D5.1 – Sustainability and Exploitation Action Plan

Project Acronym: GEMINI

Grant Agreement no: 101088073

Project Title: Gender Equality through Media Investigation and New Training Insights

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Abstract: This report identifies the key outputs of the GEMINI project, and the measures taken to sustain them. All partners were asked to provide details on how they would be exploiting project results in the future, and this has been summarized at the end of this document.

Dissemination level	
Public	X
Confidential, only for the members of the Consortium (partners) in the project	

Revision history

Version	Status	Name, partner	Date	Changes
0.1	1st draft	Ivan Ivanov, NIE Tsvetelina Rashkova, NIE	12/03/2024	Initial information added
0.2	2 nd draft	Ivan Ivanov, NIE Tsvetelina Rashkova, NIE Kim Toft Hansen,AAU	12/04/2024	Completion of information
0.3	3 rd draft	Ivan Ivanov, NIE	18/04/2024	Completion of information
0.4	Final	Ivan Ivanov, NIE	07/05/2024	Completion of information after review

Review and approval

Action	Name, partner	Date
Reviewed by	Fabrizio Boldrini, Fondazione Montesca Nicola Ferrigni, LCU	**02/05/2024**
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Distribution

№	Date	Comment	Partner / WP
1	**12/03/2024**	**Submitted to the forum of the project - review**	**NIE/WP5**
2.	**12/04/2024**	**Submitted to the forum of the project - review**	**NIE/WP5 AAU**
3.	**18/04/2024**	**Submitted to the forum of the project - review**	**NIE/WP5 LCU**

Application area

This document is a formal output for the European Commission, applicable to all members of the GEMINI project and beneficiaries. This document reflects only the author's views and the European Union is not liable for any use that might be made of information contained therein.

Statement of originality

This document contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both.

Table of contents

1. Introduction.

The present document introduces the sustainability and exploitation action plan as a result of the Work Package 5 "Policy making and Exploiting". This Work package aims at defining tools and strategies to ensure the continuation of impacts and activities implemented within the project, exploiting the achieved result and products from all implementation packages, and creating a sustainable impact at political/institutional levels. Detailed guidance on the sustainability of product implementation will be added as it is developed. Specific objectives are:

(a) The first task of WP5 is defining a sustainable plan for exploitation and policy-making, containing the definition of a strategy for the continuation of the research-action model for promoting a culture of gender equality, the realisation of a path for the "political" sustainability of the model so to be integrated into the school curricula, tangible results that add up to the desired change toward a gender equality oriented culture (at the level of involved schools, educative systems, political systems);

(b) The second task is ensuring sustainability of the training tools implemented during the project, also activating networks other than the project consortium through ad hoc analysis of the key influential stakeholders;

(c) The third task is building capacity through multilateral partnerships and through the network in which the partners are already involved;

(d) The fourth task is exploiting the project results by facilitating their access and reception by the scientific community and stakeholders and enhancing the design of further targeted actions;

(e) The fifth task is exploiting the outcomes of the project for further research and development actions, also addressed to other target groups (e.g. integration of the Research-Action Model in the traditional school training path);

(f) The sixth task is engaging closely with policymakers (at regional, national and EU level) throughout the process of the project;

(g) Last but not least, drawing recommendations for policy and practice from the results.

All project partners will be actively involved in the fulfillment of the agreed objectives in this document.

2. Project presentation.

In line with the EU Gender Equality Strategy 2020-2025 and from an intersectional perspective, the research-action project GEMINI (Gender Equality through Media Investigation and New training Insights) aims to tackle gender-based stereotypes that create gender inequalities and empower young adults to create products that convey positive messages of gender equality. Focusing on the representation of gender identities in TV series and how they can contribute to gender equality, GEMINI addresses European high schoolstudents and trainers/teachersin four different European geographical and socio-cultural areas (Mediterranean, Northern, Eastern and Anglo-Saxon) to reach the following goals through a varied set of activities from the consortium of 10 partners:

1. Investigating the production and narrative strategies underlying the representation of gender identities in TV series and how such representation affects the promotion of gender equality among the target groups through in-depth interviews to key informants, textual/production analysis and media content/sentiment analysis on a selected corpus of TV series.

2. Understanding the target groups' awareness about gender equality and how they perceive the representation of gender identities on TV through focus groups, multi-language surveys, semi-structured interviews.

3. Enhancing analytical, relational and communication skills on gender equality practices and models through the development of the educational toolkit.

4. Spreading a gender equality-oriented culture through self-produced communication initiatives, such as audiovisual products and the screenwriting contest.

5. Providing guidelines and policy recommendations on how to communicate gender equality addressed to EU and national institutions as well as broadcasters and streaming platforms.

6. Exploiting the project results and disseminating them among the target groups and the general public through the website, communication activities, academic and promotional events, and scholarly publications.

All partners in the project are:

1. **LINK CAMPUS UNIVERSITY (LCU)**, PIC 951095962, established in VIA CASALE DI SAN PIO V 44, ROMA 00165, Italy;

2. **FONDAZIONE HALLGARTEN-FRANCHETTI CENTRO STUDI VILLA MONTESCA (FCSVM)**, PIC 945613716, established in VILLA MONTESCA, CITTA DI CASTELLO 06012, Italy;

3. **UNIVERSIDADE DO ALGARVE (UALG)**, PIC 999863003, established in CAMPUS DE PENHA, FARO 8005 139, Portugal;

4. **AALBORG UNIVERSITET (AAU)**, PIC 999904034, established in FREDRIK BAJERS VEJ 7K, AALBORG 9220, Denmark;

5. **UNIVERSITATEA DIN BUCURESTI (UB)**, PIC 999603916, established in SOSEAUA PANDURI 90, BUCURESTI 050663, Romania;

6. **NATIONAL UNIVERSITY OF IRELAND MAYNOOTH (NUIM)**, PIC 999901415, established in CO KILDARE, MAYNOOTH, Ireland;

7. **CLADULT EDUCATION & TRAINING LIMITED (CI)**, PIC 932289505, established in GUINNESS ENTERPRISE CENTRE TAYLOR'S LANE, DUBLIN 8, Ireland;

8. **SDRUZHENIE TCENTAR ZA OBRAZOVATELNI INITSIATIVI (CEI)**, PIC 951696295, established in ZH.K. LAGERA, BL 37, ENT.A, FL.7, A, SOFIA 1612, Bulgaria;
9. **NATIONAL INSPECTORATE OF EDUCATION (NIE)**, PIC 895754067, established in G.M.DIMITROV BLVD, 52B, SOFIA 1797, Bulgaria.

10. **MINISTRY FOR EDUCATION, SPORT, YOUTH, RESEARCH AND INNOVATION (MEYR)**, PIC 947567102, established in Great Siege Road, Floriana VLT 2000, Malta.

3. WP5 Policy making and Exploiting,

T5.1 Sustainability and Exploitation Action Plan.

Definition: Sustained social transformations are those that are freely chosen by people. **Impact:** Enhance gender awareness and inclusivity in educational content and pedagogy.

The aim is to ensure that the project reaches all targeted stakeholders and endures beyond its lifetime.

General objective: to define the tools to ensure the continuation of impacts & activities implemented within the project at the end of the implementation period

Specific objectives: To ensure the sustainability of the GEMINI **Project Tools** as a tool to prevent & combat the diffusion of stereotypes, exclusion

Outcomes: Increased representation of women and gender minorities in media fields more gender-sensitive educational materials, and equitable classroom interactions.

Recommendations: Implement gender-sensitive training programs for educators, revise curricula to include more diverse perspectives, and establish gender equality as a core component of teacher education programs.

GEMINI Project Tools: An educational learning platforms and resources that offer diverse and inclusive content, promoting gender equality in education, i.e.

A) State of the art of educational methods and tools for gender equality awareness

B) Interactive platform for the GEMINI educational toolkit

C) GEMINI materials for training of trainers

D) Schools pilots of the GEMINI educational toolkit for students and trainers

E) Dissemination and communication plan + GEMINI visual identity

F) Communication materials, Scientific publications and conferences presentations

G) Final International Conference and Contest Award Ceremony

H) GEMINI interdisciplinary edited book

Planning Steps

1. **Research and Identification of Stakeholders**

- Conduct a comprehensive mapping exercise to identify stakeholders in each category listed in the generic framework. This includes searching for organizations, institutions, and groups active in each of the project partner organizations' countries within the realms of education technology, digital literacy, social innovation, and policy advocacy.

- Utilize online databases, reports, academic publications, and local networks to gather a list of potential stakeholders. Relevant government websites and professional networking platforms can also provide insights into active organizations and their roles each of the project partner organizations' countries within the realms of education sector.

GEMINI addresses 6 different target groups, which consist of European young adults, high school teachers, scholars in the SSH, professionals in the CCI (Cultural and Creative Industries), policy makers, and the general public.

In order to fulfill the project's operational and sustainability goals, we will focus our efforts on 3 groups of stakeholders: young adults, high school teachers, policy makers:

1. European young adults are represented by high school students, that is to say citizens aged between 14 and 19, being in a training phase, also oriented to human values and transversal skills, such as the ones concerning gender equality. Through the GEMINI project, in particular through the focus groups (WP3) and the phase of training and piloting (WP4), we intend to increase the awareness of young generations regarding gender equality, with a particular focus on the importance of the representation of diversity in media narratives. At the end of the project, this target will have the suitable tools that allow them to recognize the representation of gender stereotypes and of negative gender roles. The long-term effect we intend to create is changing their approach and behaviors towards specific groups of the population as well as becoming drivers of change, since they diffuse positive messages (being also able to use suitable communication tools, such as audio-visual channels) and students are given tools and competences to handle and constructively process negative feelings.

2. High school teachers have the responsibility of promoting gender equality and diversity as values, integrating a gender equality approach in all the curricular and extracurricular activities.

In order to do so, they need to know their students' perception of the gender identities issue and to understand the role of popular culture, and particularly TV dramas, as powerful and innovative educational resources to promote gender equality. Through the GEMINI Educational Toolkit addressed to the teachers, as well as through the knowledge acquired from the analysis of how TV series represent gender identities and raise awareness about gender equality topics in young generations, high school teachers will be provided with new skills, innovative learning materials and practical tools so as to be able to address gender equality and diversity issues in their curricular and extracurricular activities.

The long-term effect we intend to implement is to make these issues become something integrated within all educational activities, thus creating a positive atmosphere of openness and collaboration regarding these topics.

GEMINI also wants to foster the exchange between scholars, High school teachers and policy makers about the topics of gender equality and diversity. Thanks to the comparative research conducted in WP3, the project will provide European executives and creatives (producers, commissioners, directors, screenwriters) as well as supranational, national, and regional funding bodies and programmers' in the audio-visual sector with new insights about how young European audiences perceive the representation of gender identities and diversity in most popular TV series. These new insights will be offered in the form of recommendations to improve existing guidelines/strategies and create new strategies to tackle stereotypes and promote gender equality in television storytelling.

In alignment with the GEMINI project's objectives, innovative educational strategies will be implemented to combat gender stereotypes effectively. These strategies will include the development and deployment of a critical analysis curriculum focused on television series as a medium. Workshops on video making and scriptwriting will be integrated into the school systems to encourage active learning and engagement. These activities are designed to equip students and educators with the skills necessary to critically evaluate and create content that promotes gender equality.

Innovative educational strategies for gender equality

To this end, we propose the following structured approach to educational strategy:

Critical Media Analysis Workshops:

Develop and integrate workshops that focus on the critical analysis of television series as a medium to understand and deconstruct gender representations. These workshops will provide students and educators with analytical tools to discern and discuss stereotypes and gender roles portrayed in popular media.

Creation of film clubs/cinema studio at school

The main goal of the film clubs is to introduce the participants to the educational aspect of cinema, to build the necessary sensibility and conceptual apparatus for the exercise of critical thinking, as well as to touch on current topics and the issue of gender equality.

Film meetings can be moderated by a teacher/classroom teacher or a filmmaker-director, actor, last between 40 and 60 minutes, depending on the preferences of the school concerned, and focus on some of the following topics:

- The image of women in cinema/tele series

- Countering aggression and violence;

- Professional and personal development

- Improving communication skills and teamwork.

Creative workshops, courses, trainings and summer school:

The participants will gain a deep understanding and know-how of new forms and approaches to storytelling: interactive, immersive and environmental storytelling, game and experience design, role-playing

• *CREATIVE STORYTELLING: HOW TO CREATE AND TELL A GOOD STORY: This workshop covers the complete process of creating and telling a good story. Participants will learn how to gather materials to build stories. Then, through games and exercises, they will develop specific skills and knowledge to create successful stories. The last part of the training will focus on how to tell your story in a compelling and engaging way to an audience.*

• *HOW TO CREATE COMPELLING SCI-FI AND FANTASY STORY WORLDS: Storyworld design is a key aspect of all fiction, but is of paramount importance for the sci-fi*

and fantasy genres. For this workshop, through games and exercises, we will learn what are the elements of a compelling storyworld and how to build from scratch a storyworld that will deeply resonate with audiences.

*•	DIGITAL CREATIVE STORYTELLING: Participants will work on stories created by themselves. In the second part, participants will create their own digital audio-visual stories using as a script the stories they have created. The participants will gain knowledge on how to collect and create materials for them: record voice-over, source license-free photos, illustrations, video and music from the Internet, shoot their own video, use personal drawings. Finally, the collected material will be edited into a short, personal digital story that can be shared online across various communication channels and social networks. Participants will need to bring a laptop or tablet for training purposes.*

<u>Video Production and Scriptwriting Modules:</u>

Introduce modules on video making and scriptwriting tailored to high school curricula. These modules will encourage students to create their own media content, offering a practical, hands-on approach to understanding and shaping narratives in media. This initiative will not only enhance their creative skills but also empower them to produce content that promotes gender equality and diversity.

<u>Interactive Digital Toolkits:</u>

Develop a digital toolkit that includes interactive resources, tutorials, and guidelines for implementing gender equality teachings. The toolkit will serve as a dynamic resource for both students and teachers, facilitating the easy adoption of the proposed educational methods into the school environment.

Projects related to video making and video writing at school:

Women in the Media (WOMED) https://arteurbanacollectif.com/en/cinema/womed/

CinEd is a European cooperation program dedicated to cinema education. https://www.cined.eu/

Train-the-Trainer Programs:

Implement a train-the-trainer program to equip educators with the necessary skills and knowledge to teach and promote these innovative methods. This program will include detailed sessions on the use of the educational toolkit, workshop delivery, and effective ways to engage students in discussions about gender stereotypes.

Collaboration with Media Professionals:

Establish partnerships with media professionals and content creators to provide mentorship and real-world insights into the media industry. This collaboration will enhance the learning experience by connecting theoretical knowledge with industry practices and encouraging professional feedback on student-created content.

From a long-term perspective, the establishment of the International Observatory on Gender Equality and Diversity in Media Narratives is explicitly designed to carry on future activities of data collection and data analysis about gender equality in audio-visual media and continue fostering the exchange between scholars, professionals, and policy makers.

2. Engagement Strategy Development

Developing Tailored Engagement Strategies for Stakeholder Involvement

Understanding the importance of stakeholder engagement in the success of the GEMINI project, we propose the following structured strategies to ensure each stakeholder's interests and potential contributions are effectively utilized:

Segmentation of Stakeholders:

- Categorize stakeholders based on their roles, influence, and potential contributions. For instance, educational institutions, media partners, policy makers, and community organizations can be primary categories.

Strategy for Educational Institutions:

-Collaborate to integrate the GEMINI curriculum into school programs.

- Offer teacher training workshops to familiarize them with the curriculum and empower them to teach the newly developed modules on gender equality.

- Organize student workshops that provide direct engagement with the GEMINI project's objectives through interactive activities.

Strategy for Media Partners:

- Partner with television networks and streaming services to promote content that supports gender equality.

- Engage in joint campaigns to raise awareness about the representation of gender in media.

- Invite media professionals to participate in panel discussions and seminars organized by GEMINI.

Strategy for Policymakers:

- Arrange policy dialogue sessions to discuss potential changes in educational and media policies to support gender equality.

- Provide comprehensive policy briefs that outline the findings from the GEMINI project and recommend actionable changes.

- Facilitate workshops to assist policymakers in understanding the impact of media on gender perceptions and the benefits of policy support for gender equality initiatives.

Strategy for Community Organizations:

- Develop partnerships with NGOs and other community groups working on gender equality to extend the project's reach and impact.

- Co-host community events and public discussions to disseminate findings and educate broader audiences about gender stereotypes in media.

- Engage these organizations in feedback loops to refine the project's approach based on community input.

Governmental Bodies (Ministries of Education, Policy Makers)

- ***Impact****: Institutionalize gender equality in the education system through policy and curriculum reform as well as in terms of influencing policies around learning materials for optional subjects (teaching serial drama).*

- ***Outcomes****: Critical reading/revision of regulations, legal frameworks, curricula in secondary education, with a view to increased sensitivity to gender equality. Increased funding for gender equality initiatives in education.*
- ***Recommendations****: Promoting policies that require gender training for teachers, incorporating gender research findings as a requirement in national curriculum development and allocating resources to gender equality projects.*
- ***GEMINI Project Tools****: Engaging closely with policymakers (at regional, national and EU level) throughout the process of the project. Policy recommendation papers and research reports developed by the project that provide evidence-based insights into effective gender equality strategies in education.*

3. Implementation Planning

- Create a detailed action plan that includes activities, timelines, responsible parties, and required resources for engaging each stakeholder category. This plan should be flexible to accommodate the dynamic nature of project implementation and stakeholder engagement.
- Plan for initial meetings or contacts with each stakeholder to introduce the GEMINI project and explore areas for collaboration or support. This could be through formal presentations, informal discussions, or participation in events and forums where these stakeholders are present.

4. Monitoring, Evaluation, and Adaptation

- Establish clear metrics and indicators to assess the effectiveness of stakeholder engagement activities. This might include the number of partnerships formed, initiatives launched, policies influenced, or contributions to the project's goals.
- Regularly review and assess the outcomes of engagement efforts. Be prepared to adapt strategies based on feedback and changing circumstances to ensure ongoing relevance and impact.
- Block-diagram with educational resource platform for every partner – Attachment № 1.
- Indicators:
  - number of revised or updated regulation documents;

- number of stakeholders which are use products of the project;
- number of users which are use products of the project;
- number of involved stakeholders in the process of the improve results;
- measuring by means of a survey the change in attitudes during the conducted focus groups;
- conclusions in the form of a summary analysis of the results of the conducted surveys with the focus groups.

5. Ensuring the Long-term Sustainability of Core Project Products

- Identification of Key Products:

- Conduct a thorough evaluation to identify which products have the highest potential for sustained impact. This should include the Educational Toolkit, the Project Platform, and any significant research or policy papers produced during the project.

- Development of a Sustainability Plan for Each Product:

- Educational Toolkit: Develop partnerships with educational institutions and teachers' associations to integrate the toolkit into ongoing teacher training programs and school curricula.

- Project Platform: Transition the platform to a self-sustaining model by exploring options such as subscription fees, sponsorships, or integration into existing educational or media platforms.

- Research and Policy Papers: Continue to disseminate these documents through academic and policy circles. Arrange annual conferences or webinars to discuss ongoing research in gender equality in media.

- Stakeholder Engagement for Product Support:

- Engaging current project partners and potential stakeholders in a dialogue about the future of these products. This includes securing commitments from educational authorities and media organizations to use and support these resources.

- Establish a stakeholder advisory board to oversee the transition of project products to sustainable models, ensuring they continue to be relevant and utilized.

- Marketing and Advocacy:

- Develop a marketing plan that highlights the benefits and successes of the project products to attract new users and supporters.

- Advocate for the adoption of the project's findings and products in policy-making and educational reform efforts, leveraging the data and success stories generated by the project.

- Monitoring and Evaluation:

- Implement a monitoring system to track the usage and impact of these products beyond the project's lifetime.

- Scheduling periodic reviews to update and adapt the products to changing educational needs and technological advancements.

I. Execution

1. Initiating contact

With the planning steps outlined, execution can begin by initiating contact with identified stakeholders. This involves:

- Creating and facilitating teaching examples easy to use for teachers in European high schools, which will brand the scope and identity of GEMINI from the website: https://gemini.unilink.it/
- Sending out introductory communications, such as emails or letters, explaining the GEMINI project and expressing interest in collaboration.
- Arranging meetings or calls to discuss potential areas of synergy and mutual benefit.
- Inviting stakeholders to participate in GEMINI final conference where they can contribute and learn more about the project's objectives.

2. Building Lasting Relationships (with common platform for communication -website of Gemini)

- Regular Communication: Establish and maintain a regular communication channel with each stakeholder. This can include newsletters, project updates, and invitations to events, ensuring stakeholders remain informed and engaged with the project's progress and successes.

- Feedback Loops: Create mechanisms for stakeholders to provide feedback on the project's activities and outputs. This could be through surveys, focus groups, or informal check-ins. Use this feedback to improve project activities and stakeholder engagement strategies.

- Recognition and Appreciation: Acknowledge the contributions of stakeholders through public recognition, awards, or mentions in project reports and communications. Celebrating successes together strengthens relationships and fosters a sense of shared achievement.

3. Ensuring Continuous Engagement

- Engagement Calendar: Develop an engagement calendar that outlines final conference and milestones where stakeholder involvement is critical. This helps in planning and ensures stakeholders are aware of upcoming opportunities for engagement.

- Collaborative Projects: Identify opportunities for collaborative projects or initiatives that align with the interests and strengths of different stakeholders. Working together on shared goals can deepen relationships and enhance the project's impact.

- Capacity Building: Offer training sessions, workshops, or resources that can help stakeholders enhance their skills and knowledge in areas relevant to the project. This not only supports their development but also builds a more informed and capable community around the project.

4. Leveraging Successes for Further Impact

- Case Studies and Success Stories: Document and share success stories and case studies that highlight the project's achievements and the role of stakeholders in these successes. This can be a powerful tool for demonstrating impact and attracting additional support and interest.

- Policy Advocacy: Use the project's successes as a basis for advocacy efforts aimed at influencing policy or practice in areas relevant to the GEMINI project. Engage stakeholders in these advocacy efforts to leverage their networks and influence.

- Scaling and Replication: Explore opportunities to scale successful initiatives or replicate them in other contexts or regions. Engage stakeholders in discussions about scaling and replication to leverage their insights, networks, and resources.

5. Adapting to Challenges and Opportunities

- Environmental Scanning: Regularly scan the external environment for emerging trends, challenges, and opportunities that could impact the project or its stakeholders. Use this information to adapt strategies and approaches proactively.

- Risk Management: Develop a risk management plan that identifies potential risks to stakeholder engagement and outlines mitigation strategies. Regularly review and update the risk management plan in consultation with stakeholders.

- Innovation and Flexibility: Encourage innovation in approaches to stakeholder engagement and project implementation. Be open to experimenting with new methods and adapting plans based on what works best in practice.

6. Institutionalizing Changes

- Policy Integration: Work closely with policy makers and educational authorities to integrate successful practices and methodologies from the project into national or regional educational policies. This ensures the project's innovations become embedded within the educational system.

- Partnerships with Educational Institutions: Establish formal partnerships with schools, universities, and vocational training centers to adopt and continue using the project's tools and methodologies. Such partnerships can ensure the project's impacts are sustained beyond its timeline.

- Creating Sustainable Models: Develop models of the project's initiatives that are financially and operationally sustainable. This could involve creating business models for certain services or tools developed by the project, ensuring they can continue without external funding.

7. Fostering a Culture of Continuous Improvement

- Learning Organization: Encourage stakeholders to adopt a learning organization mindset, where continuous learning, adaptation, and improvement are part of everyday

activities. Share resources and tools that support this, such as best practices, lessons learned, and case studies.

- Innovation Hubs: Create or support innovation hubs or incubators that can continue to develop and test new educational technologies and methodologies. These hubs can serve as beacons of innovation in education, driving continuous improvement and adaptation.

- Professional Development: Continue offering professional development opportunities for educators, administrators, and other key stakeholders. Focus on building capacities in innovative teaching, technology integration, and change management.
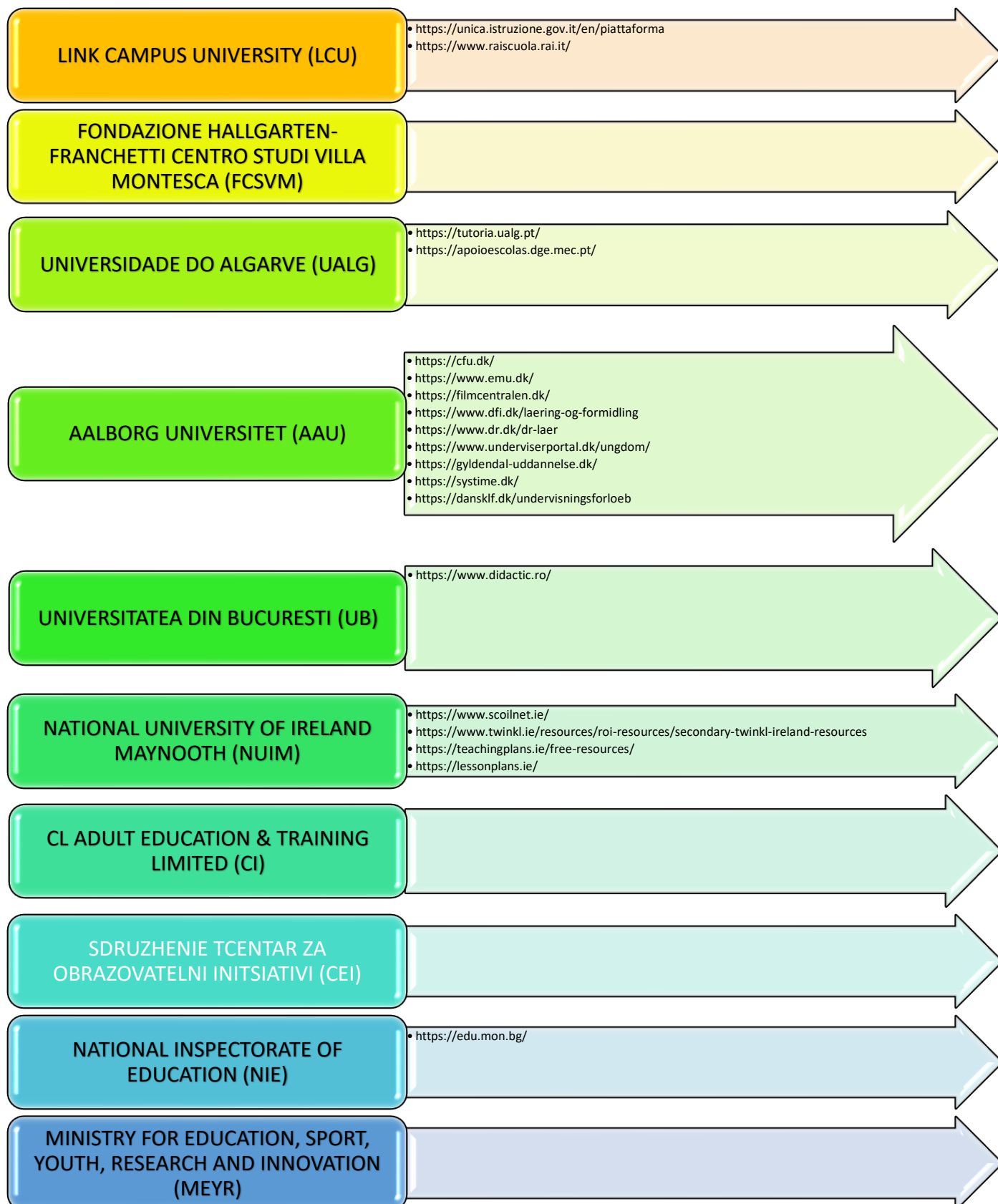
8. Laying the Groundwork for Future Initiatives

- Network Strengthening: Continue to strengthen the network of stakeholders involved in the GEMINI project, turning it into a robust community of practice. This network can facilitate knowledge exchange, collaboration, and support for future initiatives.

- Research and Evaluation: Invest in research and evaluation to deeply understand the impact of the project and identify areas for further investigation or intervention. This evidence base can inform future projects and initiatives.

- Advocacy for Continued Support: Use the successes and learnings from the project to advocate for continued support from government bodies, international organizations, and the private sector for future initiatives in education and technology.

4. FINAL PARTNER EXPLOITATION PLANS

The Sustainability and Exploitation Action Plan is a living document subject to revision at strategic moments during the project lifetime. Each partner in the consortium has a role to play and a specific contribution to make to the activities of the project, thus ensuring its sustainability beyond its life cycle. Mapping sustainability and exploitation - contributions about potential sustainability network and actions by partners – Attachment № 2:

1. LINK CAMPUS UNIVERSITY (LCU)

2. **FONDAZIONE HALLGARTEN-FRANCHETTI CENTRO STUDI VILLA MONTESCA (FCSVM)**

3. **UNIVERSIDADE DO ALGARVE (UALG)**

4. **AALBORG UNIVERSITET (AAU)**

5. **UNIVERSITATEA DIN BUCURESTI (UB)**

6. **NATIONAL UNIVERSITY OF IRELAND MAYNOOTH (NUIM)**

7. **CL ADULT EDUCATION & TRAINING LIMITED (CI)**

8. **SDRUZHENIE TCENTAR ZA OBRAZOVATELNI INITSIATIVI (CEI)**

9. **NATIONAL INSPECTORATE OF EDUCATION (NIE)**

10. **MINISTRY FOR EDUCATION, SPORT, YOUTH, RESEARCH AND INNOVATION (MEYR)**

LINK CAMPUS UNIVERSITY (LCU)
- https://unica.istruzione.gov.it/en/piattaforma
- https://www.raiscuola.rai.it/

FONDAZIONE HALLGARTEN-FRANCHETTI CENTRO STUDI VILLA MONTESCA (FCSVM)

UNIVERSIDADE DO ALGARVE (UALG)
- https://tutoria.ualg.pt/
- https://apoioescolas.dge.mec.pt/

AALBORG UNIVERSITET (AAU)
- https://cfu.dk/
- https://www.emu.dk/
- https://filmcentralen.dk/
- https://www.dfi.dk/laering-og-formidling
- https://www.dr.dk/dr-laer
- https://www.underviserportal.dk/ungdom/
- https://gyldendal-uddannelse.dk/
- https://systime.dk/
- https://dansklf.dk/undervisningsforloeb

UNIVERSITATEA DIN BUCURESTI (UB)
- https://www.didactic.ro/

NATIONAL UNIVERSITY OF IRELAND MAYNOOTH (NUIM)
- https://www.scoilnet.ie/
- https://www.twinkl.ie/resources/roi-resources/secondary-twinkl-ireland-resources
- https://teachingplans.ie/free-resources/
- https://lessonplans.ie/

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NATIONAL INSPECTORATE OF EDUCATION (NIE)
- https://edu.mon.bg/

MINISTRY FOR EDUCATION, SPORT, YOUTH, RESEARCH AND INNOVATION (MEYR)

Database_Stakeholders

Partner	Country	Stakeholders and key players			Impact for different stakeholders/ key players	Project resalts that add up to the desired change toward a gender equality oriented culture	Recommendations for policy and practice from the results	Using tools during the project
		Choose role	Database stakeholders: name and link	Name				
LINK CAMPUS UNIVERSITY (LCU)	Italy							
UNIVERSIDADE DO ALGARVE (UALG)	Portugal							
FONDAZIONE HALLGARTEN-FRANCHETTI CENTRO STUDI VILLA MONTESCA (FCSVM)	Italy							
AALBORG UNIVERSITET (AAU)	Denmark							

UNIVERSITATEA DIN BUCURESTI (UB)	**Romania**							
NATIONAL UNIVERSITY OF IRELAND MAYNOOTH (NUIM)	**Ireland**							
CL ADULT EDUCATION & TRAINING LIMITED (CI)	**Ireland**							
SDRUZHENIE TCENTAR ZA OBRAZOVATELNI INITSIATIVI (CEI)	**Bulgaria**							
MINISTRY FOR EDUCATION, SPORT, YOUTH, RESEARCH AND INNOVATION (MEYR)	**Malta**							
NATIONAL INSPEKTORATE FOR EDUCATION (NIE)	**Bulgaria**							

Database_Stakeholders

		Stakeholders and key players								Stakeholders
Partner	**Country**	**Choose role**	**Database stakeholders: name and link**	**Name**	**Impact for different stakeholders/ key players**	**Project resalts that add up to the desired change toward a gender equality oriented culture**	**Recommendations for policy and practice from the results**	**Using tools during the project**		**Stakeholders**
LINK CAMPUS UNIVERSITY (LCU)	Italy	Media	Media	N. 5 In-depth interviews with key informants and professionals from the audiovidual sector RAI PLAY (Italian subscription video on-demand streaming service owned by RAI): https://www.raiplay.it/ CROSS PRODUCTION (audiovisual production company): https://crossproductions.tv/en/ Women in Film, Television & Media Italy: https://wiftmitalia.it/en/	Interviews with audiovisual professionals provided useful insights into the production and narrative strategies underlying the representation of gender identities in serial dramas. They also generated data that contributed to the development of the Focus Group Protocol with EU young adults.	Insights from interviews with audiovisual professionals representation gave understanding on how the prodction strategies affect the promotion of gender equality among target groups of the projec. They also provided a useful perspective to investigate how gender issues are perceived by Italian young adults and how it is possible to promote the dissemination of a gender equality oriented culture by involving them directly in the conception and writing processes of serial dramas.	Useful recommendations to be addressed to the bodies and organisations that regulate the management of the audiovisual sector from a managerial point of view, in order to identify narrative and production strategies functional to the direct involvement of young people in the representation of gender issues, bridging the generation gap and producing content capable of raising awareness, educating and training in inclusivity.	Data gathered through in-depth and semi-structured qualitative interviews	**Key players**	Schools
LINK CAMPUS UNIVERSITY (LCU)	Italy	Schools	Educational institutions	N. 4 Focus groups with Italian high school students belonging to the School Network of "Generazione Proteo", the permanent Observatory on young adults based at LCU: https://osservatorioproteo.unilink.it/rete-proteo/	Focus groups with Italian high school students helped to focus attention on the consumption of serial dramas by Italian young adults and on the perceived power of influence and representativeness of these audiovisual products in terms of gender-related issues. They also provided useful research points for the preparation of the survey sdressed to students from four different European countries.	Insights from focus groups with Italian students gave understanding of the multidimensionality of the concept of 'gender equality' among young adults and highlighted its different declinations from an intersectional perspective. Furthermore, their views on the processes of influence and representation offered by TV series on gender issues shed more light on this generation's approach to media narratives and provided useful indications for the preparation of the educational toolkit envisaged in the training and piloting phase of the project. Finally, they turned out to be an important opportunity for an open and unfiltered dialogue on issues that are often under-recognised in the school and family environment.	Recommendations adressed to civil society organisations and institutions (in particular, the Ministry of Education), with the aim to promote awareness-raising initiatives, also using the potential of audiovisual media, involving young people, teachers and their families, in order to promote an open climate of debate and dialogue on gender issues. Emphasis is placed on the need to act with differentiated and targeted initiatives and policies according to the different geographical and socio-cultural contexts of the national territory.	Data gathered through focus groups		Educational institutions
LINK CAMPUS UNIVERSITY (LCU)	Italy	Schools	Educational institutions	N. 10 In-depth interviews with Italian high school teachers belonging to the School Network of "Generazione Proteo", the permanent Observatory on young adults based at LCU: https://osservatorioproteo.unilink.it/rete-proteo/	In-depth interviews with Italian high school teachers generated data on gender teaching practices and the (current or future) use of audiovisual media to support these processes. They provided a fairly comprehensive overview of the differences that exist at national level and the opportunities for improvement and management of teaching activities.	Findings from the interviews gave understanding on the main gaps that teachers face when teaching gender issues, and to provide useful suggestions for the preparation of the different thematic modules that will make up the educational toolkit, functional to fill these gaps from different points of view: content, tools, teaching methods, etc. They also provided key information on the most appropriate ways to approach young audiences and stimulate their interest in understanding the phenomena underlying gender representations and stereotypes.	Provide teachers with professional and competent people to support them in teaching gender-related issues to young adults. Promote the use of audio-visual media in the teaching of gender issues by supporting the school with adequate technical equipment.	Data gathered through in-depth and semi-structured qualitative interviews		Policy makers
LINK CAMPUS UNIVERSITY (LCU)	Italy	Schools	Educational institutions	Survey with Italian high school students (approx 350) belonging to the School Network of "Generazione Proteo", the permanent Observatory on young adults based at LCU: https://osservatorioproteo.unilink.it/rete-proteo/	Survey with Italian high school students will generate data aimed at measuringif and how serial dramas raise and/or reinforce young adults' awareness, suggesting models of gender inclusion, and standing out as tools of fighting/ spreading gender stereotypes	Data collection is still in progress	Recommendations will be availbale after data analysis	Data gathered through CAWI survey		Civil society organisations

LINK CAMPUS UNIVERSITY (LCU)	Italy	Lobby and interest groups	Lobby and interest groups	Institution of the permanent Observatory on Gender Equality and Diversity in the Audiovisual media: https://linklab.unilink.it/osservatoriogemini/	The Observatory on Gender Equality and Diversity will be a long-term goal of the whole project, aiming at enhancing the project's outputs, maximise their visibility and impact, and support action plans and educational activities addressed to young adults and their teachers/trainers in different Countries.	The establishment of the Observatory with a focus on the audiovisual sector, within the broader framework of the creative industries, is a particularly relevant area to investigate whether and how discrimination affects employment prospects and to what extent the conditions for creating inclusive working environments are fostered.	Through the periodic reports that the Observatory will publish on the implementation of gender mainstreaming strategies in the audiovisual sector, both on screen and behind the scenes, and with reference to different genres of serials, it will provide policy makers with recommendations and guidelines useful for the implementation of policies aimed at greater inclusiveness.	Public workshop		
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Think tanks
NGOs
Media
Academia
Lobby and interest groups
Voluntary organisations