do we create effective mechanisms that help prevent GBV? How to make sure that survivors can report the abuse without needing to fear retribution from the perpetrator, and how can we help prevent secondary victimisation? Are there ways to encourage and help bystanders to support victims and/or report violence? In which ways can we make sure that perpetrators are adequately prosecuted? How to support survivors and their families, especially those that are most vulnerable? How do we make sure all family members and survivors of all ages are accepted in shelters? In a context where those who are most marginalised have low trust in public institutions, how can public institutions and civil society work together to offer support? Which policies can we imagine together to address these issues? What structural changes could institutions enact in order to prevent, protect, support, and prosecute?

Open Studio 2 – Better is Possible: Young People in Education During and Beyond the Pandemic

The second Open Studio of the second cycle was held on the 22nd and 23rd of March, 2022, in Donostia-San Sebastián, Spain, and was titled 'Better is Possible: Young People in Education During and Beyond the Pandemic'. It brought together participants from the RESISTIRÉ consortium itself as well as experts, students, and creative people from outside of the project (see Table 2 below). Open Studio 2 was co-facilitated by Alain Denis (YW) and Anne-Charlott Callerstig (ORU), with additional facilitators for work in small groups: Grace Romeo (YW), Aart Kerremans (YW), and Lina Sandström (ORU).

Table 3 - List of OS2 Participants

Invited Participants	Consortium Participants
June Albala	María López Beloso (UDEUSTO)
Naseem Darbey	Caitriona Delaney (TU Dublin)
Jekatyerina Dunajeva	Laia Tarragona Fenosa (UDEUSTO)
Riona O'Connor	Felix Arrieta Frutos (UDEUSTO)
	Elena Ghidoni (UDEUSTO)
	Mari Kolehmainen (ESF)
	Federica Rossetti (Sciensano)
	Nazlı Türker (SU)

Invited participants included two student representatives, an expert researcher, and an artist. Two local policymakers in the field of education were also expected to attend, but had to cancel their participation shortly before the start of the Open Studio. There was also geographical diversity among the origins of the participants, who were from 10 different countries in total: Belgium, Finland, Hungary, Ireland, Italy, Spain, Sweden, Turkey, the United Kingdom, and the United States

The COVID-19 pandemic had profound effects on the wider field of education and, consequently, on young people in education. Not least, the sudden and unexpected adoption of digital education in many countries – to help curb the number of COVID-19 infections – highlighted and exacerbated a lot of existing inequalities among students and pupils. This Open Studio sought to find solutions to already existing and newfound difficulties faced by young people in education, paying special attention to the gender+ inequalities that are prevalent among them.

One of the core issues that constituted the main focus of the Open Studio was the severe impact of the pandemic on students' mental health: the global health crisis and associated policy measures to curb the spread of the virus have caused or exacerbated mental health issues like depression and anxiety among young people. Moreover, many pupils and students have struggled to keep up with digital and/or hybrid education, in terms of the equipment and materials required, the necessary skills and competences, and the reduced presence of peer and teacher support networks. This is often reflected in their educational progress as well. Taking into account gender+ inequalities, vulnerable pupils/students are in need of more support, especially those living in low-income households, ethnic minorities, LGBTQI+ people, and young (single) parents enrolled in education. In particular, young people with disabilities and/or special educational needs require better support measures in light of remote learning.

The main questions that this OS tried to find answers to then become the following: how do we address the widespread mental health issues among young people that resulted from the pandemic? How can we make struggling young people more mentally healthy

again and what can we do in schools and universities to prevent mental health issues from developing in the first place? How do we equip and educate pupils/students so that they can competently take part in digital education? What are the barriers that prevent young people in education from participating in online classes and how can we address those? How do we help students from the most vulnerable groups in society to engage in digital learning? Given that there are certain advantages to digital education, are there ways in which hybrid learning can be made more attractive to and useful for pupils/students? What is the right balance between digital learning and in-person classroom-based education? What transformations of education can we envision that promote and reinforce the important social functions of schools and educational institutions that, at the same time, are healthy and safe during pandemics and other crises?

Open Studio 3 – Better is Possible: Solutions for Teachers in a Post-pandemic World

The third Open Studio of the second cycle was held online on the 28th and 29th of March, 2022, and was titled ‘Better is Possible: Solutions for Teachers in a Post-pandemic World’. It brought together participants from the RESISTIRÉ consortium itself as well as experts, teacher representatives, and creative people from outside of the project (see Table 3 below). Open Studio 3 was co-facilitated by Nathalie Wuiame (YW) and Anne-Charlott Callerstig (ORU), with additional facilitators for work in small groups: Grace Romeo (YW), Aart Kerremans (YW), Lina Sandström (ORU), and Nazlı Türker (SU).

Table 4 - List of OS3 Participants

Invited Participants	Consortium Participants
Andy Ash	Adam Brandstetter-Kunc (ESF)
Nina Bergdahl	Marina Cacace (K&I)
Emirhan Deniz Çelebi	Rana Charafeddine (Sciensano)
Hannele Niemi	Caitriona Delaney (TUD)
Conceição Nunes	Elena Ghidoni (UDEUSTO)
Şerife Yücesoy Özkan	Seán Henry (TUD)
Stefan Van Ouytsel	Maite Santiago (UDEUSTO)

Invited participants included expert researchers, a UNESCO Chair on the topic of education, a teachers’ union representative, and two artists/creative profiles. There was also geographical diversity among the origins of the participants, who were from 11 different countries in total: Belgium, Finland, Ireland, Italy, Poland, Portugal, Spain, Sweden, Turkey, the United Kingdom, and the United States.

The COVID-19 pandemic had profound effects on the wider field of education and, consequently, on the teachers who are an integral part of that field. Not least, the sudden

and unexpected adoption of digital teaching in many countries – to help curb the number of COVID-19 infections – created an unsustainable workload for a lot of teachers and led to the inception and/or exacerbation of mental health issues among them. This Open Studio sought to find solutions to already existing and newfound difficulties faced by teachers, paying special attention to the socioeconomic conditions under which they try to work.

One of the core issues that constituted the main focus of the Open Studio was the severe impact of the pandemic on teachers' mental health: the global health crisis and associated policy measures to curb the spread of the virus have caused excessive amounts of stress to manifest among teachers, while also isolating them from each other and their pupils. This has led to the proliferation and/or exacerbation of mental health issues like burnout and depression. Moreover, many teachers have struggled to keep up with digital and/or hybrid education, in terms of the equipment and materials required, the necessary skills and competences, and the reduced in-person contact with other teachers and pupils. Teachers' working conditions and classrooms were also an important topic, as significant numbers of teachers are overburdened with work and, in some cases, they have to return to teaching spaces that could be made safer and healthier (in light of the pandemic).

The main questions that this OS tried to find answers to then become the following: how can we prevent the appearance and/or exacerbation of mental health issues among teachers, especially during crisis situations like the pandemic? How do we address and mitigate the mental health issues already present? How do we ensure good working conditions for teachers? How do we prevent them from being overburdened by the amount of work (also with regard to digital teaching)? How can we provide safe, healthy and inclusive education in classrooms and auditoria when health and safety measures are in place? How do we equip and educate/train teachers so that they are adequately prepared for hybrid teaching (or even temporarily fully digital teaching, like during the peaks of the pandemic)? How can we build a resilient education system that has access to the necessary equipment, knowledge and competences to function in crisis situations? What opportunities/advantages are there in digital education and can a hybrid approach work effectively? Is there way to meaningfully combine in-person education and digital education without losing sight of the other crucial roles that teachers have (socialisation of pupils, caring for them and for each other, ...)?

Open Studio 4 – Better is Possible: Gender-based Digital Violence and Digital Activism

The fourth Open Studio of the second cycle was held online on the 6th and 7th of April, 2022, and was titled 'Better is Possible: Gender-based Digital Violence and Digital Activism'. It brought together participants from the RESISTIRÉ consortium itself as well as experts, activists, and creative people from outside of the project (see Table 4 below). Open Studio 4 was co-facilitated by Alain Denis (YW) and Ayşe Gül Altınay (SU), with

additional facilitators for work in small groups: Grace Romeo (YW), Aart Kerremans (YW), Nazlı Türker (SU), and Pinar Ensari (SU).

Table 5 - List of OS4 Participants

Invited Participants	Consortium Participants
Amarinder Arora	Claudia Aglietti (K&I)
Bitá	María López Beloso (UDEUSTO)
Çiğdem Mater	Alicja Bobek (TUD)
Naomi Alexander Naidoo	Laia Tarragona Fenosa (UDEUSTO)
Fulya Kama Özelkan	Agnieszka Kolasińska (ISAS)
Kristian Randelović	Marcela Linková (ISAS)
Hannah Richter	Lorenzo Lionello (Sciensano)
Hazal Sipahi	Selin Nugent (OBU)
	Federica Rossetti (Sciensano)
	Sofia Strid (ORU)
	Eugenia Vilarchao (ESF)

Invited participants included expert researchers, activists, representatives from CSOs, and a more creative profile. There was also geographical diversity among the origins of the participants, who were from 12 different countries in total: Belgium, Czechia, India, Italy, the Netherlands, Poland, Serbia, Spain, Sweden, Turkey, the United Kingdom, and the United States.

Gender-based digital violence (cyberbullying, hate speech, stalking, hacking digital profiles and/or physical appliances, ...) recreates and increases pre-existing intersections of inequalities. Victims from vulnerable groups, therefore, are more likely to face online violence. Furthermore, online violence is used as an instrument to deter women and people from the LGBTQI+ community from taking up power within their work or activism (activists, politicians, journalists, academics, ...). As such, the most harmed groups include (but are not limited to):

- Women of colour
- Women from ethnic minority groups
- Young girls and women
- People from the LGBTQI+ community
- Women and LGBTQI+ journalists, politicians and activists

The consequences include serious negative mental health impacts (fear, anxiety, shame, ...), economic impacts, impacts on personal relationships, as well as a loss of public participation and disempowerment.

The main questions that this OS tried to find answers to include the following: how can institutions such as the workplace or educational institutions help against digital violence, especially given the increased digitalisation brought about by the pandemic?

How can we push social media platforms to be more proactive on addressing violence and hate speech, without increasing online surveillance and censorship? How would a gender+ intersectional lens contribute to the design of effective policies and actions against digital GBV, and which policies on the local/national/EU level can we think of? What tools do we have, or can be developed, to prevent perpetrators from enacting (continuous) digital violence? How do we create more awareness around digital violence, move away from victim-blaming and design transformative frameworks of action? How can we create mechanisms to support survivors (especially those who speak out publicly) and create webs of safety around them? How can we make the collecting of evidence, the reporting and the prosecution of perpetrators easier, more accessible and effective? Which online forms of activism that emerged during the pandemic can help us counter digital violence? When should we combine physical and digital activism? How do we support feminist and LGBTQI+ activists, journalists and politicians who frequently become targets of digital violence so that they can safely continue their work? What role has the #MeToo movement played in the struggle against digital violence? What different forms has the #MeToo movement taken - particularly in response to digital GBV?

Ideas for actions

This section includes descriptions of action-ideas developed in the Open Studios that will be used as input to:

- Formulate recommendations towards different target groups including policymakers, civil society organisations (including NGOs), employers, and other kinds of stakeholders.
- Launch pilot actions that will test and demonstrate the potential of innovative approaches.
- Feed the research agenda of RESISTIRÉ (the second cycle of research activities) and beyond.

As mentioned in the introduction above, the action-ideas are descriptions of the actions as they came out of the Open Studios, without any check for feasibility or improvements by the editors. Even if the authors of the descriptions tried to have some consistency in their presentation, this was not always possible based on the output from the Open Studio. Some of the action-ideas described have the potential to inspire more than one of the outputs mentioned above: potential pilot actions could e.g., be recommendations and vice-versa. The authors have decided to allocate the action-ideas into one of the sections below, without repeating the same content in another section. The table below gives an overview of all action-ideas and for which type of output they can be used as well as the section where it is described.

Table 6 - List of action-ideas by type of output

☑ = described in this section ☐ = also valid for this type of output

	Operational recommendations	Pilot action	Research Agenda
Creative outreach: creating a discreet network of allies (Action 1.1)		☑	
Protecting victims: awareness raising through training programme (Action 1.2)	☐	☑	
Training programme on perpetrator accountability (Action 1.3)	☐	☑	
Evaluation and monitoring (Action 1.4)	☑	☐	☐
Youth education through sports (Action 1.5)		☑	
Improving access to justice (Action 1.6)	☑		
Role of media: interactive guidelines for creators and consumers (Action 1.7)	☑	☐	
Crisis management - Leave no-one behind: crisis and beyond (Action 1.8)		☑	☐
Finding a balance in hybrid learning (Action 2.1)	☐	☐	☑
I Am Here, Hear Me Out - Promoting Life Skills in Schools (Action 2.2)		☑	☐
Better stories, network and award for inclusive learning (Action 2.3)		☑	
Yes, Youth Can! - European Forum to Empower Students' Active Voices: Learning and Development in Crisis and Beyond (Action 2.4)	☐	☑	
Care Fair (Action 2.5)		☑	
Toolbox for schools to engage parents (Action 2.6)		☑	
Multi-actor crisis-management steering committee (Action 3.1)	☑		
Reaching Beyond Teaching (Action 3.2)		☑	
Legitimising hybrid teaching (Action 3.3)	☑	☐	
Co-creating a model educational ecosystem (Action 3.4)	☐	☑	
Don't Be Scared, Be Prepared (Action 3.5)	☐	☑	
Good Enough is the New Perfect (Action 3.6)	☐	☑	☐
We Will Survive (Action 4.1)		☑	
(Men) Mobilising Men (Action 4.2)		☑	
Gender-inclusive game and workshop for children (Action 4.3)		☑	

Action, Not Words (Action 4.4)	☑	✔	
One-stop Hub for victims of digital violence/tech abuse (Action 4.5)	☑	✔	
Stand By You (Action 4.6)		✔	
Digital Activism Toolkit for NGOs (Action 4.7)		✔	

Operational Recommendations

The action-ideas described in this section will serve as input for the development of operational recommendations for different stakeholders: policymakers at different levels (national, regional, local), CSOs and NGOs, schools and educational institutions, employers, as well as others. These recommendations will be developed in the form of guidelines and in the description of promising practices. They will include advice on how to avoid increases (and bring about decreases) in various inequalities. Some of the action-ideas described here could also become a pilot action and serve as input for the future research agenda. They are mentioned in this section because the team judged that they had a higher potential to be used as inspiration for the formulation of operational recommendations.

Evaluation and monitoring (Action 1.4)

Background and justification

Many programmes on GBV remain limited in time and scope. Most actions in relation to GBV are focused on supporting victims and survivors *after* violence is experienced and support mechanisms remain focused on individuals. One of the important steps forward in prevention and protection would be the institutionalisation of mechanisms against GBV. Institutionalisation would contribute to awareness, prevention, protection, accountability and sustainability of support. How can different institutions be encouraged and supported to take steps towards addressing GBV through institutional mechanisms? This is the main question of this proposed action.

Impacts pursued

The main objective is to monitor and evaluate institutional mechanisms against GBV.

Additional impacts pursued by the action proposed are:

- Create awareness regarding the need for systematic solutions to GBV.
- Empower change agents in institutions.

- Create an incentive for institutions that are taking steps towards institutionalising the struggle against GBV.
- Gather and disseminate the better stories of monitoring and evaluation of GBV.
- Promote institutional data collection on GBV.
- Promote evaluation and monitoring as a key aspect of the struggle against GBV.
- Strengthen the cooperation between different actors in the GBV field.
- Contribute to gender mainstreaming.
- Identify the gaps in the institutional responses to GBV.
- Bring more actors (like universities, municipalities) into the domain of responding to GBV.
- Introduce intersectionality into institutional mechanisms against GBV.
- Develop a monitoring and evaluation model with a bottom-up approach.

Action description

The action proposed has several components to it:

1. Developing a toolkit for monitoring and evaluating institutional practices (from a gender+ intersectional perspective).
2. Designing an incentive programme (award?) that - through an open call - supports the institutionalisation of the struggle against GBV.
3. Setting up a website for better stories of institutionalising responses to GBV, as well as better stories of evaluation and monitoring in the GBV field (inspiration: the Pandemic Map of Municipalities, developed by the Women Coalition in Turkey).
4. Creating a digital library to promote data collection.

Target groups

- All institutions interested in developing institutional responses to GBV (state institutions, municipalities, police, bar associations, health sector, universities, schools, NGOs, media, corporations)

Actors

- Pan-European (e.g., European Women's Lobby, EIGE, ILGA and Wave) organisations
- National and local feminist/LGBTQI+ organisations and initiatives

Scalability

The initiative is scalable - it can work at any level with any institution.

Open questions/challenges with this initiative

- How to involve grassroots actors through a participatory process? Pan-European level is good for impact but we also want to empower grassroots organisations and bring on board local institutions to get involved in combating GBV.
 - How to prepare a toolkit for all these different target groups (pan-European impact but local specific applicability)?
 - How to multiply the learning (partnerships with whom, how to incorporate educators)?
 - One possibility could be the development of a pan-European website to evaluate and monitor municipalities across Europe (inspiration: the Pandemic Map of Municipalities, developed by the Women Coalition in Turkey).

Improving access to justice (Action 1.6)

Background and justification

Although good practices and good measures do exist, they are not in place or accessible everywhere and even if they are, they are not necessarily implemented well.

The reasons can be the lack of resources, the lack of knowledge and the lack of training of all persons involved, from police and prosecutors to the judges.

Although legislation is in place (e.g., providing fast protection measures) and good measures exist (e.g., gender-sensitive forensic investigation), the actual practice is still very far from being up to a standard that is adapted to the type of crime, the impact on victims and in general the efficiency of the whole system to protect victims and make the perpetrators accountable.

Impacts pursued

- Better protection of victims.
- Proper handling of individual cases.
- Creating a network of allies among key decision-makers.
- Increased success rates of procedures.
- Increased reporting rates.
- Increased trust in the legal system.

Action description

A set of recommendations for policymakers was developed, identifying the critical points along the judiciary process and including highlights of good practices.

The key points are:

- To implement an integrated and coordinated approach through multi-agency cooperation.
- Make guidelines and tools available to all those involved and particularly those in contact with victims (in police, prosecution and judges):
 - These tools should be adapted to each of these persons/steps in the process.
 - They should be based on a victim-centred approach, putting the rights and the safety of the victims as the central element.
- Provide training to all those in contact with victims. This training should help to create empathy with victims and to apply a victim-centred approach.
- Avoid all the measures that are harmful for victims, like mediation and corroboration.
- Involve specialists in victim's protection to assist victims throughout the process.
- Apply fast protection measures: laws do foresee to give fast protection when needed, but this too often is not applied to GBV victims.
- Apply the known measures to avoid secondary victimisation: e.g., separate rooms before a hearing; avoid repetition of testimonies for different person; one video recording to be used for different purposes.
- Give fast compensation to victims to reduce their economic dependency as this will have a positive effect on their protection and on the rate of success of the judiciary process.
- Perform gender-sensitive forensic analysis.
- Provide appropriate info to the victim: on the procedure (what is happening, what will be happening), and what support measures are available.

Target groups

- The police
- The prosecutors' offices
- The judges

Actors

- Ministry of Justice
- Ministry of the Interior or equivalent
- Municipalities

Scalability

Not applicable.

Role of media: interactive guidelines for creators and consumers (Action 1.7)

Background and justification

This action aims to address the negative language and visuals in the reporting of GBV situations and its impact on the social attitude and understanding around these issues. One common example in today's media is the labelling of domestic violence as 'crimes of passion.' This language not only makes light of the issue but also begins to justify the behaviour, spreading the myth that violence is a natural by-product rather than a crime. Such an attitude is not only inappropriate but can also lead to the secondary victimisation of survivors. Another example leading to the reproduction of myths is the media's attitude towards the violence experienced by sex workers and human trafficking survivors. Furthermore, today's media often focuses solely on physical violence, overlooking the gravity of other forms of violence. This oversimplification of the issue overlooks the existence of the spectrum of violence and therefore neglects to inform the public of the wider issue at hand, ultimately ill-equipping them to recognise violence should they experience or witness it. In doing so, the media disparages victims and empowers perpetrators by allowing them to continue to operate in the dark.

The issue goes beyond the creators of media content - it also concerns how society consumes content today. As viewers are flooded with more and more content, the lines between fact and fiction are often blurred. How can we empower the audience to consume media responsibly?

Impacts pursued

- Reducing reproduction of myths/misconceptions.
- Reducing secondary victimisation.
- Creating better understanding of appropriate messaging in order to better inform the public.
- Creating better understanding and recognition of overall issue among the general public.
- Increasing critical and comprehensive skills among readers/viewers.
- Ultimately changing patriarchal culture.

Action description

This initiative involves creating interaction for both **creators and consumers** of content.

For creators: These guidelines should focus on positive practices/examples today by

providing links to examples of accurate and appropriate messaging around GBV. These guidelines could highlight the importance of communicating a more diverse/less stereotypical reflection of the many forms of violence and different situations. They could also go a step further and offer a constructive critique of mainstream media by pointing to examples of bad practices annotated/rewritten in a more appropriate way.

These guidelines could also go one step further to empower small-scale/novice creators on how to share their individual/community stories in a constructive way.

For consumers: The guidelines should offer insight on how to critique/research/confirm content and messaging. These insights would aim to inform readers how to recognise distorted/destructive narratives and other myths in media. As a way to encourage conversation, these guidelines and examples of modern media can be discussed in weekly 'media clubs' to analyse and discuss pieces in a round-table setting.

Mechanisms and dissemination: The adoption of this healthier/productive messaging could be encouraged with awards/recognition of good practices. This effort could be initiated with local NGOs working with small-scale media outlets and local audiences. With an increased awareness among readers, there will naturally be pressure for media outlets to respond and adopt better practices.

Target groups

- Media workers/unions/associations
- Journalists
- Digital activists
- Social media platforms
- General population
- Celebrities
- Private sector for advertisements
- Higher education programmes (communication students, media, journalism, etc.)

Actors

- NGOs/feminist groups involved in the **identification** of these better practices
- Creative/progressive media agencies involved in the **communication** of these practices to make them visible
- Digital activists
- Local media/artists

Open questions/challenges with this initiative

- Does this do enough to address intersectionality?
- On an international scale, a one-size-fits-all approach may not be feasible, as there may be local culturally sensitive issues or 'moral values' which vary from state to state.

Multi-actor crisis management steering committee (Action 3.1)

Background and justification

The crisis fell hard on teachers, who felt isolated in their struggle to cope with the new challenges/additional burdens introduced by COVID-19. This story is reproduced today with the current crisis (war in Ukraine) and the necessity to welcome pupils and students from Ukraine in the school system and provide them with adapted support and continuous education.

Based on this observation, it is important that long-term plans for education are set up and can be adapted accordingly as new crises, of different types, will need to be faced in the future. This action is about leaving no school and no educational level behind so that all actors have the necessary skills and adaptability to ensure a more resilient system. During the pandemic, similar multi-actor groups centred on health professionals and authorities were created in some countries. This should serve as an example for the education field.

Impacts pursued

- Reinforce the agility of the education system.
- Flexibility of responses.
- Quick response and adaptation to crises/major societal challenges.
- Integrating a gender+ perspective and promoting gender mainstreaming in the education sector linked to crisis management.
- Learning from previous crises and from ongoing crises.
- Development of a coherent plan applicable to all types of educational systems by a broad range of actors.
- Equality at the core of crisis management plans in the education field.

Action description

To foster the development of such long-term plans for managing the education system in times of crisis, the idea is to set-up **an independent multi-actor crisis management steering committee**. Such a committee should be initiated and managed by the authorities and be composed of representatives of stakeholders in the field of education and others according to the type of the crisis. By creating the conditions to respond in a flexible way to different types of crises, it aims to foster the adaptability and resilience of schools to change (linked to crisis or not).

Typically, it will be composed of:

- Ministry of Education
- Ministry of Equality
- Ministry of Migration
- NGOS/CSOs
- Gender experts

To ensure a gender+ approach, **gender balance and gender expertise** are key to the composition of such a committee.

The role of the committee will be to co-design **a long-term high-level plan** encompassing all types of education systems (attention to special needs) and all levels (from kindergarten to university). The contribution of this action will be to develop guidelines and recommendations for such a type of multi-actor group and long-term plan.

The focus of the guidelines and recommendations to be part of the plan are the following:

- Equality is at the centre of the plan. It is therefore crucial to adopt a gender+ approach, to be attentive to groups in vulnerable positions.
- The well-being of both teachers and students.
- Work-life balance of teachers.
- Provide pedagogical support to teachers.
- Ensure the quality of education and learning for all.
- Provide information and dialogue channels between schools and government and vice versa to ensure quick and adapted responses to crises. Such communication should go beyond a purely digital answer to be inclusive and correspond to the needs of a diverse array of schools.
- Training and rehearsal of the plan should be part of it (reference to fire plans and regular tests).
- Monitoring system in place.

Actors (who are also stakeholders/target groups)

- Schools
- Teachers
- Students
- Local Municipalities
- Authorities (government)

Scalability

This action could be implemented first at the European level and then disseminated at local/school level where similar multi-actor committees can be created. They can then adapt the general guidelines to their specific context.

Open questions/challenges with this initiative

Collect information and process information on research, impact, best practices of current (and other) crises.



Legitimising hybrid teaching (Action 3.3)

Background and justification

This potential pilot action was developed from the initial need to find creative and active ways of engaging students and teachers in digital/hybrid teaching. Because teachers (and school leadership) themselves are oftentimes not confident in the hybrid format – in terms of its practical feasibility, its future potential, or its advantages and benefits – this pilot action was devised to help legitimise the concept of hybrid teaching among school management and teachers. To be clear, the concept of hybrid teaching here is understood to consist of the simultaneous teaching of both pupils present in the physical classroom and pupils present through digital means.

Impacts pursued

- The (further) legitimisation of the hybrid format of teaching among school leadership structures and teachers, achieved through a wider understanding and appreciation of the potential benefits of hybrid teaching.
- Helping teachers to see themselves as agents of positive change.
- Achieving inclusive classrooms, across physical and digital spaces.

Action description

The action would, first and foremost, be targeting the management of schools, so that they can subsequently play a pivotal role in promoting and facilitating the hybrid format among teachers. The initial promotion targeted at management would make use of materials emphasising, for instance, the importance of digital skills for the future employment prospects of pupils, and how hybrid education can assist in the development of these skills. It would also highlight existing incentives for the use of hybrid methods, like the possibility of reaching geographically distant (rural) populations or its advantages for the education of pupils with special educational needs (i.e., specifically-tailored programmes and tools that address certain impairments). Moreover, materials used would include practical examples of the various ways in which hybrid teaching has been successful elsewhere. This could be done through better stories. When promoting the hybrid format to school leadership, it is important to instil in them that this format should not just be implemented for the core subjects (i.e., mathematics, languages, etc.), but for all subjects including those that foster creative skills and artistic expression.

To support teachers in adopting hybrid teaching, a helpdesk for digital issues could be set up within the school, with IT support pedagogues, tools, guidelines, and other (creative) methods in place to ensure useful and easy-to-access channels for teachers whenever issues or questions appear. This could be done by school management with the support of the piloting organisation, or vice versa. Cooperation and solidarity between teachers could also be fostered through support groups, where they would

share their experiences and better stories.

All of these actions could serve to slowly but surely guide a school's organisational culture in a direction that is more open to hybrid teaching. Once teachers and school leadership are more invested in the idea of hybrid education, learners themselves will also need to be brought on board. While this is outside of the scope of this particular pilot action, complementary approaches could be inspired by it and developed further. The action at the school level is replicable across multiple schools.

While outside of the scope of a potential pilot, an important boost to these efforts could be given by national Ministries of Education. If they provide clear expectations of what schools should provide/have available for hybrid education (specific digital skills, digital infrastructure, IT technicians & pedagogues, etc.), a lot of the uncertainty around hybrid education could be removed.

Target groups

- Managerial level/leadership of schools
- Teachers
- (National Ministries of Education)

Actors

- NGOs and CSOs in the field of education

Pilot Projects

This section includes descriptions of action-ideas that constitute part of the long list of potential ideas for pilot actions. These actions will be screened and characterised further in a next task of RESISTIRÉ (6.2) and at least two actions will be selected for implementation. In this process, some actions might be merged and/or transformed to make them feasible for implementation in the context of the project. More concretely, positively evaluated ideas for pilot projects will be developed further, after which a call will be launched for interested organisations to implement the selected actions. More than two actions can be selected if this is feasible with the resources available. Some of the action-ideas described could serve to inspire the development of operational recommendations and/or the future research agenda but are mentioned in this section because the team judged they had the highest potential as a possible pilot action.

Creative outreach: creating a discreet network of allies (Action 1.1)

Background and justification

This action was developed to target victims and survivors like 'Alexandra,' a persona who illustrates the helplessness of vulnerable women who are currently beyond the reach of

resources and initiatives. It is also inspired by the better story 'Operation FAOISEAMH', with the police systematically contacting survivors, and by coded calls for help from survivors at pharmacies and similar locations. In many cases, these survivors are in precarious work situations, so they are not only dealing with the trauma of violence but also economic hardships (and limited housing opportunities), often driven by COVID-19 restrictions. Like the case of Alexandra, their personal network does not provide emotional support and survivors often feel the need to hide their trauma for fear of shame and victim-blaming from their loved ones. Services can also be beyond their reach because they are only accessible in some cities.

The challenge in this case is therefore quite complicated, and must be handled with discretion:

- How to reach survivors who do not have digital access?
- How to make physical contact?
- How to follow up when a survivor calls out for help?
- How to be visible but discreet?

Impacts pursued

- Intercept/bring to light as many GBV situations as possible, everywhere.
- Provide access to the particularly vulnerable and often overlooked survivors.
- Provide the support needed by involving NGOs/institutions already in place.
- Build trust in the community and spread the word through local groups.
- More awareness about the problem and practical actions to intervene.
- Create a conversation/remove stigma associated with GBV.
- Bring light to the issue, with perpetrators no longer protected by the silence.
- Prevention following more awareness and knowledge.
- Empower survivors.

Action description

This action could involve a number of layers of **physical** outreach. The hope is that by creating a multi-layered approach, the initiative would cast a wide net and would therefore reduce the number of victims/survivors who may 'fall through the cracks.'

Layer I: Indirect contact/outreach, initiated by the victim.

This layer involves providing receptacles for anonymous cries for help. This could take the form of a 'suggestion box' in a library, or 'mailboxes' scattered around urban areas where anyone can discreetly provide information regarding their experience and how they can be contacted. In parallel, there could also be a digital platform for victims to submit a call for help, if they have access.

Layer II: Neutral, everyday spaces as sources of information

The second layer involves local actors like pharmacies, libraries, supermarkets, and other everyday spaces - known as 'allies' - providing direction to resources and information to women who ask for help, similar to the 'Ask for Angela' campaign in Ireland. This initiative requires local women's groups/NGOs equipping these allies with the proper procedure and information. It could even go a step further where employees are trained to recognise and respond to victims without them initiating.

In addition to permanent fixtures in everyday spaces, this layer could also be implemented in temporary/pop-up/mobile units, like safe spaces at events or a booth at the weekly market, for example.

Layer III: Active outreach to victims

Beyond providing information, this initiative could proactively pursue victims to understand their individual needs/how they wish to proceed. This could take the form of social workers on wheels.

Layer IV: Network of survivors

This action could create a strong network of survivors who could not only provide support to one another but could also become actors in the various layers of the initiative (cf. Alzheimer's cafés).

Communication in parallel: This initiative relies on the visibility (yet discretion) of the network. Victims of course need to be able to recognise allies, so the initiative would require a strategic campaign to spread the word. One way of doing this would be to rely on word-of-mouth - the challenge here is how can we create a viral VERBAL campaign?

Target groups

- Those with no access to digital technologies/technologically illiterate people
- Women with migrant background

- Isolated women
- LGBTQI+
- Mothers and single mothers
- Elderly
- Young girls & boys
- Relatives of victims who don't know how to help

Actors

- Supermarkets, pharmacies, libraries, public transport
- Sports, parks & recreation centres, restaurants
- Schools, places of work
- Places of cultural or religious congregations
- Municipalities (partnership between private and public)
- Local women's groups/NGOs
- Psychologists/doctors/paediatricians
- Experts, lawyers

Scalability

The beauty of this initiative is the scalability - anyone can be an ally, and any community can build a network.

Open questions/challenges with this initiative

- How to make sure these anonymous cries for help are not lost?
- Resources/funding for the extra support.
- What does this look like in smaller cities/rural areas?
- How to prevent negative profiling?

Protecting victims: awareness raising through training programme (Action 1.2)

Background and justification

The action was created in the realisation that there is not enough awareness about what violence is and the different forms that violence can take. Victims sometimes don't realise that what they are experiencing is violence (i.e., sexual violence in a marriage, or economic violence), while people working in public institutions (i.e., judges) and the general public may not be aware of it either. Therefore, the inspiration for this action was to find a way to raise awareness on the subject of violence, its different forms, how to recognise it, and what to do about it.

Impacts pursued

The impacts pursued are the following:

- Helping victims to realise that they are experiencing violence and making them aware of the possible further courses of action and solutions.
- Improving institutional awareness, for example among police and judges, to be more sensitive to the reality of victims: making them feel heard, more comfortable and able to trust public institutions...
- ...And thereby preventing secondary victimisation.
- Increasing women's knowledge on violence, thereby contributing to prevention and recognition before it happens.
- Raising awareness among the general public.

Action description

The action is a training programme aiming to create awareness of what violence is, what forms of violence there are, who is responsible for it, its consequences on mental health, and what to do about it. One possible title for this program was 'Busting myths, recognising violence'. This title points towards the idea that the action would try to debunk recurrent myths on violence, for example that it is only physical or that it is the fault of the victim.

There would be a social media campaign and advertisements on media such as TV and radio, but this would be complementary to the main focus, namely the training. In order to reach people from different (vulnerable) backgrounds, there would also be flyers in places such as pharmacies and shops that sell national foods (e.g., Indian products store).

One idea was also to have a focus on 'training the trainers'. This would be a way to increase the reach of the programme with limited funds. An example would be to train police officers, who would then train other police officers. An important addition is the need to implement constant monitoring and evaluation, both for the programme in general, and for the 'train the trainers' module in particular. The idea of having mentors for particular people (for example children in vulnerable positions) was also supported.

Target groups

- Children
- Public institutions (e.g., judges, police, hospitals, teachers, ...)
- NGOs
- Survivors
- Women at risk of violence
- Corporations

Actors

The NGOs and possibly universities would provide the knowledge; cooperation with the government on the practical aspects would be advantageous. There is also the possibility to work with corporations, for example consultancies who could then give the training themselves.

Scalability

The initiative is quite scalable.

Open questions/challenges with this initiative

- How to have structural funding for this initiative?

Training programme on perpetrator accountability (Action 1.3)

Background and justification

Ensuring that perpetrators are made accountable for what they did is part of the holistic approach to combat the GBV phenomenon. Even if models and good practices do exist, the reality in the field is that perpetrators are not made accountable in a consistent way throughout the different steps of the process. This is due to a lack of focus on this dimension of the necessary actions, as there is a focus on the survivors and their needs. One of the reasons working with perpetrators receives less attention is the common belief that working at the level of the perpetrators is not considered as feminist. Still, the longer-term and sustainable solutions depend on consistent and coherent approaches to make the perpetrators accountable.

The “safe and together” model is an example of effective practice. Although it is known in the GBV community, it is seldom applied in a consistent way. Attention will be given to e.g., perpetrator programmes, but this is only one aspect, or one “touchpoint” with the perpetrator, and is seldom enough as a measure to make sure the mindset of perpetrators is changing and they understand the consequences of their behaviour.

Impacts pursued

The main objective is the safety of victims/survivors following the principle that if perpetrators are held accountable, the victims will be safe.

Additional impacts pursued by the action proposed are:

- Develop a shared understanding of perpetrator accountability from a feminist perspective.
- Ensure that perpetrators are held accountable throughout the whole “journey” they go through after committing their crime and that all points of contact with the perpetrators throughout that journey act in an appropriate and consistent way.
- Increase the quality of measures targeting perpetrators.
- Advocate for perpetrator programmes with a feminist perspective.
- Improve the quality of perpetrator programmes, including the banning of programmes which are more harmful than helpful.

Action description

The action proposed is to develop a training programme for NGOs and their staff who are providing services to victims. The rationale is that through these people and organisations, all the points and moments of contact between the perpetrator and actors of the system can be reached. As these persons are acting with the objective to ensure the victims are safe and their rights are recognised, they should become allies in ensuring the perpetrators are held accountable by all who are in contact with them, using the most appropriate techniques, and in a consistent and coherent manner.

The development of the programme would be done through the cooperation of three actors:

- One (or more) NGOs working with victims.
- An organisation working with men (not necessarily perpetrators, can be at the level of prevention and awareness raising).
- An organisation developing and offering programmes targeting perpetrators.

The content of the training should be based on:

- The “safe and together” model.
- A community and feminist approach.
- A holistic perspective.
- Be victim-centred.

Target group

- NGOs assisting victims

Actors

- NGOs addressing men (e.g., “men engage”)
- Organisers of perpetrator programmes
- EIGE, who should include indicators on perpetrator accountability in the statistics

they keep. This would allow to monitor impacts.

Scalability

See below

Open questions/challenges with this initiative

- The attitude of many feminists towards perpetrators and therefore the reluctance to be part of actions that are targeting them.
- A training programme can be developed and tested as a pilot project within RESISTIRÉ, but the real value would come from the roll-out of such a training programme. The challenge is therefore to find partners ready to invest in a roll-out and involve them from the very start.

Youth education through sports (Action 1.5)

Background and justification

This action arose through the aim of educating youth on the issues of GBV. The group was discussing both the idea of education through sports clubs, and through teachers who would be trained by their peers (teachers for gender equality, akin to teachers for climate). Both ideas were popular, but the innovative nature of education through sports clubs, as well as some of the unique opportunities, made the participants select this option. Some of the perceived opportunities are the importance of sports to people from various backgrounds, and the ability of sports to connect people.

Impacts pursued

- Bringing awareness to youth in a male and heteronormative dominated sphere.
- Promoting and incorporating GE values.
- Breaking stereotypes related to sports.
- Inclusivity of people from different backgrounds.
- Making GE fun.
- Addressing various generations.
- Developing role models.

Action description

The first step of the action is for the responsible organisation to map the sports actors in the region (depending on the feasibility, it could be local, regional or national). The organisation should then, in agreement with the sports clubs/sports federations, provide

a training on gender equality and gender-based violence to sports clubs (coaches, presidents, ...). Following that, the organisation should issue a contest meant for sports clubs to participate in. The contest asks for sports clubs to integrate gender equality lessons into the sport, for the youth to learn about. They should also find a popular sportsperson to be an ambassador for the action, thereby gaining more popularity and traction.

A possible name for the contest is the Gender Equality Olympics.

Target groups

- Youth doing sports (from various backgrounds)
- Sports coaches
- Sports organisations

Actors

- NGO running the action
- Sports clubs participating in the contest
- Sports federations (helping to reach clubs or organise)
- Possibly local government

Scalability

The initiative is scalable.

Open questions/challenges with this initiative

- Resistance from sports clubs and/or coaches.
- The contest should not encourage a culture of competition and exclusion.

Crisis management – Leave no-one behind: crisis and beyond (Action 1.8)

Background and justification

All types of crises (war, ecological, earthquakes, etc.) always affect women and increase gender-based violence, as the current situation in Ukraine illustrates. Despite this, crisis or post-crisis plans do not include gender-based violence (e.g., the post-pandemic recovery plans). Since we will undoubtedly face other crises, it is important to ensure that gender-based violence is included in future crisis management plans. As a starting point, discussions focused on possible entry points and actors to involve, to ensure that developed plans are inclusive and provide adequate support for survivors. The issue of

self-care and the well-being of frontline workers (e.g., in hospital and services providers) was also seen as an important aspect to consider in crisis management, as well as the promotion of feminist values of care and solidarity instead of traditional male heroism.

The identified challenges in setting up such an action will be to ensure the integration of the following cross-cutting criteria:

- Adopting participatory models in the design and implementation of crisis management plans.
- Having a survivor-centred approach.
- Ensuring the well-being of both frontline responders and survivors.
- Ensuring a gender+ intersectionality approach (including LGBTQI+, disabled people, undocumented migrants, minorities, etc.).

Impacts pursued

- Integrating GBV in crisis plans and/or help desks.
- Creating a multilevel strategy to address GBV in crisis management.
- Ensuring well-being of frontline workers during crisis events.
- Bringing together existing experts, empower them, make them visible and multiply their impact.
- “Leave no one behind”: incorporating a gender+ intersectional perspective into crisis management.

Action description

This action involves multiple steps to eventually create a pool of trained gender and crisis management experts and develop inclusive crisis plans.

First, a mapping of existing crisis management plans is necessary. This involves gathering existing plans of NGOs that incorporate GBV and effective crisis actions put in place during the pandemic (better stories of crisis management with regard to GBV during the pandemic).

Second, identification of the different actors, measures, actions and risk assessments that would be needed. Identification of funding opportunities for integrating GBV in crisis management.

Third, based on the mapping of existing plans, actors and funding opportunities, develop guidelines for the integration of GBV in crisis management and recommend a model crisis management plan for GBV.

The **implementation and sustainability of these actions will be supported** by gender experts in crisis management. To this end, the design and implementation of crisis management training programmes can be provided to gender experts, as well as crisis management experts and activists. This can lead to the creation of a platform for experts in gender and crisis management.

Target groups

- Institutions developing crisis management plans
- Gender equality experts
- Gender experts in crisis management
- Crisis management experts

Scalability

An interesting aspect of such an action is that guidelines and model plans can be developed, and a platform of gender experts can be initiated during the lifetime of RESISTIRÉ. It can then be reinforced, extended and made sustainable.

Open questions/challenges with this initiative

- Lack of crisis management units/plans would make it difficult for effective crisis management of GBV.
- How to make sure that GBV aspects are included in plans for all types of crises (war, ecological, pandemic, etc.)?
- How to disseminate and make it more sustainable?
- How to create GBV access points in all localities in Europe? How to ensure that access to information and support services is secure in different situations and can respond to different challenges?

I Am Here, Hear Me Out – Promoting Life Skills in Schools (Action 2.2)

Background and justification

A problem that existed pre-COVID-19, but became accentuated during the pandemic, is that many students report psychological problems, mental illness and other health problems, as a result of isolation and general difficulties in how to cope with life beyond their studies. Post-pandemic, this also manifested in difficulties in (re)adjusting to life in schools and coping with individual problems experienced. *I Am Here, Hear Me Out* is an action developed to promote life skills among young girls and boys in schools. The action is focused on a holistic take on life skills including: the strengthening of

individuals' capacity for wellbeing, self-care and self-esteem/empowerment; sexual health; equal treatment/rights awareness; non-oppressive communication and behaviour; and how to make an impact/engagement. *I Am Here, Hear Me Out* provides students with the necessary life skills needed beyond the classic educational aims of school, for all students and not only those with strong home environments. An important element of *I Am Here, Hear Me Out* is having fun, being seen, and being heard!

The action was formulated starting from the apparent lack of comprehensive approaches in schools for addressing individual capabilities to care for oneself and others. Such "life skills" are an important part of individual possibilities to live life-fulfilling and meaningful lives, both for oneself and in contributing to better life chances for others. One problem discussed is that the capacity to provide life skills by care providers varies considerably, resulting in an uneven provision of life skills by care providers to different student groups, or students that grow up with little or no contact with such care providers at all.

Impacts pursued

- On the societal level:
 - Cohesion.
 - Encouraging schools to engage with holistic schemes.
 - Happy/aware, fun and healthy school environments.
- On an individual level:
 - To develop life skills needed in order to strengthen individual possibilities to live life-fulfilling and meaningful lives, both for oneself and in contributing to better life chances for others.

Action description

The action can create two programmes for students of two different age groups. The programme can have different modules that can be combined to fit a particular group of participants. It can also include the mapping and co-designing of (new/better) spaces in schools to enhance well-being (e.g., asking if they are inclusive). One important element is to let students not only take part (be the receivers) of the action but to become engaged in the design and implementation of the programme. Another important aspect is that the programmes should not overburden students or teachers but be experienced as a valuable help and complement to school activities. Communication, and in particular using new social media and contemporary designs, were discussed as important to engage students.

Target groups

- Students from schools in segregated, low-income areas. Diversity is key but may be developed into separate groups for girls/boys, joint groups depending on need.

- Two age target groups 1) 12-14 years old and 2) 16-20 years old (possibly as two separate actions).

Concrete outcomes

- Modules covering various aspects of life skills.
- Hybrid toolbox/tools.
- Peer-to peer sharing.
- More inclusive spaces.
- Certificate for schools that take part in the programme.



Actors

Options discussed included:

- 1) An NGO to offer options and directions for a pilot project (targeted towards 12-14-year-olds).
- 2) Open call for the recruitment of students from 5 schools to design and meet approximately every two weeks.

Positive responses from participants

- Comprehensive action.
- Does not imply extra burden on teachers.
- Incorporates fun/light approaches.
- Involves students in the design of the initiatives.
- Target groups varied & specific at same time.
- Giving students ownership over **their** education system.
- Detailed five-step plan.
- Students as actors/bottom-up approach.
- Ambitious to focus on two groups, but interesting to differentiate.
- Care in school and outside + action as a result of care.
- Relationship to *Yes, Youth Can!* (merge?).

Open questions/challenges with this initiative

- Should encompass the whole spectrum of 'studentship' by merging with *Yes, Youth Can!*
- Can't quite picture how exactly this would work, how to make concrete.
- How to address groups who are outside school (system)?
- Can include parents, teachers.
- How to ensure diversity of participants?

Better stories, network and award for inclusive learning (Action 2.3)

Background and justification

The origin of this potential pilot action is the realisation that it is very difficult to change “what” we teach youngsters at school, but that there is more liberty in the way we teach this “what”. The way teaching is often organised today, particularly for adolescents and young adults, is demotivating. Still, techniques do exist to make the teaching and therefore the learning more motivating.

A lot of teaching is also not flexible to say the least, which leads to a lack of adaptation to the different needs of different students, including those that have difficulties staying within the lines (including for reasons linked to discrimination or vulnerabilities).

A third element in terms of background is the availability of many techniques to teach differently, from project-based learning to the use of arts.

Impacts pursued

- Stimulating a change process towards more inclusive learning, leveraging on existing innovative practices.
- Influencing the way learning is organised to make it more flexible and inclusive.
- Sharing of so-called good practices.
- Increasing the motivation of students to learn, by involving them more in the learning process. Realising this impact should have a positive effect on inclusivity as well.

Action description

The action proposed has different components:

1)

It starts with the collection of better stories. Better stories are the way we look at good and inspiring practices within RESISTIRÉ.

Better stories would be collected on different subjects and levels:

- On the student-centred approaches; these can be for learning or for the organisation of the learning.
- On ways of learning that are engaging and bring the content using pedagogic techniques that are more motivating for the students.
- On how schools can act to be more inclusive, through management techniques, participatory methods, innovative assessment mechanisms or other initiatives.

2)

Exchange platform

These better stories would be made available through an interactive platform, where users can access them, comment on them, but also add better stories they have identified or experienced.

The exchange platform can be organized by level of schooling (pre-; primary; secondary).

3)

The third component is an award. Members of the network, whether they are schools, teachers or students, would vote for the better story they want to see receive the award.

Target groups

- Schools
- Teachers
- Students

Actors

- Academy: providing expertise and innovations

- Ministry of Education
- Parents
- Student organisations
- Teachers' unions

Open questions/challenges with this initiative

How to make such an action sustainable? Will the seed money to get it started be sufficient or is there a need for continuous funding? Can the award be sponsored?

Yes, Youth Can! – European Forum to Empower Students' Active Voices: Learning and Development in Crisis and Beyond (Action 2.4)

Background and justification

A recurring problem during the pandemic (and other crises) is the lack of students' experiences, needs and perspectives in responses to the crisis. This results in poorly designed policies and unengaged students. *Yes, Youth Can!* is an action designed to learn from and enable students to take part in developing more inclusive crisis responses in the future and, in doing so, to give a voice to and empower students. *Yes, Youth Can!* entails the creation a European Forum where students engage in sharing their experiences and, together with other students, co-create solutions, resulting in a student's manifesto. Through *Yes, Youth Can!*, the quality of policy design and crisis management will improve to be able to better meet future challenges, while fostering students to become democratic, altruistic, and active citizens.

The action was formulated starting from the need to improve the resilience of crises management in schools, with particular attention to the situation of vulnerable groups. One major problem that was discussed, was the lack of students' voices during the pandemic, resulting in poorly designed, non-flexible policies with low awareness and engagement among students. This problem is a consequence, at least partly, of the hierarchical power structures of academia and lack of practices on how to involve students in a meaningful way. In addition, there is a risk that students are left to "solve their own problems", e.g., an individualised understanding of (inequality) problems of structural character that many students share, with negative effects on the possibilities to efficiently mitigate inequalities and also for creating awareness among students beyond individual problematisations. Another problem is the lack of coherent data on the experiences and perceived effects of the pandemic from a student's perspective. The underlying rationale for this action links resilience to addressing the underlying causes of vulnerability and marginalisation.

Impacts pursued

- Increase knowledge about students' experiences from the pandemic, especially what was missing, what was working, what can be improved and in what way.

- Co-creation of solutions for how to build resilience to reduce vulnerabilities to future crises.
- A methodology for how to learn from crises.

Target groups

- Directly: students, policymakers
- Indirectly: universities

Concrete outcomes

- A student's manifesto summarising the findings from the (reoccurring) European Forum.
- Toolkits, guidelines, etc. can be developed from the results of the European Forum on the local level.
- European platform, Student's Manifesto Forum.
- Impact on university crisis management.

Actors

- European University Associations
- Students' unions
- European Students Associations (AEGEE)
- Citizen Science Organisations

Positive responses from participants

- Only action targeting universities.
- Broad scope and broad target groups.
- At the European level/a higher level community.
- Social scaffolding to prevent marginalised people from dropping out/being overlooked.
- Learning about crises.
- Bottom-up approach.
- Feasible and replicable.
- Appropriate for RESISTIRÉ: addresses vulnerable groups and crises.
- Important to let students **own** the concept of resilience.
- Idea of empowerment as something that makes you more resilient.
- European approach.

Open questions/challenges with this initiative

- The link between the European, national and the local level.

Care Fair (Action 2.5)

Background and justification

This action is in response to traditional school systems where mental/emotional/psychological health is not recognised and students like the persona 'Judita' are overlooked and, in some cases, actively ignored. The original challenge for this group was to design schools as ecosystems for care, where there is a clear need for lowering thresholds/barriers to mental health support. In order to create an ecosystem of care within schools, we must address certain issues/limitations within most current school systems:

- **Faculty and peer recognition of mental health issues:** How to create visibility around the issue?
- **Access to support:** How to connect students to external experts/personnel (for the sake of anonymity and objectivity)?
- **Outlets for expression:** How to introduce opportunities to share experiences or even take action to help others like them, giving voice and power to the students?

This action also considers a potential backlash from more conservative cultures/institutions through the scalability of the initiative/modularity of actors involved according to the context.

Impacts pursued

- Introducing a dialogue around these issues among youth.
- Increasing awareness in a wide range of areas.
- Creating opportunities for early detection/intervention/prevention.
- Empowering students in their local communities.
- Early intervention/prevention by encouraging care for self, with the hope that this encourages youth to ultimately care for others as well.

Action description

'Care Fair' is a scalable action that aims to bridge the gap between students and experts in a wide spectrum of health issues, including but not limited to mental-, emotional-, psychological-, reproductive-, social-, community- health.

Access: Rather than burdening faculty with training to provide additional education and services, the idea here is to put experts in direct contact with students (and faculty alike) through a care networking event. In this event, students would interact with local NGOs, experts, health providers, etc. to learn about various issues that they (or their peers) may face. If students are looking for help or simply want to know what their options are, the experts are perfectly positioned (and comfortably objective/anonymous) to point them in the right direction.

Recognition: By making participation mandatory, the idea is to create a general awareness of these issues and foster a dialogue among students and within the

institution. Students are of course free to decide which experts they approach and if/how they apply what they learn.

Outlets for expression (or action): To continue the dialogue, students should be encouraged to reflect on and discuss these issues, both informally and in an organised way. Follow-up initiatives can be taken to create peer discussion groups or a dedicated periodical to publish student reflections/narratives/artwork related to these issues. Some students may even feel empowered to take action - by putting them in contact with local organisations, there is a potential for students themselves to become actors in local initiatives. Eventually, student involvement/community service could even lead to the creation of scholarships that are awarded to/maintained by students who volunteer in the community.

There are a number of advantages in this action:

- **Scalability:** Not only the network but also the type of event is scalable - what can begin as a surface-level fair can evolve to become more engaged workshops that include guest speakers, demonstrations and interactive sessions. The frequency of such events can also be customised.
- **Targeting all youth:** By balancing mandatory learning with self-selection, all students are required to increase their awareness but are free to choose which topics are relevant to them/they are comfortable discussing.
- **Exposure for NGOs:** Increasing awareness in the community by spreading the word through the youth, who could become actors in the future.

Target group

- Directly: youth
- Indirectly: faculty, institutions, parents

Actors

- Institutions
- NGOs/CSOs
- Health experts/care providers
- Municipalities

Open questions/challenges with this initiative

There is still the question of who is best positioned to organise such an initiative - the institutions or the municipalities? The advantage of schools taking the initiative is their ability to more directly enforce participation. The disadvantage, however, is the resistance/potential backlash by introducing such things in schools, specifically in more conservative institutions/cultures.

Toolbox for schools to engage parents (Action 2.6)

Background and justification

The quality of communication between parents and schools can help to prevent many potential problems for the children and students. Each school and community is, however, different and there is no one-fits-all solution in creating the right environment and community between schools and parents.

Many examples exist of activities that schools are organising to reach and involve parents, and particularly parents of (potentially) vulnerable groups. These are often simple ideas the school can organise itself, like a mother's group to ensure Muslim mothers can also attend. It can also include activities for which external support or expertise is needed, e.g., activities with artistic content.

Impacts pursued

- Anticipate and better understand the needs of children and students.
- Better communication with parents and involvement of parents as part of the school community, which will create an environment where reaching the above objective is possible.

Action description

The pilot action proposed would be to develop a toolbox for schools to engage parents. Forms of engagement and techniques would be identified through a mapping of existing practices and concentrate on how to mobilise and engage parents, as well as how to reach parents who are more difficult to reach.

The methodology to build the toolbox would be participative, with co-design workshops and involvement of specific groups (of parents).

The content of the toolbox would be in layers:

- Strategies
- Forms of engagement
- Techniques (concrete actions)
- Examples of these techniques (better stories)

Techniques would be presented based on a template with a standard structure. This would include e.g., an indication of which groups of parents are likely to engage (and not) with the technique described.

The toolbox would be available through a website.

The dissemination would be initiated through the schools and parents that have participated in the co-design process.

It is therefore important to have co-design activities in a few countries.

Target groups

- Management of schools (not higher education)
- NGOs and artists as they can take on the organisation of more ambitious actions

from the toolbox

Actors

- Teachers
- Parents

Open questions/challenges with this initiative

- Language would be an issue: the potential solution is to have the pilot action and toolbox development in two countries/languages and then translate the toolbox to English.

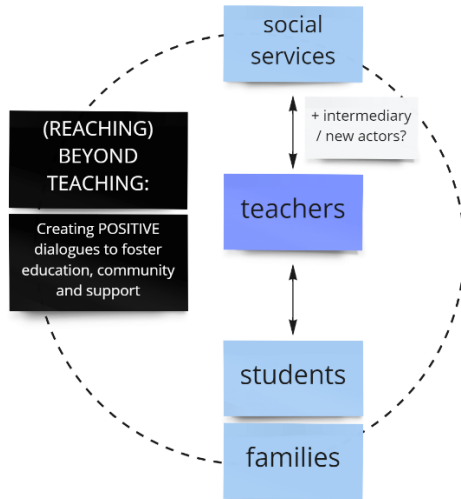
Reaching Beyond Teaching (Action 3.2)

Background and justification

This project was inspired by the following challenges confronting teachers:

- In normal times, teachers face unique challenges when working with vulnerable students and their families. These exchanges often involve delivering bad news or raising issues related to poor performance, meaning most of the exchanges between teachers and families are quite negative. In some cases, this leads to families totally avoiding outreach from teachers or even social services.
- Teachers WANT to help and are often overly generous, but they don't always have the expertise or even general guidance to do so with confidence.
- This generosity is often exploited, particularly in times of crises where teachers are suddenly expected to be experts in new fields (to provide psychological support, for example) or are expected to provide additional services beyond their job description (necessities like food and clean clothes, etc.), all with little to no guidance from leadership or Ministries.

The objective of this action is therefore to create opportunities for more positive/constructive communication for teachers in multiple directions:



- **Teacher to teacher (and leadership/Ministries):** To promote trust/mutual support in institutions, and to have frequent dialogues to identify and address common issues.
- **Teacher to student/family:** To have more positive, frequent touchpoints and encourage parents' involvement in their child's education or even directly in the classroom.
- **Teacher to social services:** To communicate the need for additional support that is beyond their capacity (or perhaps there is a need for an intermediary actor to avoid the unnecessary escalation of certain issues).

In all cases, how can we encourage more dialogues that focus on the positive/being constructive?

Impacts pursued

- Create spaces/network of teachers.
- Open dialogues and create mutual trust.
- Common understanding of challenges and capabilities of teachers.
- Raise awareness of teachers' needs in the community.
- Fewer mental health problems among teachers (and students).
- Make it possible for teachers to fulfil supporting role (without being overburdened).
- Increased motivation and happiness for both teachers and students.
- Teacher confidence in self and in school community.
- Reduce fear (of raising concerns, of failing) and professional vulnerabilities.
- Short-term investment for teachers, long-term gain (as key selling point for teachers).

Action description

This would be a local initiative, likely working with one school and local actors. The route to implementation could look something like the following (with steps 1 and 2 being realistic for RESISTIRÉ, while steps 3 and 4 could be subsequent steps):

1. QUESTIONNAIRE - a low level entry point to identify common issues and patterns, as well as to get a sense of the teachers' response to such an initiative. Although the action would likely be carried out with one school, the questionnaire could be distributed to multiple schools in the area to capture a wider perspective in the responses and also begin to answer questions like: Are there initiatives already in place? What's working, what's not working? Which schools are more likely to benefit/most willing to participate?
2. INTERNAL WORKSHOPS (identification and strategy)
 - a. Teacher to teacher - to create an open dialogue to identify other issues and come to a common understanding of the scope and/or prioritisation of issues.
 - b. Teacher to support (leaders, Ministries, social services).
 - c. ROADMAP - identify key steps to be taken and (potential) actors to involve.
3. NETWORK OF STAKEHOLDERS - Identification of and outreach to institutions/organisations who can support.
4. CO-CREATION WORKSHOPS - exploring concrete solutions with all stakeholders, including teachers, partner organisations, parents, etc.

Integral in all these steps is INVOLVEMENT - inclusive, participatory (feminist + egalitarian) approach that also leaves room for family participation. There are also initiatives that could be happening in parallel to involve parents and other family members in the classroom/other educational activities to again encourage healthy interactions and mutual trust.

Target groups

- Teachers
- (At-risk) students
- (Vulnerable) families

Actors

- Local NGO to kick-start the initiative (organisation of questionnaire and workshop, etc.)
- Schools (teachers and leadership)
- Social services
- NGOs, CSO community groups (preferably with experience to run the initial stages of the initiative)
- Local partnerships

- Care institutions
- Health institutions

Scalability

This initiative could be replicated/iteratively developed in other schools. In the long term, the initiative could evolve to form a greater ecosystem revolving around the teachers and supporting students (see Education Ecosystem action).

Co-creating a model educational ecosystem (Action 3.4)

Background and justification

As of today, the education sector is isolated in its struggle to cope with the new challenges/additional burdens introduced by COVID-19, with teachers feeling particularly stranded. This trend is concerning, considering that most organisations faced similar challenges and are currently investing in building resilience for future crisis situations, pandemic-related or otherwise. Rather than approaching this as 'everyone for themselves,' this could be a collective effort that not only builds resilience in times of crises but also creates long-term resource sharing and opportunities for growth.

The action therefore involves kickstarting such an initiative to create a healthier, more resilient system by creating symbiotic relationships between previously independent entities, with schools (specifically teachers) at the centre of the ecosystem. This interdependence will open new dialogues and create the ability to reinforce weak areas as well as new learning potential for current and future endeavours.

Such an ecosystem should be built around three key principles:

- **Diversity:** multiple partners at all levels (macro - local - micro).
- **Flow of information:** within and between partners, both horizontally and vertically.
- **Interdependence:** complementary partners functioning as a unit with a shared objective.

Impacts pursued

- Open dialogue (particularly during crises).
- Create resilience in the entire ecosystem - crisis preparedness/resilience (pandemic or other).
- Transform role/empower teachers to be self-leaders.
- Address teacher shortage.
- Bring respect back to the profession.
- Less burnout, stress, and tension creating a healthier profession and system as a whole.
- Life competencies for students.
- Involve Ministries/government to encourage transparency, encourage **trust**.

- Encourage a sense of meaning, work, and autonomy for teachers in their profession.
- Encourage a more cooperative culture with more networks/triple-helix initiatives.
- More diversity in partners drives more opportunity for students and teachers.
- Transparency between teachers, students, parents - so teachers know what is expected of them.

Action description

To foster the development of such an ecosystem, more dialogue is necessary between the education field and other sectors. This cooperation is especially crucial during times of crises, and structures should be put in place to respond to immediate and arising needs within the ecosystem.

This action could be initiated by an NGO by coordinating local schools, municipalities, and organisations to begin to build a multi-agency partnership. Specific steps could include:

1. Identifying best practices/drawing inspiration from other countries.
2. Identifying existing activities in the selected landscape.
3. Mapping of key actors.
4. Co-creation with all relevant actors.
 - a. Potential outputs: new channels of communication within and between partners, considering different types of crises (for example isolation during pandemic vs. dispersion during war) to identify needs and resulting mechanisms, mechanisms for evaluation and evolution, ambitious objectives + realistic steps to evolve in that direction, identification of barriers to success, etc.
5. Co-implementation of actions
 - a. Potential actions: crisis countermeasures, lobbying for curriculum re-evaluation, brainstorming 'carrots' for Ministries and policymakers to be stakeholders in ecosystems, etc.

Actors (who are also stakeholders/target groups)

Macro-, local-, micro- level actors, all with same mindset of co-creating ecosystems and promoting shared objectives:

- NGO to kick-start initiative
- TEACHERS as key actors/backbone of the ecosystem
- Schools, unions, Ministries
- Students, parents, PTAs (Parent Teacher Associations)
- Local businesses (cooperation particularly valuable to transition from secondary education to workforce)
- Healthcare sector
- Municipalities and regional governments

- Policymakers

Scalability

This action could be implemented in other municipalities. Lessons from pilots could inform regional approaches, which could organically gain momentum as innovation ecosystems/this multi-agency approach is heavily encouraged by the EU.

Open questions/challenges with this initiative

- Ecosystems typically need a longer development period, so how can we convince politicians who typically focus on actions with immediate, 'epic' effects?
- How can the Ministries be encouraged to be part of such an ecosystem?

Don't Be Scared, Be Prepared (Action 3.5)

Background and justification

This potential pilot action originated from the need for educational institutions to be better prepared for any future crises, and not to be caught off guard when a crisis, like the COVID-19 pandemic, threatens to drastically upend the education system. While another pilot action that was developed focused on the macro level and involved high-level actors, this action looks at potential strategies that can be implemented at the local level (i.e., municipalities, individual schools, etc.).

Impacts pursued

- Contingency plans for schools:
 - Preparedness of schools in case of a crisis that threatens the continued provision of education.
 - The availability of relevant knowledge for taking actions.
 - Constantly improving through bottom-up involvement.
- Empowering local leaders and involving local actors.
- Integrating a gender+ perspective into crisis responses.

Action description

“Don't Be Scared, Be Prepared” is an action aimed at developing contingency plans for schools and educational institutions in order for them to be adequately prepared in the case of a crisis. The action would be carried out on a local level and focus on a specific school or network of schools, supporting them in the development of multiple contingency plans. These would each be focused on a specific crisis (i.e., pandemics, military conflicts, the climate crisis, and other kinds of crises) and make sure to integrate a gender+ perspective, taking into account all kinds of inequalities among the students and coming up with inclusive solutions. The action would be carried out by the educational institution itself and/or by an educational NGO.

The contingency plans should provide a clear understanding of how the educational institution will act when a specific crisis occurs by defining involved actors, dividing responsibilities among the actors (who does what?), and setting up participatory mechanisms and structures. One such structure is the establishment of a local network of affiliated institutions and fostering synergies between those institutions: having crisis protocols in place with different local institutions will help the school to react quickly to a sudden and drastic change in circumstances. Moreover, these local partners can be consulted beforehand to anticipate specific local needs that might arise during a crisis. The school can even reach out to other educational institutions to establish a network of schools, each with their own specific needs and competences, for mutual support.

A key component of this action is to provide training in crisis thinking and promoting crisis action competences: different types of case scenarios will be developed for involved actors to train with. Trainings like these should be a recurring practice (rotating scenarios on a biannual, annual or biennial basis) and should serve both as a rehearsal for the actors and as a test of the effectiveness of the different crisis scenarios. Afterwards, an evaluation report of the tested scenarios will be compiled and used to inform potential improvements for the existing contingency plans. Clear lines of communication are crucial both before and during a crisis, and a comprehensive division of tasks and roles should be outlined in the plans (i.e., who is responsible for collecting information at the start of a crisis?). As online communication is heavily relied upon, IT plays an important role in this regard and should be actively involved from the beginning. Finally, contingency plans should be clearly communicated and distributed beforehand, especially in case the internet cannot be relied upon anymore during a crisis.

Target groups

- Schools and their leadership
 - Universities, who likely have more resources
 - Smaller institutions possible as well
- On the municipal level

Actors

- Education-oriented organisations, including (networks of) schools
- Trade unions
- With the support of crisis management experts

Good Enough is the New Perfect (Action 3.6)

Background and justification

The activity derives from the discussion on teachers' well-being and the necessity for schools to be caring workplaces. After a discussion on what that meant, the group

agreed that an important first step is to gain insights into the reasons for teachers experiencing burnout.

Impacts pursued

- Make the burden on teachers more visible/clear burden (beyond assumptions).
- Offer recommendations for improvement of working conditions in both a physical and hybrid environment.
- Lowering stress, burnout, anxiety and depression of teachers.

Action description

Engage schools, government, teachers, school authorities in co-constructed specific guidelines that will cover, on the one hand, how to take away some sources of the burden and, on the other, how to set new educational standards in times of crisis.

The aim is to gain insight into the sources of burnout and discomfort of teachers and come up with recommendations for caring workplaces.

It is important for teachers to have:

- A clear baseline for quality education.
- A good working environment.
- High quality tools to manage expectations both from the teachers themselves and from the others.
- A reversal of the current cultural blame placed on teachers.

The action will start with an easily accessible survey that will provide insight on the causes leading to burnout related to physical and digital as well as hybrid working environments both in school and at home. The burden on teachers has always existed, but it has been made more visible with the crisis. It is an opportunity to use the lessons from this crisis to get more insights into this burden.

Some practical questions were raised on the need to adapt working schedules in times of crisis, or on how to assess teachers, with the necessity to change standards to cope with the new reality.

This action can provide some answers to several currently unanswered questions.

After the survey, a co-creation process will be started by setting up a multi-actor working group (government, teachers, ETUC) to co-create solutions on, firstly, how to take off some of the burden and on the other hand, set new standards in times of crisis and how we can measure them, leading potentially to a pilot case that will test these recommendations and loop back to these recommendations on working conditions.

Actors (who are also stakeholders/target groups)

- Leadership of schools
- Government

- Education authorities
- ETUC (potential partner)

Scalability

Based on preliminary findings of the survey, the project will be developing guidelines. Such guidelines can then be tested in a pilot project. Following this test phase, guidelines can be adapted and then disseminated to a large audience, in particular in local settings. Local groups/steering committee can be set up on the same model and can adapt the general guidelines to their local specificities.

We Will Survive (Action 4.1)

To create a community of practice to support those who work with victims/survivors of digital GBV (secondary trauma)

Background and justification

People who work with GBV victims/survivors may experience secondary trauma, burnout, compassion fatigue, exhaustion, or depression, given that the high need to work with victim-survivors frequently leads to those people ignoring their need for self-care and/or even to recognise their need for support. Opening a space based on a peer-learning model and developing a peer-support programme were emphasised during the Open Studio and served as the foundation for this action. As a reference point, this action is built on the notion that “you cannot offer what you do not have”. In this regard, a community of practice aims to empower people who have experienced secondary trauma, as well as to increase their resilience and the impact of their work.

A community of practice was proposed to serve as to:

- Make workers recognise that they might require assistance and support; encourage them to accept the idea that “you have the right to do what you need”.
- Create a support mechanism by providing tools, practices, and a solidarity network.
- Assist people working with victims-survivors who may be subjected to online and offline violence by perpetrators.
- Benefit from cross-border experiences.

Impacts pursued

- Cultivating the well-being of people working with victims-survivors of digital GBV so that they can better support them and increase the impact of their work.
- Raising awareness about well-being.
- Increasing the resilience of those who work with victims/survivors.

Action description

There have been three stages in the development of a peer community co-created by

workers and victims-survivors:

- Creating a community of practice from the ground up using a holistic approach.
- Assessing and mapping needs:
 - Approach 10-12 women and LGBTQI+ organizations from various countries that are working on digital GBV.
 - Based on demand, potential programmes include: capacity-building, well-being and psychological support, peer-to-peer learning/sharing, and the use of creative tools (such as laughing therapy sessions, humour, dance, creative writing, body practices).
- Developing guidelines, tools, programmes, and better stories to address secondary trauma. (It was agreed that within the scope of the pilot project, at least the first version of these documents could be prepared).

In addition to creating a community of practice, a therapist pool composed of psychologists, mental health professionals, body therapists, etc. will be formed as a sub-group of the community.

Target groups

People working with victims-survivors of digital GBV who are experiencing secondary trauma or are at risk of experiencing it are the platform's main target group. Potential stakeholders were identified as institutions/organisations that are already working to support supporters. Donors are highlighted as a secondary target group in order to draw their attention to the need to address secondary trauma and the importance of well-being.

Actors

Institutions/organisations that are already working to support supporters with the assistance of psychologists, mental health professionals, body therapists, etc.

Scalability

The role of the community of practice can transform from being a support mechanism for those who are experiencing secondary trauma to being a prevention mechanism for those who are at risk of experiencing secondary trauma due to the nature of their work.

(Men) Mobilising Men (Action 4.2)

Background and justification

This action stems from the recognition of the vital role of men in countering violence perpetrated by men. The root objective of this action is to involve men in the struggle against digital violence by calling men to action and encouraging them to hold both themselves as well as their peers accountable. By 'men' we are referring to an audience that is currently beyond the sensitive/persuaded 'bubble' and is often the antagonist of

the broadcasted messages. Involving men, therefore, presents two fundamental challenges:

1. How to reach a new audience/engage people outside the existing persuaded network, particularly men? How can we lower the threshold for men to engage with these messages/initiatives?
2. Once we've got their attention, what can we do to stimulate conversations between men? Which practical tools and concrete messages would encourage men to identify and transform cultures of toxic masculinity?

The intention of the resulting action was to activate men as beacons of the message within their own networks to create peer dialogues and initiatives.

Impacts pursued

- An initial step towards large-scale behavioural change.
- Building momentum behind male actors.
- Finding an effective tone to trigger change in digital conversations.
- Cutting the viral phenomenon of unconsented videos and photos.
- Calling men to specific action.
- Men inspiring men; men entering a debate about their behaviour and traditional masculinities.
- More mindfulness/self-awareness in everyday behaviour and language.
- Experimenting with tone and humour to find new ways to communicate data and make an impact, moving away from shaming/blaming/fear of punishment approach.
- Triggering men to think and engage, rather than antagonising them.
- Calling on men to look critically at aggressive/toxic behaviour, encouraging them to unlearn and relearn the concepts of 'men' and 'masculinity'.
- Improvements for men as well, i.e., not having to fit in the toxic masculine stereotype.

Action description

This action is a long-term initiative that aims to reach men with new messages, engage them in the dialogue and activate them to engage their peers in reflective discussion/constructive initiatives. The roadmap to do so includes the following steps:

- i. **Campaign with targeted messages to engage male bystanders:** rather than antagonising men, this initiative could experiment with a lighter tone as well as various constructive messages to engage men as allies rather than force them onto the defensive. Some early ideas on how to do this include:
 - a. Using humour/exaggeration/tongue-in-cheek approach to capture attention, 'stick' with the audience and hopefully trigger deeper reflection (Similar to ['Be kind to your local Nazi'](#) campaign in Czech Republic, or [November 25 Domestic Violence](#) campaign in Belgium).
 - b. Showing everyday examples that they can relate to, not just extreme

examples of crime.

- c. Answering questions like “What’s in it for men?” What would cis-heterosexual men gain from a cultural shift that addresses toxic masculinities and pushes to eradicate GBV by revealing the limitations of forced masculinities, and the fact that there are more free ways to exist as a man.
 - d. “You can be part of the solution” or “let’s at least talk about it”.
 - e. Developing a personality/behaviour quiz: how do they ‘score’ on this particular subject? This would be similar to personality quizzes that pinpoint the viewer’s personality type and resulting preferences/behaviour – so popular because people are curious, and also constructive as they objectively describe an individual’s strengths and weaknesses. Just like most personality quizzes, they could then be encouraged to share their results (and their personal reflections) with their network.
- ii. The identification of potential advocates/allies:** calling these male bystanders to action by inviting them to learn more. What are low-threshold calls to action to gauge willingness to engage/be activists?
- a. One idea is that all messages/media can link to a page that invites men to do some self-reflection with triggering questions. A final question could be whether they want to learn more about what they can do/how they can get involved.
 - b. Approaching existing men’s groups/networks, like fathers’ groups in local parishes or sports clubs/teams.
 - c. Others?
- iii. Co-designing with these men:**
- a. Developing future campaigns/messages that are effective for the unpersuaded target audience, but also giving them the freedom to create their own content/initiatives (particularly influencers - pitch the challenge to them to create new content).
 - b. Creating (more concrete) practical tools for action: how male bystanders can be more diligent to become an ally; what an ally can do to support prevention; what an ambassador can do to activate their network.
- iv. Mobilising ambassadors to initiate the dialogue in their own networks:** creating a ‘living lotus’ or network of male social bubbles. The intention here is to tap into social circles to encourage peer discussion and initiatives.
- a. Engaging influencers/celebrities (sensitive/strategic selection, perhaps YouTubers who everyday men can relate to) to engage their broad audience.
 - b. Engaging police officers/investigators to communicate their experiences in the campaign.

Target groups

- Previously disengaged, ordinary men
- Bystanders
- **New** audience/participants in the discussion
- Children and young adults (boys)
- Influencers, producers, celebrities

Actors

- NGO to kick-start and oversee initiative
- Communication specialist
- Therapists and change experts
- Previously disengaged, ordinary men
- Existing networks of men (fathers' groups, sports teams)
- Influencers/creators/celebrities (strategically selected, for example [Dope Black Dads](#) - men inspiring men/calling upon each other to share, inspire, learn, heal, improve, etc.)
- Municipalities

Scalability

This initiative could be easily replicated internationally (or even target an international audience from the beginning). The intention is that it would scale organically from the bottom up by encouraging more men to engage and mobilise their networks (like a lotus blossom).

Gender-inclusive game and workshop for children (Action 4.3)

Background and justification

The project idea initiated from different needs and ideas identified during the first day of the Open Studio that were linked to youth and children, like:

- The need to:
 - Make children aware that the digital world is also real.
 - Eliminate shaming and blaming culture.
 - Educate men and boys on what abuse is and what boundaries should be respected.
 - Target feminist education towards men and boys that highlights the consequences of certain types of behaviour.
- And ideas to:
 - Educate young girls to increase their digital literacy and understanding of their rights, how to protect themselves and get support.
 - Organise workshops given by survivors to share their experiences.
 - Increase awareness of what resources are available.
 - Increase awareness of what is right and what is wrong.

- Include feminist/gender education in curricula, at all levels, but particularly at a young age.
- Create a roadmap for employers, so they know how to react when confronted with digital GBV and can offer support and advice to survivors.

Based on this background, the group worked on developing a concrete idea that would better educate children and youth, whether it be through the formal educational system or through informal channels.

Impacts pursued

Three main types of impacts are pursued by the proposed action:

- Make young girls and boys more conscious of the risks of their behaviour on their peers.
- Make students aware of the inequalities in the classroom; promote inclusive education and highlight feminist principles and values.
- Equip and empower teachers to contribute to the two impacts mentioned above.

Action description

The proposed action is to develop a digital game combined with a creative workshop. The game can be played independently of the workshop, but the concept is to offer them as a combination.

The digital game would focus on experiencing what digital violence is and means. The game would be developed based on inoculation theory. An example of a similar game on a different subject is: <https://www.getbadnews.com/#intro>

In this example, this approach is used on the subject of fake news and how to recognise it.

The game would be website-based rather than an app and would be quite simple.

The workshop concept would build on the experience of playing the game. It would put the digital violence in its context of discriminations, inequalities, and illustrate more concretely the impacts and consequences of a person's behaviour.

The ambition, through the combination of both digital and real-life techniques, is to make the impacts and consequences more real.

The programme would be offered to schools as a creative workshop/activity to enhance the curriculum. This can be offered by NGOs that propose, for instance, artistic activities or theatre workshops. The duration is not defined, but could be the equivalent of a two-hour lesson.

The teacher of the class would be associated with the workshop and would receive material to be able to organise follow-up activities/reflections with the children. The participation of the teacher to the workshop as an observer would serve as training to feel confident to work further with the results and the proposed pedagogic material.

The pilot would focus on one age group (10-11 years old) but could be expanded (see below).

The approach proposed is easier to organise in countries where the attitude towards gender equality (GE) is positive and where schools have (small) budgets at their disposal to organise artistic or creative activities (hiring artists/experts/NGOs). But it would also be feasible in other countries, as the digital violence framing is acceptable to all. Budgets for implementation are also low, allowing for financing from e.g., parents associations if schools cannot do it.

Target groups

- Young girls and boys. The initial intention is to target children at the age of 10-11. This is the age that most have a smartphone and are active in the digital space. It is the age before going to secondary (or high) school in most European countries. But the proposed action could be developed for younger and older ages as well.
- Vulnerable groups (children with impairments, with a migration background, ...)
- Teachers
- Authorities/governments as they organise education (this might be different depending on the country, given the different attitudes towards GE)

Actors

- Schools, as the ambition is to organise the workshops at school or as part of the activities offered by the school
- NGOs who could organise and facilitate the workshops
- NGOs and/or (small) ICT companies who could develop the game
- Collaboration with a university was suggested as an alternative to ICT companies

Scalability

The pilot is best organised in one country and language to make it feasible (organisation and budget).

If successful, upscaling is possible within the country, within the language group. Translation of the game should have a small cost, because of the nature of the game. The same applies for the script for the workshop. Expansion outside the language zone should therefore be possible at marginal development cost.

In addition to such geographic expansion, there is the possibility to expand to different age groups and educational settings, providing more complex versions/modules of the game to older age groups.

Action, Not Words (Action 4.4)

Digital platform to encourage employers to take action against digital GBV and to incorporate the digital dimension into the company's harassment policy

Background and justification

The lack of awareness about digital violence, as well as a lack of information about developing mechanisms to prevent digital violence and protect and support victims/survivors of digital violence, were highlighted during the Open Studio and served as the foundation for this action. Given that many companies shifted to teleworking during and after the pandemic, such platforms also assist businesses in becoming aware of and mitigating the risk of increased digital GBV caused by teleworking practices.

The digital platform was proposed as a useful tool for closing this knowledge and awareness gap, by:

- Bringing together information on digital violence in one place.
- Assisting companies in identifying their needs and guiding them through the use of interactive tools.
- Using the platform to encourage companies to participate in this cause and raise awareness.

The digital platform is specifically aimed at private companies that have a harassment policy but lack a digital GBV dimension. The goal was to increase the impact and test the platform's functionality by limiting the target group to companies with a high potential to take action on combating digital violence (within the period of the pilot project).

It was also discussed that there is the potential to transform the platform to combat workplace harassment and violence, and guide companies to broaden the scope of their harassment policies in the long-term to equality & diversion policies and practices at the workplace.

Impacts pursued

- Employees are aware of digital GBV/employees report these cases as they know the procedure.
- Companies have a tailored action plan to tackle and prevent digital GBV.
- Safe transition to online/remote work.

Action description

The development of an online platform that has three components:

- Self-assessment tool for companies to identify and see their needs to improve harassment policies by including the digital dimension.
- A set of targeted modules covering various areas to create preventative and supportive mechanisms regarding digital GBV.
- A pool of experts that can be approached and consulted by companies.

Possible set of modules was thought as follows:

- Raising awareness.
- Hybrid/teleworking.
- Training designed for employees and line managers.
- Peer support: opening a space for employees to share and learn from their peers.
- Resources.
- Reporting system: ensuring clear and accessible mechanism.
- Better stories/policy examples.
- Support for victims/survivors of digital GBV.

The self-assessment tool includes specific questions to determine the size and type of organisation, as well as the type of working practices used, such as hybrid, teleworking, and digital communication tools. Each module provides a checklist, recommendations, videos, and so on, which vary depending on the themes and characteristics of that company.

Companies are directed to different modules to check and take necessary actions based on the results of the self-assessment tool, which provides tailormade and to-the-point support to them. It is hoped that by following the modules and steps, companies will have policies, mechanisms, and guidelines regarding digital GBV that are inclusive and intersectional (LGBTQI+, functional diversity, single moms, etc.).

Target groups

The platform's primary target group is private companies with a harassment policy but no digital GBV dimension.

Actors

Not specifically addressed. Consultants and non-governmental organisations (NGOs) who work closely with private companies on equality, diversity, and harassment policies could be potential initiators of this platform.

Scalability

Depending on the outcomes of the pilot project, the platform could be used as a starting point to broaden the focus on digital GBV to harassment policies in general at the workplace in the long run.

One-stop Hub for victims of digital violence/tech abuse (Action 4.5)

Background and justification

The intention with this initiative is to connect victims to existing services/expertise available to them but not currently visible. Because this is a new arena, people experiencing digital attacks often don't know what can be done, or even who to approach for help. Some may not even be aware of what qualifies as violence and therefore may not be able to recognise abuse when they experience it. The intention of this action is therefore to raise awareness around the various forms of digital violence while also bridging the gap between existing NGOs/services and victims in need of help.

Impacts pursued

- Educate on what digital violence is and how to recognise it.
- Educate on what can be done once you've experienced it.
- Lower thresholds/facilitate reaching out for help by clearly answering the question "who are the actors/what are the initiatives in my area that can help me?"
- Educate perpetrators/prevent attacks/reform behaviours.
- Educate on what can be done to prevent it.

Action description

To create a visible online hub of information and specialists for education, recognition/detection, and action. The intention is to take a more proactive approach and form of outreach by making these resources visible to the public through a database of services, rather than forcing individuals to search for information and resources after the fact.

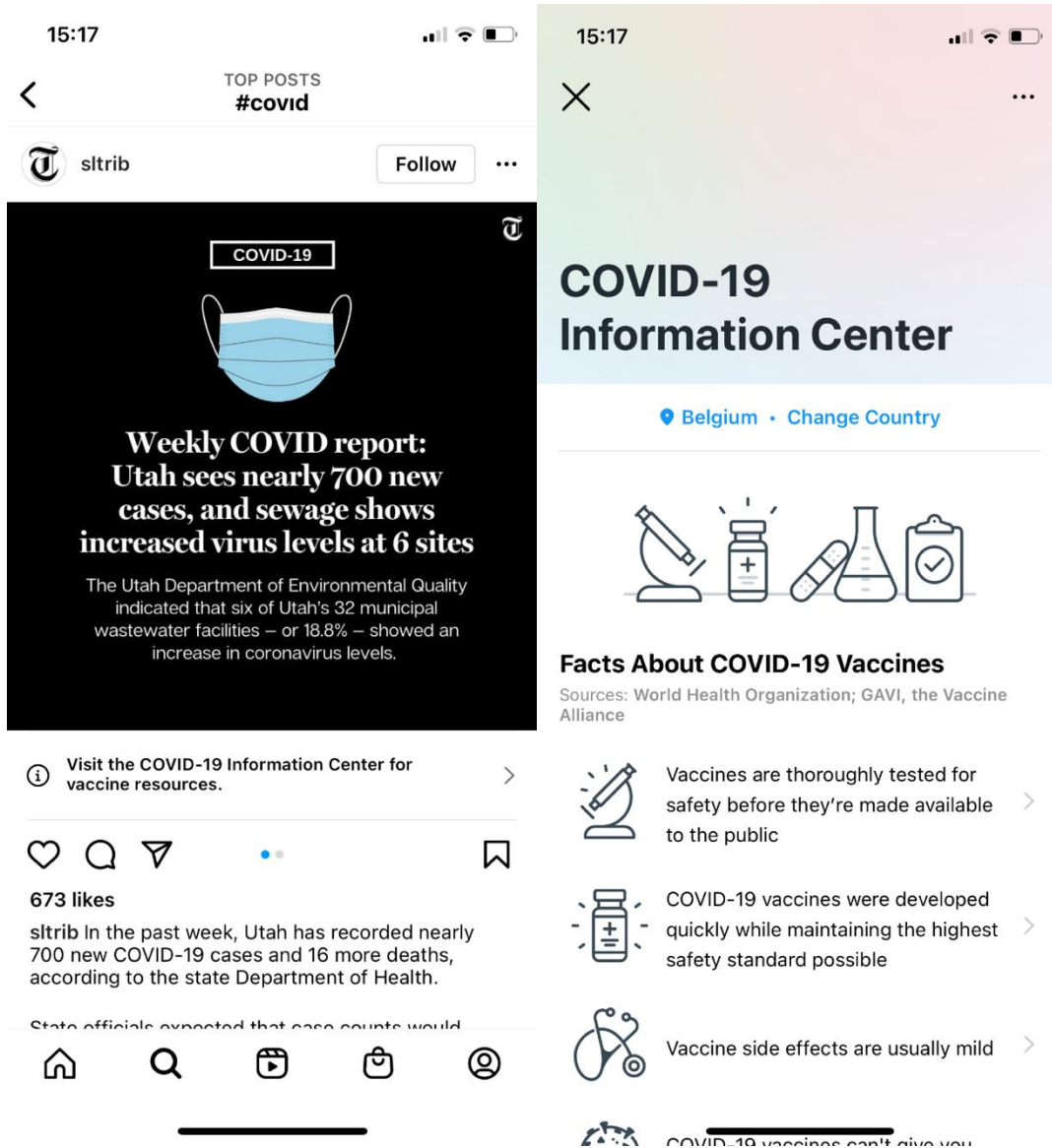
This online hub could have multiple levels of interaction:

1. First contact = Overview of database pointing to various information/resources to link people in need to various sources of (existing) information and services. This could range from someone trying to familiarise themselves with the issue of digital violence to a survivor seeking justice.
2. Real specialists/consultants in specific areas in place to help users navigate if they need more help.
3. Experts/representatives from NGOs available for chat/video/phone consultations for immediate response.

It would also be interesting to capture feedback/testimonials of survivors and point to which services helped them and how in order to build a dialogue around the hub and trust in the actors.

(Ambitious) Recommendation

(Instead of action or in parallel): Social media companies could be a real ally for education and dissemination. It's clear that they feel responsible for the spreading of disinformation as they have already integrated features to identify such content and point users to official sources and information. For example, any time Instagram recognises content related to COVID-19, the app is triggered to display a link to official information (see screenshots below). Twitter has similar triggers for when users try to share an article without having read it first.



What if this same feature could be used to recognise content that spreads hate/violence/gendered disinformation to

1. Discourage attackers from pushing send.
2. Provide resources to the audience viewing/victims receiving such content/attacks? (i.e., connect them to this One-stop Hub).

The intention of the recommendation is therefore to put pressure on tech companies to recognise and address the weaponization of their platforms, and to take action by using their existing technology and features to connect victims to experts/NGOs.

If tech companies need additional incentive, we could explore additional pressure points. For example, if tech companies feel pressure from corporations/large groups of consumers, they will be quicker to take action.

Impacts of this second initiative would include pointing to corporate responsibility, giving them opportunity to be platforms for good, collecting data on different forms of tech abuse in different regions, which would also include data around the impact on its survivors and the resulting support they need.

Target groups

- Victims of various tech abuses, including but not limited to cyber harassments, spying/identity theft, image-based sexual abuse, trolling, doxxing and other emerging forms
- Digital activists
- Perpetrators/people who attack
- General population for education and prevention
- Youth/consumers of social media content

Actors

- One NGO to kick-start the initiative
- Communication experts
- Activists
- Tech organisations/social media companies
- Survivors

Scalability

This initiative could be replicated elsewhere/form a network of hubs.

Open questions/challenges with this initiative

- How to reduce clicks between initial contact and actual help?
- How far can we go with automation of information and follow-up of cases?

Ideas for further development

It's important to make it clear to visitors that this hub includes more than just passive information; it's a tangible, action-oriented network of experts who are ready to help those in need. For that reason, it's perhaps worthwhile to brainstorm around how to make this hub/database/network more visual/tangible, similar to how the Mapping of Municipalities in Turkey is visualised geographically. This hub could also be visualised on a map to communicate which actors are near the viewer, however using the online format means users are not limited to the expertise in their area alone (the database could include experts from other countries/scale to be international). Another idea could instead be to visualise the database based on the user journey: experts/services broken down based on what you need (e.g., what is digital violence, psychological support, how to report violence, access to justice, etc.).

Stand By You (Action 4.6)

Background and justification

Centralising expertise was seen during the Open Studio as a route to solve different issues:

- Facilitation of access to expertise.
- Ensuring the right expertise is available, as expertise on these subjects is still very limited.

This idea of concentrating or centralising was applied for different target groups: e.g., to help survivors to access and find answers and help, but also other target groups, like police (having a central unit rather than expecting all to be able to handle the cases), employers (who could subscribe to a central service helping them and their employees), and activists (not to reinvent the wheel and be more efficient).

It was also considered useful in different domains: to support the personal protection of survivors and particularly of activists and public figures; to choose the right tools and approaches to prevent (digital) violence.

Impacts pursued

- Prevent online abuse and violence.
- Protect against online abuse and violence.
- Support the development of (young) LGBTQI+ activists' and women's presence in the public (digital) domain.

Action description

The development of an online platform that has three components:

- A pool of resources (existing resources being gathered and made visible in a user-centred way).
- A community of experts that can be approached and answer questions.
- A community of users that can help each other and exchange information and experiences.

The pool of resources was thought to include:

- A resource on how to get started safely in the online world, i.e., basic information on how to protect oneself in the public digital realm.
- Experiences of women who have already gone through this process.
- Support on how to build your personal resilience.
- ...

The platform would be **co-designed** by women and activists who have gone through the whole journey of building up their digital presence, of being attacked and having to find solutions to keep on going.

A mentoring scheme could be integrated in the community part of the platform, with more experienced users/experts mentoring the (younger) starters and providing them with useful tools.

Sustainability of the action could be made possible through approaches like crowdfunding or creating a cooperative where users become cooperants, possibly even asking a membership fee of users (though this option would likely inhibit the uptake of the platform).

Target groups

The main target group for whom the platform is proposed are women and LGBTQI+ 'future' public figures, i.e., activists who are likely to attract attention and become public figures and therefore are at risk of being attacked online.

It would, by its nature, be useful for all survivors or potential victims.

Actors

European umbrella organisations in domains linked to digital activism could be approached. They could, as a group, become the initiators of the platform. An example of such an organisation is EDRi, which focuses on digital rights (<https://edri.org/>).

Digital Activism Toolkit for NGOs (Action 4.7)

Background and justification

The idea for the concrete action stems from different needs identified during the first day of the Open Studio. As the pandemic produced new or reinforced existing forms of digital GBV, survivors and other involved individual and institutional actors should be empowered to better address and combat digital GBV. However, as particularly feminist and LGBTQI+ NGOs are new in digital space, they need various tools, resources, and partnerships to improve their digital activism and better engage other individual and institutional actors for the purpose. Hence, this concrete action, namely strengthening online and hybrid forms of activism against GBV that emerged or became prevalent during the pandemic, was developed to address two overarching sets of needs (identified in two different small groups, namely Session 7, Group 3 and Session 8, Group 4).

1. The empowerment (online and offline) of survivors, activists/NGOs, and bystanders by:
 - Creating safe "anonymous" spaces online.
 - Creating tools and roadmaps regarding how to deal with digital GBV.
 - Addressing digital accessibility & literacy issues which act as barriers to digital activism.

- Creating communities for sharing experiences, resources, and better stories.
2. Promoting digital activism by:
- Improving (centralised) access to expertise.
 - Empowering grassroots organisations and digital activist initiatives through digital tools that would give people the opportunity to get involved in digital activism against GBV.
 - Building and mobilising partnerships between NGOs/activists and tech organisations, allies in media, state, marketing companies, ...
 - Fighting hate with humour.

Impacts pursued

- Making NGOs effective in using digital tools for responding to digital violence and engaging in digital activism.
- Empowering survivors, activists, and NGOs.
- Developing and promoting inclusive and trauma-informed language and discourse; clarifying concepts and definitions regarding digital GBV.
- Raising awareness on digital GBV.
- Improving digital literacy.
- Enhancing solidarity regarding online and offline forms of GBV.

Action description

Main principles/prerequisites of the toolkit:

- Gender+ intersectional perspective.
- In multiple/local languages.
- Trauma-sensitive.

Process of developing and disseminating the toolkit:

- Collaboration with local/national digital activist initiatives in producing the toolkit.
- A transnational workshop with NGOs and INGOs from different countries to exchange best practices for inspiration.
- Workshops with NGOs (nationally and internationally) for disseminating the toolkit.

Digital Activism Toolkit

It has two components:

1. For NGO capacity-building:
 - The process of creating a toolkit/adapting it to different contexts.
 - Guideline for gathering, editing and sharing testimonies, and supporting the

survivors from a trauma-sensitive approach.

- Resources for self-caring for activists (vs. secondary trauma).
- Resources for digital security for NGOs.
- Examples of protocols for ensuring safe spaces (group contracts, etc.).
- Effective use of strategies for different channels (social media, phones, WhatsApp/Telegram).

2. Training-module in awareness-raising programs:

- Dictionary of concepts on digital gender-based violence.
- Digital literacy.
- Protection and support mechanisms regarding online GBV.
- How to respond to online GBV.
- Different forms of digital violence in different channels (social media, phones, WhatsApp/Telegram).

Target groups

- NGOs/activists
- Grassroots organisations and digital activist initiatives
- General public
- Survivors and bystanders
- Tech organisations
- Marketing companies

Actors

- Feminist NGOs
- LGBTQI+ NGOs
- All NGOs wanting to enhance their gender+ digital activism
- All NGOs wanting to enhance their response to gender+ digital violence

Scalability

The toolkit is thought to be developed in multiple/local languages from the beginning in collaboration with local, national, and international digital activist initiatives and NGOs. Although the process itself will take long and make the project broad in scope, once it is ready, it will be used widely on a larger scale.

Research Agenda

Some of the action-ideas produced in the Open Studios are more of an input to feed the research agenda of RESISTIRÉ, or to be recommended for funding to research funding organisations. All of the relevant actions (as can be seen in Table 2) have been described above, but can also have a research component, or could be handled as a research project instead of a pilot action or operational recommendation.

Finding a balance in hybrid learning (Action 2.1)

This action-idea was included under the 'Research Agenda' section because of the open questions that were identified, located near the end of the action-description.

Background and justification

With the widespread and rapid adoption of digital education during the COVID-19 pandemic, the concept of hybrid education – defined here as partly in-person, partly online/digital education – has attracted greater interest. This potential pilot action was initially conceptualised to find the right balance between the physical and digital aspects of hybrid learning from a student's perspective, though it developed into an action that focuses more on the realm of digital learning and how young people can be equipped to adequately and accurately make use of these technologies.

Impacts pursued

- A healthier learning environment for pupils and students.
- Improved critical thinking and comprehension skills.
- A healthier relationship between pupils/students and digital technologies.
- More participatory digital tools and increased spontaneity in digital education.

Action description

Before a concrete action can be implemented, there needs to be a realisation and recognition of the things (particularly skills) that were lost when the digital sphere became an important part of many people's lives. For instance, with the advent of technologies granting near-instantaneous access to vast amounts of information, many people (especially young people) are likely to have seen a decrease in their 'resourcefulness' as a learned skill. Whereas before, some effort was required to access accurate information on a certain topic, it is now possible to use just a few key terms and an internet search engine to immediately gain access to information (often of dubious accuracy). This pilot action, therefore, is aimed at improving students' resourcefulness so that they can make use of digital technologies in a critical and adequate manner.

To accomplish this, pupils and students have to be equipped with the right competences and tools to navigate the digital world. These would allow them to both find valuable information on the internet and reliably identify any misinformation that they come across. One way of doing this is to maintain a concrete connection between the digital and physical realms in their learning, so as to keep them grounded and aware of the inherent risks of the digital world, i.e., by making the consequences of their 'digital' actions more visible offline as well. It is equally important to prevent addictive behaviours linked to the online world and to teach students how to 'turn off'. In order to do all this, schools can create infographics as tools to communicate these issues and can provide

regular trainings on how to use digital tools with more awareness. These should not just be targeted at young students, but also at their parents, who can fall into the same pitfalls.

Ideally, these interventions would take place early on in the education of young people, and would focus on improving their concentration/attention span. While learning in a digital space comes with a lot of potential issues, it is also accompanied by a number of opportunities. For instance, training, education or even information can be 'gamified' in order to engage students more in lesson materials. Important to keep in mind is that any solution should be adaptable to new and emerging technologies.

Target groups

- Students and pupils
- Parents

Actors

- Schools
- (Potentially, tech companies/developers)

Open questions/challenges

Some open questions that remain are as follows:

- What specific skills have disappeared or been weakened in the face of increased digitalisation, particularly among pupils and students?
- How can young people with special educational needs be addressed in this potential pilot action?

Lessons Learned

This second cycle of four Open Studios, which included the first Open Studio to be held in person, taught a number of lessons on top of the lessons learned in the first cycle. As before and in general, the approach utilised in the Open Studios worked very well, with participants often expressing their enthusiasm and motivation at the end of an OS. From the perspective of the RESISTIRÉ project, the Open Studios delivered results according to expectations. In the final sharing of reflections, external (invited) participants expressed their appreciation of the Open Studio method (especially for providing an inclusive space for co-creation and participation of people from diverse backgrounds), with some participants stating an interest to use it in their own work and organisations. Others suggested that the Open Studio methodology could be developed into a pilot action itself.

The flow worked very well with regard to all four groups and (sub-)themes: the first two sessions (first morning) of the OS worked to create a cohesive group and to involve all participants. The next two sessions (first afternoon) allowed us to have further discussions and, at the same time, to direct these discussions and the participants' reflections towards potential solutions. In all four Open Studios, the production of potential action-ideas at the end of the first day and the start of the second day proved, to a varying degree, sufficient to launch the programme of the second day. The overall consensus among the participants seemed to be that the rhythm was intense but feasible, given the fact that the timing was respected. One of the concrete ways to boost participants' energy levels near the end of the day was the use of two brief Qi Gong sessions (two 10-minute sessions at the start of sessions 4 and 8). This practice was continued from the first cycle of Open Studios, where the idea was introduced and most participants do participate (the others take a longer break). Moreover, some participants across multiple OS indicated that slightly longer break times would help a lot to make it more manageable.

In general, there was a balanced mix of invited participants and consortium members. The mix of the invited participants was generally balanced as well, though there was a lack of policymakers in this cycle. The second Open Studio on young people in education, which was the first in-person OS, saw the smallest number of people participate up until now. This was partly (presumably) due to the need for travel arrangements to be made and partly because a number of invited participants had to cancel their participation shortly before the OS commenced, due to sudden illness or other personal reasons. Nonetheless, the outputs of this Open Studio display a similarly high quality as those of the other OS.

Regarding the choice of OS themes, it was decided to focus on 'only' two broad themes - gender-based violence and education - given that the pandemic has had profound implications for both of these. This allowed us to explore these topics more thoroughly and from multiple angles. In the case of GBV, solutions were co-created for both the phenomenon in general and for the distinctly digital iteration of GBV (while also providing the opportunity to work around digital activism). As for education, the topic was approached from both the pupils'/students' perspectives and from teachers' perspectives, allowing for a more holistic set of action-ideas to be developed. For the online OS, Miro proved to be a useful tool once more, and participants were generally able to use it in an adequate manner. The systematic inclusion of a tutorial before the start of each OS contributed to this.

The Open Studio held in Donostia-San Sebastián provided some ideas about how to improve the organisation of a physical OS in the next cycle. First of all, participants from the consortium (who had already participated in earlier OS) expressed that there was a better flow of discussion in real life as opposed to via Zoom, and generally indicated

their preference for a face-to-face format. People also advocated for more social activities before and during the OS to get to know each other better (social breakfast, 'speed dates', icebreaking exercises, ...). While the sessions in small groups used physical posters to capture input from the participants, Miro was sometimes used by the co-facilitators during the plenary sessions to note what people were saying. As such, Miro could be used more strategically in future physical Open Studios, though this would need further elaboration.

Finally, looking back on the output for the WP6 tasks, the Open Studios have produced a significant number of action-ideas for operationalisation.

Conclusion

The results of the research activities performed in RESISTIRÉ have shown that "COVID-19 and its policy responses have made the most vulnerable even more vulnerable, with strong gender regimes and social class and social capital regimes cutting across multiple domains" (Axelsson et al. 2021). The Open Studios have shown that this negative trend creates an opportunity as it emphasises the need for change. The situation has become worse for many vulnerable groups due to the pandemic and the policy responses associated with it, but this has made the inequalities more visible as well. There is no excuse anymore not to act.

The Open Studios are one step in the RESISTIRÉ process: from research to insights to solutions to piloting those solutions and to advocating change based on evidence. It is a short but critical step in that process whereby actual impact and conclusions will become visible in the next stages. Most of the action-ideas produced through the Open Studios were triggered by what happened during the lockdowns and the different waves of the pandemic, but the final results encompass solutions to tackle the root causes of the inequalities, even after the end of the pandemic. The solution directions proposed are holistic and cut across policies. They seldomly address public health policymaking directly.

The OS format allows us to make use of the expertise available in the OS and we should exploit this richness as much as possible. All ideas have to be further developed making use of the expertise available within the consortium and additional expertise, particularly user expertise. Although 'users' were present to some extent in all four Open Studios, the conclusion is that there is a need for more user involvement. As there are barriers to include more users in the format of the OS, the way forward could be to have workshops with users before and/or after the OS: before to feed the OS with user-based insights, and after to further develop and validate action-ideas developed in the OS. Barriers to

involving users in the OS are the time (it was, for example, very difficult to recruit teachers/teachers' representatives for two consecutive weekdays) and the sensitivity to recruiting participants from vulnerable groups (especially for a topic such as GBV).

The better stories again proved to be a useful tool in having the experts critically assess existing policies and societal initiatives, without them immediately proposing unattainable goals/solutions. They allowed the experts to be inspired by the positive aspects of an existing policy/initiative and made them think about how to improve those aspects to make them more inclusive for vulnerable groups and to target existing inequalities in a more effective way. Overall, the better stories and the initial discussion around them enhanced the imaginative and inclusive nature of the pilot actions and helped to focus discussions on solutions rather than on problems.

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Annex

Generic Guideline

OPEN STUDIOS - Creating better stories

In Open Studios, we will be exploring the possibilities for co-creating better stories of responding to the pandemic. What have been some inspiring practices, initiatives, policies that we have observed in different contexts across Europe? What can we learn from them to imagine even better stories of responding to this crisis that we all share, but are not equally affected by? How can a gender+ perspective help us explore, make visible and co-create more egalitarian, more inclusive policies, initiatives and practices? As feminist scholar Dina Georgis argues in her book *The Better Story*, "there is always a better story than the better story."

This Open Studio will enable a co-creative setting where we will learn from the existing better stories of responding to the pandemic in more inclusive ways and co-design even better stories together.

OS(#) - Better is Possible: (Insert Title)

This Open Studio has to contribute to following objectives:

- Translate the results of the research activities into insights.
- Develop ideas of potential actions and solutions to:
 - (Describe challenges here)
- Critically assess these ideas in terms of impact and feasibility.

Material to be sent in advance to participants

- A general briefing on the RESISTIRÉ project;
- A set of promising practices corresponding to the theme of the OS (both policy and societal responses);
- Highlights of the RESISTIRÉ deliverables on the COVID-19 pandemic and its impact on inequalities (with a specific section dedicated to the theme of the OS).

What to ask participants before the OS:

- In case of online OS, to register and try out Miro in order to familiarize themselves with the digital whiteboard, including to have a look at who the other participants are (alternative is to organise a briefing session beforehand);
- Any examples of promising practices corresponding to the theme of the OS (both policy and societal responses).

What to prepare and have available during the OS:

- In case of online OS, Miro board
- Better Stories
- Personas
- PPT on issues linked to [\(open studio theme\)](#)

DAY 01

In case of online OS, 15-minute optional Miro tutorial starting at 9:00

Session 01 - Warmup & Getting Started - 9:15-10:30

9:15-9:30 - Participants are welcomed and given brief introduction to RESISTIRÉ project and Open Studio methodology. (Main facilitator)

9:30-9:45 - Participants are divided into groups of two, who will introduce themselves to each other through 'our better stories' (Main facilitator):

- Who are they? Based where? Doing what?
- Personal better story/stories linked to [\(open studio theme\)?](#)

Rapporteur puts all participants in rooms by two (at random)

9:45-10:15 - Participants return to plenary, introduce their conversation partners and their respective answers to the above questions. (Main facilitator)

In case of online OS, all participants are invited to meet on Miro. Short intro to make sure all are at the same place.

One of the co-facilitators is the active listener and asks questions/clarifications if needed, also goes to the next duo and acts as timekeeper. The other co-facilitator is writing on the poster.

10:15-10:30 - General discussion about what was heard, what personal experiences in different contexts tell us about pandemic's impact, what better stories are possible. Also

pay attention to the common characteristics of our better stories and who/what institutions have helped enable them. (Co-facilitator)

15-minute break

Session 02 - Inspiration - 10:45-13:00

10:45-10:55 - Presentation about inequalities created and/or deepened during pandemic related to theme. (Rapporteur)

10:55-11:15 - In plenary, sharing of participants' knowledge and experiences & discussion of the basic questions and observations behind the OS. (Co-facilitator)

11:15-12:15 - Participants split into 4 smaller groups which each receive a set of policy responses and a set of societal responses. Groups should spend approximately the same amount of time on both sets and process at least one of each (preferably two or even more) by identifying on a poster: (Main facilitator)

- What makes the policy/societal initiative a positive one?
- Which aspects of the policy/societal initiative could be improved?

12:15-12:45 - Participants return to plenary, present their results and review the findings of the other groups. Important points of focus are the common characteristics between policies/initiatives and what actors, institutions, resources, etc. have contributed to these policies/initiatives. (Main facilitator)

12:45-13:00 - Remaining in plenary, participants identify what/who is missing in the existing better stories & who is still excluded and could benefit from further inclusion. (Co-facilitator)

1-hour lunch break

Session 03 - Empathy - 14:00-15:30

14:00-15:00 - Participants are split into 4 smaller groups which are assigned two personas each. They should identify what circumstances, policies, societal initiatives and/or other factors would have made a difference for the specific issues of these personas. Their answers are captured on a poster with pre-defined issues as per the presentation in session 02. Participants should spend maximum 30 minutes per persona. (Main facilitator)

15:00-15:30 - Participants return to plenary where they share their findings. This enables

them to identify any additional gaps and opportunities/ideas for future action. (Main facilitator; co-facilitator writing on board)

10-minute break

10-minute optional Qi Gong session

Session 04 - Brainstorm (1) - 15:50-17:00

15:50-16:35 - Participants are split into 4 small groups and start brainstorming with the help of a Lotus Blossom. Brainstorm should look at the barriers present from the perspective of socioeconomic inequalities (which are placed beforehand in the Lotus Blossom) and how the participants can develop ideas on how to overcome those barriers. (Main facilitator)

Barriers/questions:

- **(Insert barriers/question related to OS theme)**

16:35-16:50 - Participants return to plenary to share their findings. (Main facilitator)

16:50-17:00 - Remaining in plenary, participants reflect once again on what/who has been missing from the discussion and what groups of people would not be able to benefit from the ideas that were brought up. (Co-facilitator)

DAY 02

Session 05 - Brainstorm (2) - 9:15-10:30

9:15-10:30 - In plenary, facilitators present a long list of ideas from day 1 that could be developed in day 2. The context of RESISTIRÉ is explained again: concrete actions need to be developed that improve the situation of vulnerable groups. These can be: recommendations (to policymakers, employers, NGOs); or actions that could be piloted/tested during the project. (Main facilitator)

The list proposed is challenged by the participants in a brainstorm: what is missing, what can be merged, what can be split? During this discussion, co-facilitators are copy-pasting the ideas for action in a Lotus Blossom-type of poster on the right side. They are adding sticky notes characterising the idea based on the discussion (in another colour).

A maximum of 8 ideas is selected for further deliberation. These are divided over sessions 06 and 07. Selection of participants to work in small groups happens at the end of this session.

Longer 30-minute break to allow facilitation team to select the ideas to be worked on in further sessions

Session 06 - Co-create (1) a societal response - 11:00-12:30

11:00-11:30 - Participants are split in smaller self-selected groups which are assigned one idea from the list of ideas compiled by the facilitation team during the break. Participants should start with a brief brainstorming exercise to identify any additional elements that could enhance the impact of the initial idea. There is a standard poster with proposed dimensions to be considered for the brainstorm; but these can be changed depending on the idea, both by the facilitators, or by the group. (Main facilitator)

11:30-12:00 - Participants, still in smaller groups, fill in a poster with basic information for a policy/societal response that could lead to a pilot action and/or to recommendations for stakeholders. At the end of the session, the facilitator asks to identify any 'open questions' that could be included in the next research cycle.

12:00-12:30 - Participants return to plenary where all of the results are reviewed and participants are encouraged to add questions, comments and/or suggestions next to the group posters. (Main facilitator)

60-minute lunch break

Session 07 - Co-create (2) a policy - 13:30-15:00

13:30-14:00 - Participants are split in smaller self-selected groups which are assigned another idea from the list of ideas compiled by the facilitation team during the break. Participants should start with a brief brainstorming exercise to identify any additional elements that could enhance the impact of the initial idea.

14:00-14:30 - Participants, still in smaller groups, fill in a poster with basic information for a policy/societal response that could lead to a pilot action and/or to policy recommendations. At the end of the session, the facilitator asks to identify any 'open questions' that could be included in the next research cycle.

14:30-15:00 - Participants return to plenary where all of the results are reviewed and participants are encouraged to add questions, comments and/or suggestions next to the group posters. (Main facilitator)

10-minute break

10-minute optional Qi Gong session

Session 08 - Conclusions - 15:20-17.00 (recorded session)

15:20-16:40 - All individual participants are asked to share their conclusions one by one with the group on which ideas they consider to have the highest potential to be developed further and implemented by RESISTIRÉ (target is to choose two ideas). Participants explain why this is their choice. Miro is not used for this session, but co-facilitators are filling in the results on the Miro board, including the 'votes' expressed for action-ideas. (Main facilitator)

This time can also be used to:

- Include an unplanned session triggered by the results of the previous sessions.
- Add further details to some of the most promising ideas identified (i.e., a strong candidate for a concrete pilot action).

16:40-17:00 - Participants are asked what experiences they take away from the Open Studio, what their recommendations would be for future Open Studios and what they would recommend for the RESISTIRÉ project as a whole. (Co-facilitator)

Miro is not used for this session, but co-facilitators are harnessing responses on the Miro board to be able to share results with the group.

General thank you from the facilitators and reminder that Miro board stays open.