

# RESISTIRÉ Project

## RESponding to outbreakS through co-creaTive inclusive equality stRatEgies

PILOT PROJECT

# CARE FAIR

## A school-based wellbeing event

### Call for proposals

## Guidelines for Applicants



## ABOUT RESISTIRÉ: Objectives and Conceptual Framework

RESISTIRÉ (Responding to outbreaks through co-creative inclusive equality strategies and collaboration) is a two-year project funded by EU Horizon 2020, designed to advance the understanding of gender and other inequalities caused by policy responses to the COVID-19 pandemic.

The objectives of RESISTIRÉ are:

- 1) To understand through qualitative and quantitative research the impact of policy responses to COVID-19 on behavioural, social and economic inequalities in the EU27, Serbia, Turkey and the UK
- 2) To develop and promote policy solutions that can be adopted by policy makers
- 3) To co-create innovative solutions that can be implemented by stakeholders and actors in different sectors to reduce inequalities.

These **Guidelines for Applicants** were conceived in the context of objective no 3.

The conceptual framework of RESISTIRÉ is informed by an **intersectionality** and **gender+** approach.

The term intersectionality describes how different inequality grounds, such as gender, social class, age, nationality, sexual orientation and other individual characteristics, intersect with each other and overlap<sup>1</sup>. The result of this interaction is the generation of new and different forms of inequalities<sup>2</sup>. Gender is probably the most universal inequality ground (women make up 51% of world's population)<sup>3</sup>. The gender+ approach focuses on how this specific inequality ground intersects with other inequalities<sup>4</sup>, recognising that women are not a homogeneous group and that "other axes of inequality always intersect gender"<sup>5</sup>.

After collecting and analysing policy responses and related data from a gender+ perspective (objective 1), the project worked to translate them into operational insights and co-created solutions, to mitigate the negative and unequal impacts of COVID-19 (objective 2).

This was accomplished through a co-creation phase consisting of an action-oriented analysis carried out by researchers and civil society stakeholders working together in **Open studios**. Open Studios are a technique developed to design policies and innovative solutions in a participatory way that brings together different expertise and participants' experience<sup>6</sup>. During Open Studios, participants analyse the current situation and depict possible improved scenarios, thereby co-creating 'better stories'. The 'better stories' identify how a given (negative) social situation can be improved. They serve to inspire and form the basis for the development of more concrete actions, such as pilot projects.

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<sup>1</sup> CRENSHAW, Kimberly (1989) Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. University of Chicago Legal Forum 140: 139–67.

<sup>2</sup> VERLOO, M. (2013) Intersectional and cross-movement politics and policies Signs 38(4), 893–915.

<sup>3</sup> BUSTELO, María (2015) Evaluation from a gender+ perspective as a key element for (re)gendering the policymaking process. Journal of Women, Politics and Policy. Special issue in Policy Making.

<sup>4</sup> Ibidem.

<sup>5</sup> This inequality ground probably the most universal one (women make up 51% of world's population).

LOMBARDO, E., MEIER, P., & VERLOO, M. (2017) Policymaking from a gender+ equality perspective. Journal of Women, Politics & Policy, 38(1), 1-19.

<sup>6</sup> BOYER B., COOK J., STEINBERG M. (2011) In Studio: Recipes for Systemic Change, Helsinki Design Lab

## RESISTIRÉ OPEN CALLS FOR PILOT PROJECTS

The innovative solutions identified in Open studios have been transformed into a series of **pilot project concepts**, valued as potentially effective in reducing gender+ inequalities in specific domains. In addition, these projects are thought to strengthen small-scale resilience in response to current and future pandemics.

RESISTIRÉ intends to apply and develop these pilot projects by involving civil society organizations, through the launch of a series of calls for proposals (objective 3). Organisations selected under these calls will be asked to use the allocated funding to contribute their expertise and demonstrate the effectiveness of the developed innovative solutions.

In this regard, these Guidelines for Applicants detail information on the pilot project entitled CARE FAIR. The Guidelines also provide directions on how to structure and submit an application, information on eligibility and evaluation criteria.

## TECHNICAL SPECIFICATIONS

### Background

Access to wellbeing resources remains a significant barrier to improving the health of young adults in Europe. Education systems may not have the resources or knowledge to fully screen and support adolescents in accessing help, although evidence suggests that this represents a significant and sensitive transition period for this age group (World Health Organisation, 2018). This theme is also a priority within the ongoing European Year of Youth, which aims to support the younger generation and promote opportunities for them to support their personal, social, and professional development (European Commission, 2021). Moreover, empowering young people to take care of themselves has many benefits for their short and long-term health, and this is important to enable greater resilience in times of crisis.

The COVID-19 pandemic particularly helped put the spotlight on the importance of pupils' wellbeing, which was greatly impacted by the closure of schools. Since then, more emphasis has been placed on helping teenagers learn about their mental and emotional health, discuss their feelings, and ask for help when needed.

More recently, the humanitarian crisis caused by the war in Ukraine has started to generate other major consequences: thousands of displaced students are being accommodated in schools across Europe. They will face serious mental and physical wellbeing problems and will need help to access the care they need and additional resources, beyond teaching programmes, to support their difficult journey of recovery.

Crises, both global and personal, can be complex to resolve and narrate. School environments may fail to support students who need help in these situations. Moreover, educational programmes are often underfunded and too overburdened by curricular requirements to include a comprehensive course on personal wellbeing (Patalay et al., 2016). Furthermore, although teachers can be key facilitators in starting a conversation, they cannot be expected to be the only point of contact students have when discussing their health.

Against this context, **this pilot project will aim to reduce the barriers that prevent young adults (aged 15-18) from accessing support services for their wellbeing**, including, but not limited to, mental, emotional, psychological, sexual, reproductive, social and community health.

To this purpose, the project will develop and implement a “Care Fair”, thematic event set up as a fair, consisting of stands, workshops, lectures and other appropriate activities aimed at sharing information about wellbeing, and access to help. The event will be aimed at secondary school students<sup>7</sup>. It will take place in one or more selected schools. A core element of the Care Fair pilot will be the inclusion and active involvement of students at all stages of the project, including the choice of the topics to be covered, the organisation of the event, and the evaluation of the project.

### Description of the pilot project

*“There is always a better story than the better story.”<sup>8</sup>*  
(Dina Georgis, 2013)

### Objective(s) of the pilot project

The overall objective of this pilot project is to empower young adults (15 to 18 years-old) to take ownership of their wellbeing, including but not limited to mental, emotional, psychological, sexual, reproductive, social, community health.

By connecting students with organizations/NGOs/experts active in the context of wellbeing, they will gain a better understanding of the resources available to them and their access rights. Having had a first informal contact at the fair, will reduce the barrier to seek help or to start taking preventive measures.

More specifically, the pilot project will aim to:

- Raise awareness among the student population about the importance of a holistic understanding of wellbeing
- Expand access to knowledge and resources for prevention, care, and self-care among students
- Foster a dialogue about these issues among students and within their institution
- Give students the possibility to actively engage in the implementation of a project, outside the teaching programme.

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<sup>7</sup> The project is addressing students in the 15-18 years range, generally but not univocally corresponding to the secondary school segment in the education cycle, which is therefore to be considered just indicative.

<sup>8</sup> Georgis, Dina. (2013). *The Better Story: Queer Affects from the Middle East*. Albany: State University of New York Press.

## Expected tasks

The specific tasks that the applicant organisation is expected to perform are briefly described below.

### **Task 1 – Preliminary planning of the event with the host school(s)**

This task will involve meetings with the school(s) board(s) to assess the formal, administrative, and planning aspects to be addressed in view of organising the Care Fair.

Although the event could be carried out in one location, the participation of several schools (and their students) is welcomed.

### **Task 2 – Launch and Implementation of a promotional campaign**

This task will consist in preparing, launching, and implementing a promotional campaign to raise awareness on the project and ensure sufficient attendance to the Care Fair event. Student population and school community(ies) will be addressed through well-planned off- and on-line activities, including social media campaigns on adequate channels (Instagram, Tik Tok, Snapchat, Twitter, LinkedIn,... ), posters, goodies.

### **Task 3 – Development of activities aimed at student involvement and co-designing of the event contents**

This task will focus on identifying relevant topics (concrete needs and knowledge gaps related to students' wellbeing) and formats suitable for the selected school(s). The co-design could take place through in-person meetings between students and organizations/NGOs/experts. It could also take the form of a survey, an open plenary discussion, or another pertinent activity.

This assignment will also serve as a first approach to meet and identify, among the students, possible volunteer collaborators for the organisation of the event. If possible, some of them could also be involved through the assignment of various internship positions, after recruitment.

Following the specific objectives of RESISTIRÉ, applicant is invited to also have a focus on hard-to-reach groups and less advantaged students.

### **Task 4 – Recruiting of participants according to students' specific needs and gaps expressed in the previous task**

After the identification of the relevant topics and formats, this task will allow the definition of a comprehensive panel of organizations/NGOs/experts to be involved, and the finalisation of a content programme that is diverse, complex, participatory, and open-ended.

### **Task 5 – Implementing the Care Fair focusing on a variety of topics related to the wellbeing of students**

The focus of the event's activities will be created in relation to the empowerment of students through the acquisition of relevant information on prevention and coping strategies, as well as giving them the opportunity to discuss topics related to their wellbeing.

The event will be a combination of sharing information stands, combined workshops, lectures, and other relevant activities, from which students can choose according to their preferences.

The Care Fair may take place over one or more days, and be organised across multiple schools. Applicant organisations are free to make such decisions depending on what they and the host school(s) consider

appropriate and in line with the scope of their proposal.

Moreover, in order to maximise student participation, the event should be held mainly during school hours, in accordance with curricular activities.

### **Task 6 – Setting up and carrying out appropriate target group-centred evaluation and final reporting**

Following the event, its evaluation will be implemented in the form of an online survey, open plenary discussion, or other relevant activity.

In addition, a final report will be drawn up in cooperation with organizations/NGOs/experts involved and integrate their feedback on the evidence that emerged during the project.

The final report will also summarise findings on:

1. needs and knowledge gaps related to students' wellbeing identified
2. figures related to the participation to the event
3. result of the target group-centred evaluation.

Both as part of the evaluation and within the final report, data on gender, sexual identity, nationality, ethnicity, socio-economic status, disability and other relevant grounds of inequality will possibly be highlighted.

### **Cross-cutting principles**

The suggested approach for the Care Fair project will be based on the following principles.

- **Participation and ownership.** The applicant must ensure a high level of participation of students. Rather than being passive recipients of frontally presented information, the Care Fair project will seek to involve them in as many tasks as possible and approach them as active agents of the event.
- **Diversity and inclusiveness.** The project will promote diversity both in terms of the topics covered and the target group. Following the specific focus of RESISTIRÉ, it is essential that the project addresses the specific needs of students according to their gender, sexual identity, nationality, ethnicity, socio-economic status, disability and other relevant categories or different life trajectories and promotes the idea of inclusivity.
- **Involvement and continuity.** The programme will include at least one activity to foster continuity of the project within the school, for example, delivering a plan for schools to replicate a small-scale event in subsequent years, or providing internships for selected student/s with the organizations/NGOs/experts involved in the fair.

## Required outputs

1. A promotional campaign<sup>9</sup> to promote the event and disseminate the project among the targeted student population, documented in a synthetic report (Task 2)
2. **A final report** to be drawn up in cooperation with organizations/NGOs/experts involved in the project (Task 6)

## Territorial scope

It is expected that the successful applicant will develop the project in one of the countries involved in the RESISTIRÉ project (EU27 + Turkey, Serbia, Iceland, and the United Kingdom) except Spain, Austria and Turkey, since applicants from these already received funding to implement the first cycle pilot projects.

Given the current refugee crisis with higher numbers of children and young people fleeing the war in Ukraine and settling in the neighbouring country schools, organisations from the CEE region (Estonia, Latvia, Lithuania, Czech Republic, Slovakia, Hungary, Poland, Slovenia, Romania, Bulgaria, Croatia) are especially welcome to apply.

## Project partnership with host school(s)

It is expected that the lead applicant will involve one or more Secondary school(s)<sup>10</sup>. At the time of the proposal submission, it is sufficient that the applicant provides a brief description of the school(s) intended to be involved, possibly accompanied by letters of intent. Subsequently, if selected, the applicant organisation will have to submit a formalised agreement with the school(s) prior to the signing of the Grant Agreement, under penalty of exclusion from the project.

Participation of schools in disadvantaged areas and/or schools welcoming young Ukrainian refugees is particularly welcome under this project.

## Timeframe of the project

The pilot project will start in September 2022 and the foreseen end is April 2023. An example of a general work schedule for the implementation of the project could be organised as follows.

- **Months 1**
  - Task 1 – Preliminary planning of the event together with the host school and development of activities aimed at student involvement
  - Task 2 – Preparation of the promotional campaign

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<sup>9</sup> The campaign's content will include full acknowledgement of the RESISTIRÉ project and link to the outputs on the RESISTIRÉ website

<sup>10</sup> The project is addressing students in the 15-18 years range, generally but not univocally corresponding to the secondary school segment in the education cycle, which is therefore to be considered just indicative.

- **Months 2 and 3**
  - Task 2 – Launch of the promotional campaign
  - Task 3 – Co-design with students and experts of the event plan and contents, identifying relevant topics and formats suitable for the selected school(s)
- **Months 4 and 5**
  - Task 4 – Definition of a comprehensive panel of organizations/NGOs/experts to be involved
  - Task 3 – Finalisation of the co-designed activities, release of the event contents, including relevant topics and formats.
  - Task 2 – Dissemination through a promotional campaign
- **Months 6**
  - Task 5 – Implementing the Care Fair
  - Task 2 – Dissemination through a promotional campaign
- **Months 7 and 8**
  - Task 6 – Setting up and carrying out appropriate target group-centred evaluation and reporting
  - Task 2 – Dissemination through a promotional campaign

Based on this example, applicants will provide a detailed work schedule, tailored to the activities in their proposal.

### Risks and how to mitigate them

Alongside the risks listed below, the selected organisation can identify and point to others during the project and provide relevant mitigation strategies where possible.

Risks:

- Topics related to wellbeing may be sensitive, and the **privacy of students is a priority within the context of the project**. A fair with topic-specific stands could expose information about students interested in a stand which could possibly have negative outcomes for their relationships in class and discourage them to seek help. To mitigate this, the organization of the fair could aim to actively involve all participants by proposing plenary lectures on each topic, to lower the barriers to access as well as help anonymize the identity of those seeking help.
- Cultural differences between different countries as well as different school contexts may have a strong impact on the information that is allowed to share with students. **The concerns of conservative institutions interested to collaborate should be considered, but they also should not compromise or hinder the information presented to the students**. To avoid this, the organization of the fair should be done in close collaboration both with the school board as well as with student representatives, who should have a say in the type of information which is presented to them.
- While a fair fosters active and tailored participation to the topics at hand, it may also **prove to be ineffective in engaging students not actively interested** who might miss important information for their wellbeing. The fair must encourage student involvement in the organisation of the event and offer them activities that reflect their concrete needs and knowledge gaps related to wellbeing. If possible, the



applicant could also foresee internships programmes with the organizations/ NGOs/experts involved in the project, fostering an interest in activism, and offering students a way to move closer to these topics.

## WHO CAN APPLY AND WHAT EXPERTISE IS REQUIRED

Eligible applicants are non-governmental organizations or associations from civil society involved in the field of wellbeing, ideally with a focus on young people and teenagers. Student associations from higher education are eligible, as well.

Applicants are expected to have **collaborations established with school(s)** as well as with other entities that might contribute to developing the thematic, including other relevant non-governmental organizations, associations from civil society, and individual experts.

Under this call, applicants are required to have documented and proven experience in the following areas:

- Excellent knowledge of wellbeing issues, including but not limited to, mental, emotional, psychological, sexual, reproductive, social, community (please see the Application Form for details)
- Proven experience in ongoing or completed projects carried out with schools or in the organisation of events similar to this call
- Proven experience in project design and all aspects of project management (e.g., planning, budgeting, reporting)
- Good command of the English language to ensure the cooperation with members of the RESISTIRÉ consortium.

## HOW TO APPLY

To apply for this call, organisations are invited to use the **Application Form for Technical Proposals** available on the RESISTIRÉ website.

**Applications should be submitted no later than the 4 July 2022 at 5 p.m. CET.**

**Applications must be submitted in English.**

## EVALUATION PROCESS

Financial support will be awarded to successful applicants following an open and transparent selection process based on the assessment by a panel of researchers and experts from the RESISTIRÉ consortium.

The basic guarantees of transparency are in the application of the following:

- Selection criteria publicly disclosed as part of this call (see below)
- A two-stage selection process through equitable, written assessment of applications against the

relevant selection criteria, complemented by an online Q&A session with shortlisted organisations.

The main evaluation criteria will be related to:

- a. Alignment with the RESISTIRÉ objectives and conceptual framework
- b. Alignment with the pilot project objectives
- c. Conformity with the expected outcomes
- d. Description of the pilot project innovation
- e. Scalability and replicability
- f. Justification of the proposed budget
- g. Previous experience of the applicant.

For each evaluation criterion, a score from 1 to 5 will be given, except for a) and g), where the score will range from 1 to 10. Following these criteria, the maximum score that can be awarded to proposals will be 45. Proposals scoring below 20 will not be considered eligible for funding.

The three organisations obtaining the highest score will be entered in a shortlist and admitted to the next selection phase. The communication to the shortlisted organisations will be given by email. In case one or more applicants withdraw, those with the higher scores immediately following them will enter the shortlist.

Ultimately, the final selection of one or possibly two successful applicants for the pilot project will be based on written documents, and also complemented by an online Questions & Answer (Q&A) session between the candidates and the RESISTIRÉ jury panel.

## EXTERNAL MONITORING PROCESS

Throughout the project implementation, the candidate will be asked to participate in periodic meetings for the monitoring and evaluation process (to be communicated afterwards).

## BUDGET AVAILABLE AND FINANCIAL CONDITIONS

### Budget available

Starting with a total available budget of 50,000 euro under this call, it is planned to fund two projects. Therefore, the maximum grant amount for each project will be 25,000 euro.

### Financial Conditions

Funding is provided exclusively to meet the costs incurred by the specific project and may not be used to meet costs on another separate project or activity. Any commitment incurred before the grant starting date or any commitment in excess of the amount awarded is the responsibility of the applicant.

**The maximum grant amount set out in the agreed final budget can NOT be exceeded.** The maximum grant amount of the application is calculated on the estimated and justified eligible costs submitted by the applicants to implement the pilot project. Only justified eligible costs may be used to determine the

maximum grant amount.

Payment will be limited to the actual costs within the maximum grant amount set out in the agreed final budget. All costs associated with the project must be itemised and fully justified in the appropriate section F. of the Application Form. ESF, on behalf of the RESISTIRÉ project, reserves the right to examine, in detail, all items of expenditure charged to an award.

The main categories of costs which can be funded by this grant are indicated in Annex 1.

All costs should be included in EUROS (€).

### Payment Conditions

The contract will be a lump sum one. The Grant Agreement will be signed with one organisation only, who will exclusively receive payments, according to the following schedule:

- 33% upon signing of the Grant Agreement
- 34% upon finalisation of the co-designed activities and release of the definitive event contents
- 33% upon approval of the final report

## TIMEFRAME OF THE CALL

The timing of the present call for proposals is summarised in the following timetable.

Launch of the call	Wednesday 1 June 2022
Deadline for applications	Monday 4 July 2022
Selection of a shortlist of applicants	5 - 11 July 2022
Communication to the shortlisted applicants	Tuesday 12 July 2022
Online Question and Answer session	Monday 18 and Tuesday 19 July 2022
Notification to awarded applicants	Friday 22 July 2022
Signature of the Grant Agreement	August 2022
Start date of the Pilot Project	Thursday 1 September 2022

## SUPPORT FOR APPLICANTS

The RESISTIRÉ consortium maintains a frequently asked questions (FAQs) section available on the project website: <https://resistire-project.eu/pilots-faq/>. It will be updated as new questions arise, throughout the duration of the call. The answers that applicants cannot find in the FAQs section can be submitted by contacting [aglietti@knowledge-innovation-org](mailto:aglietti@knowledge-innovation-org), [marina.cacace@knowledge-innovation.org](mailto:marina.cacace@knowledge-innovation.org).

## AWARDING ORGANISATION

### Administrative duties

The administrative tasks for the selected applicant, including activity reporting and related documents will be provided during the negotiation and contracting phase.

The selected applicant will be requested to sign a Grant Agreement, after providing appropriate documentation to prove the following:

- Legal existence: Deed or Articles of Association (corporate statutes)
- Legal representative: Copy of Power of attorney document (if applicable), National Identity Card
- Tax Agency Documentation to evidence the fulfilment of tax obligations
- Certificate of up-to-date Social Security payments to evidence the fulfilment of obligations
- Financial statements: P&L, Balance sheets (from the previous year). In the case that it is the first year of activity, it will not be asked any further information
- Bank Account information: IBAN & SWIFT code (if applicable).

### Obligations of beneficiaries

Successful applicants formally accept the following conditions in case of being awarded as the beneficiary of the present call:

- Beneficiaries accept their responsibility for the accuracy and veracity of data and documents submitted for proving the fulfilment of the eligibility criteria when submitting their applications
- Beneficiaries will provide documentary evidence proving the provision of services
- Beneficiaries are obliged to store the documents for external audit purposes until January 2026 either on paper or electronic version
- Beneficiaries will make references to public funding from the EU, including suitable logos, and EU flag
- Beneficiaries will include references to the RESISTIRÉ project and specifically show that funding is 100% under European Union's Horizon 2020 Research and Innovation Programme - Grant Agreement No. 101015990
- Beneficiaries will cooperate with and participate in monitoring and evaluation activities on the implemented pilot action that will be carried out by the RESISTIRÉ project team.

If negotiation with the first applicant of the list eventually fails, negotiation will be initiated with the subsequent applicant(s).

After the contract has been signed, a kick-off meeting with the beneficiary organisation will be scheduled to define the detailed planning and work plan of the pilot project implementation, as well as obligations connected to monitoring and evaluation from the RESISTIRÉ project.

## ANNEX 1

### FUNDED COST CATEGORIES

#### 1) Directly Incurred Costs

'Eligible costs' are costs that meet the following criteria.

(i) for actual costs:

1. they must be actually incurred by the applicant or their partner organisations;
2. they must be incurred during the pilot project period,
3. they must be incurred in connection with the selected project and necessary for its implementation;
4. they must be identifiable and verifiable, in particular, recorded in the applicants' accounts in accordance with the accounting standards applicable in the country where the project is implemented and with the applicant's usual cost accounting practices;
5. they must comply with the applicable national law on taxes, labour and social security, and
6. they must be reasonable, justified, and must comply with the principle of sound financial management, in particular regarding economy and efficiency.

(ii) for unit costs:

1. they must be calculated in consistency with the applicants' usual practice, by dividing the full annual cost by the total number of productive units and
2. the number of actual units must comply with the following conditions:
  - a. the units must be actually used or produced during the project period;
  - b. the units must be necessary for implementing the action or produced by it; and
  - c. the number of units must be identifiable and verifiable, in particular supported by records and documentation.

#### Direct Personnel costs

Payroll costs for staff, full or part-time, who will work on the project during the life of the project e.g. employees in local organisations, and/or individuals, and/or other actors in charge of the programme implementation.

In particular, this includes:

- costs for employees (or equivalent)
- costs for individuals working under a direct contract
- costs for beneficiaries that are individuals without salary.

Personnel costs are eligible if they are related to personnel working for the beneficiary under an employment contract or equivalent appointing act, and assigned to the action. Their cost is limited to the share of their time spent on the project.

Exceptional payroll items such as bonuses, gift vouchers etc. are not eligible.

### **Travel and subsistence**

Funds for travel and subsistence are not eligible.

### **Consumables**

The inclusion of consumables is permissible if proportionate to the workplan and is justified as providing a clear benefit to the project (e.g., public awareness campaigns)

## **2) Indirect Costs**

Indirect costs are not allowable costs.

Indirect costs are described as non-specific costs, such as overheads.

## **3) Other costs**

Direct costs of subcontracting (including related duties, taxes and charges such as non-deductible value-added tax (VAT) paid by the beneficiary) are deemed to be eligible.