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**Title of Presentation: Are we prepared for another pandemic  
or lockdown? – the sociopolitical concept of conceptlessness**

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# Summary

7 partners out of 5 countries interviewed...

- 7 target groups: one male - one female
- Anomalies:
- EAEC: **TG4** (F/F/M), **TG7** (M/M)
- VHS: **TG2** (F/F/M), **TG3** (F/F/M)
- LTТА: **TG7** (M/M/F/F), **TG7SN** (M/F)
- ADA: **TG1** (M/M), no **TG2**, **TG3** (F), no **TG4**, **TG5** (F), **TG6** (F, F), **TG7** (F)
- UPG: **TG2** (F/F), **TG3** (M/F/F)



# Target groups

- Businessman/woman -employers
- Non-teacher employees
- Teacher employees
- Parents
- Elder / grand parents
- Students
- Pupils
- (special needs)

# Some testimonials...

Testimonials - Non teacher Employee (EN) - CONOCO (co-no-co.eu) (Aaron, Video 7)

Testimonials - Students (EN) - CONOCO (co-no-co.eu) (Milena, Video 6)

Testimonials - Teacher (GE) - CONOCO (co-no-co.eu) (Alexander W.)

# Business-People

Personal level Impact			
Positive (male)	positive (female)	Negative (male)	Negative (female)
<ul style="list-style-type: none"><li>-more Calmness</li><li>-distraction from crisis through activities</li><li>-adaptation to pandemical situation (keeping distance, etc.)</li></ul>	<ul style="list-style-type: none"><li>-Time for you</li><li>-Solidarity and support for family and friends</li><li>-you get a feeling of yourself</li></ul>	<ul style="list-style-type: none"><li>-less income</li><li>-fatigue, problems, energy, everything is tiring due to corona measures</li><li>-informing about corona measures hard</li></ul>	<ul style="list-style-type: none"><li>-isolation</li><li>-fear (personal, social, everything), exhaustion, frustration</li><li>-broken friendships (distance, or topic)</li></ul>

Both say they adapted to corona regulations, they had mor time for themselves and could enjoy their time alone doing things they like.

On the other hand, problems were social isolation, broken friendships and mental consequences (depression, fear, fatigue, ...). Women developed a „constantly changing lockdown personality“.

# Non-teacher employees

Personal level Impact			
Positive (male)	positive (female)	Negative (male)	Negative (female)
<ul style="list-style-type: none"><li>-time for personal interests</li><li>-exercise outdoors</li><li>-calmness</li></ul>	<ul style="list-style-type: none"><li>-time for yourself</li><li>-calmness (focus)</li><li>-no big impact</li><li>-adaptation</li></ul>	<ul style="list-style-type: none"><li>-mobility</li><li>-change of behaviour (social, habits, eating)</li><li>-less time for oneself, no personal space</li><li>-stress, loss of interest</li></ul>	<ul style="list-style-type: none"><li>-no mobility</li><li>-disorder</li><li>-restlessness</li><li>-social contacts/communication</li><li>-restrictions</li><li>-monotony</li><li>--mental health</li></ul>

Both spend time doing things they like, doing outdoor activities more often and concentrating on themselves (finding for example new hobbies.

Problems were the lack of mobility due to lockdown restrictions which provoked a change of behaviour in people, a feeling of restlessness, stress until feelings of depression.

# teacher employees

## Personal level Impact

Positive (male)	positive (female)	Negative (male)	Negative (female)
<ul style="list-style-type: none"><li>-time for yourself and (new) interests</li><li>-reflection and meditation</li><li>-being role model</li></ul>	<ul style="list-style-type: none"><li>-time for yourself and (new) interests</li><li>-no big effects</li></ul>	<ul style="list-style-type: none"><li>-loneliness, constraints</li><li>-physical distance, travel limitations</li><li>-closures, restrictions</li></ul>	<ul style="list-style-type: none"><li>-mental effects (fear, panic, isolation ...)</li><li>-no mobility</li><li>-unpredicted expenses</li><li>-time management (family/work)</li><li>-sense of exclusion</li></ul>

Male and female teachers had time to focus on themselves and find new interests. Teachers felt personally involved (being a role model). Negative effects on the personal side were feelings of isolation, loneliness, constraints, physical distance and travel limitations for both. Time-management for female teachers became more difficult and „home office“ provoked unpredicted expenses.

# parents

Personal level Impact			
Positive (male)	positive (female)	Negative (male)	Negative (female)
-family -reflection of values	-calm, deceleration -time for you -time for interests -time for family/children -online activities	-curfew -settle too much -effects on health - mental consequences (anxiety, fear of everything) -computer time	-lost jobs -monotony; anxiety, fatigue, sadness, panic, frustration (esp. elder) -gain weight -health (examinations, sanitation) -impossibility of planning -parent = shapeshifter -mobility and outdooractivities (shopping)

Male and female parents felt save within family and had time to reflect mattering values.

As a consequence they became calmer, their life decelerated, they could focus on them and the family.

-local restrictions and no mobility had had negative effects on their health (fears and anxiety, fatigue, sadness, panic, frustration, gaining weight). In some cases, parents lost time due to home office or more health examinations. Both said that parents acted like „shapeshifters“ (hiding bad feelings in front of children). A problem for women was the „impossibility of planning something“.



# grand parents

## Personal level Impact

Positive (male)	positive (female)	Negative (male)	Negative (female)
<ul style="list-style-type: none"><li>-carefreeness</li><li>-calmness</li><li>-more humanity in social interaction</li><li>-doing something useful</li></ul>	<ul style="list-style-type: none"><li>-appreciate small things</li><li>-keeping distracted</li><li>-safe money</li><li>-no effects</li><li>-confidence, optimism</li><li>-support/help of people in need</li></ul>	<ul style="list-style-type: none"><li>-contact reduction (real and virtual, (selfish) isolation, interaction, fear, family)</li><li>-problem solving more difficult</li><li>-worries and disbelief</li><li>-traumatic</li></ul>	<ul style="list-style-type: none"><li>-mental</li><li>-contact restrictions</li><li>-no mobility</li><li>-feeling of timelapse</li><li>-no medical protective equipment</li></ul>

Older people and grand parents stayed positive and spent time usefully helping and understanding each other and keeping distracted. Some said they didn't feel affected or already have had similar experiences.

On the other hand, negative (mental) consequences were the reduction of contacts (real and virtual contact and isolation. They lost feeling of „time“, had traumatic experiences or were stressed and worried (for example because of things the news reported).

# students

Personal level Impact			
Positive (male)	positive (female)	Negative (male)	Negative (female)
-following protective measures -no distractions by temptations (going out)	-patience -adaptability -break and stress relief -self-development -sense of fulfillment	-changes of daily life -lack of structure -no mobility and restrictions -loneliness,unproductivity -too little stimuli -home = distraction	-effects on mental health (breakdowns, exhaustion, depression, boredom) -too little stimuli -no mobility

Students felt positive because distractions became less. The felt decelerated, fulfilled (could focus more) and adapted. On the other hand it meant a great change of daily life, lack of structure and stimuli, loneliness and lack of motivation. In some cases home became a distractor and students started to get depression, breakdowns and felt exhausted.

# pupils

Personal level Impact			
Positive (male)	positive (female)	Negative (male)	Negative (female)
-social spirit -no change -getting to know each other	-social spirit -extrovertism -optimism	-physical and mental -no mobility -monotony	-losing friends -no hobbies -mental -experience of COVID-illness

Pupils reacted quite positive/fearless. They weren't afraid. They adapted the measures and rules (social spirit) and didn't feel big changes. They became more extrovert and kept their optimism.

On the other hand, there were physical and mental consequences (lack of sports and movement, boredom, hobbies could't be continued) and direct experiences with COVID patients.

# employers

## Work impact

Positive (male)	positive (female)	Negative (male)	Negative (female)
<ul style="list-style-type: none"><li>-approximation of boss and employees/staff</li><li>-time improvements</li><li>-adaptation</li><li>-mobilization</li><li>-respecting corona measures</li></ul>	<ul style="list-style-type: none"><li>-no big effects</li><li>-financial support by state</li><li>-means of communication and „online substitutions“</li><li>-time for new ideas</li></ul>	<ul style="list-style-type: none"><li>-financial effects</li><li>-personal problems</li><li>-entrepreneurship/development</li><li>-retail sector</li><li>-triple responsibility</li></ul>	<ul style="list-style-type: none"><li>-more work (hours)</li><li>-no personal contact</li><li>-local restrictions</li><li>-financial</li><li>-less employment</li><li>-less promotion of products</li></ul>

Employers felt getting closer to their employees. They (had to) managed to optimize time and work-life-balance as well as realizing corona measures at work/their business. They felt safe being (financially) supported by state and female workers found time for new ideas/innovations. On the other hand, negative aspects were the triple responsibility (enterprise-employee-statal measueres), more work (hours) and less income, as a consequence less need of employees.

# Non-teacher - employees

Work impact			
Positive (male)	positive (female)	Negative (male)	Negative (female)
<ul style="list-style-type: none"> <li>-no big changes</li> <li>-online meetings</li> <li>-home office</li> <li>-no worries (STA)</li> <li>-positive effects (system relevance)</li> <li>- More IT Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>-work hour flexibility</li> <li>-home-office</li> <li>-no short-time-work/ more work</li> <li>-no travel costs</li> </ul>	<ul style="list-style-type: none"> <li>-measures</li> <li>-change of rhythm (more/less work)</li> <li>-influence of work area</li> <li>-social distancing/isolation and worries</li> <li>-no barriers (private/work)</li> </ul>	<ul style="list-style-type: none"> <li>-excessive work (computer) VS. less work</li> <li>-communication via ICT</li> <li>-disorder, difficulties in adjusting</li> <li>-family (high risk profession)</li> <li>-social isolation / seperation</li> </ul>

Employees (especially system relevant jobs) felt safe because they had more work (no worry for short time allowances) or at least got short-t.allowances when there wasn't enough work. IT-knowledge had big impact. There was a work hour flexibility due to homeoffice for both.

On the other hand male workers said that barrier between private and professional life disappeared. Female workers of high risk professions mention worries for family. Both felt isolated at work.

# teacher - employees

Work impact			
Positive (male)	positive (female)	Negative (male)	Negative (female)
<ul style="list-style-type: none"> <li>-importance of role</li> <li>-importance of IT</li> <li>-motivation and innovation (online teaching)</li> <li>-intense communication</li> <li>-support (staff and pupils)</li> </ul>	<ul style="list-style-type: none"> <li>-smart working/home-office</li> <li>-no car - less traffic</li> </ul> <b>Education:</b> <ul style="list-style-type: none"> <li>-distance learning/teaching (DLT)</li> <li>-DLT as alternative even after lockdown (for younger and older pupils and teachers)</li> <li>-teacher as reference figure</li> <li>-system relevance</li> </ul>	<ul style="list-style-type: none"> <li>-depending on ICT / forced digitization</li> <li>-teacher = support figure</li> <li>-work complication, extra work</li> <li>-social pressure</li> <li>-administrators under pressure</li> <li>-no mobility</li> <li>-no separation betw. private/job</li> </ul>	<ul style="list-style-type: none"> <li>-additional costs (equipment)</li> <li>-time management</li> <li>-implementation of DLT</li> <li>-postponements</li> <li>-isolation, stress, avoidance</li> <li>-communication, anomalies and students' behaviour, no testing</li> </ul>

Both were lucky about online-teaching possibility. They felt like role models. It intensified communication between teachers and pupils/parents. On the other hand teachers were double stressed: preparing online lessons and being IT-support. Working became more complicated, they endured social pressure (expectations of parents on lessons and IT-Software/style of teaching). Private and professional life mixed up. Some female teachers mentioned feeling stressed, showing avoidance behaviours and didn't know how to tackle the impossibility of carrying out tests in „the normal way“.

# parents

Work impact			
Positive (male)	positive (female)	Negative (male)	Negative (female)
<ul style="list-style-type: none"><li>-better professionalism</li><li>-time optimization</li><li>-working while being with family (home-office)</li></ul>	<ul style="list-style-type: none"><li>-rotatory office</li><li>-office = pandemical refuge</li><li>-calmness</li><li>-DLT and free online ressources</li><li>-remote support of children</li></ul>	<ul style="list-style-type: none"><li>-finances due to restrictions</li><li>-travel restrictions</li><li>-separation and isolation</li><li>-more difficult communication</li></ul>	<ul style="list-style-type: none"><li>-no work or more work</li><li>-restrictions (perpetual/rotation HO, rotatory office)</li><li>-jobs are concerned unequally</li></ul>

Parents enjoyed homeoffice/rotatory office or staying at home because of spending more time with family and children. This had positive effects on their work performance, and time management. Some mothers saw their office as „pandemical refuge“.

Everybody got calmer and used distance learning tools (DLT) as well as ressources to help their children.

Work restrictions/no mobility had effects of finances, there were social isolations and couples seperated. Communication became more difficult in some cases (parent- teacher). Female „criticised“ that job types were affected unequally.

# Grand parents

Work impact			
Positive (male)	positive (female)	Negative (male)	Negative (female)
-online teaching -no effects (retired)	-online teaching -no effects -continue working / work substitution -continued wage payment	-postponements -difficult problem solving/communication -no presence teaching -intellectual reluctance to modern technology	-work restrictions -work-time deficits -stress and health measures -higher responsibility -more work

Grand parents weren't affected in a big way (retired). They could work (online teaching). But lockdown complicated meetings/problem solving. Lots of old people show „intellectual reluctance“ to modern technology. Everybody should know about ICT, no matter how old they are. Other negative aspects for both are work restrictions, work-time deficits, stress and health measures.



# students

Work impact			
Positive (male)	positive (female)	Negative (male)	Negative (female)
<ul style="list-style-type: none"><li>-presence teaching</li><li>-discussing COVID-topics</li><li>-no traffic</li><li>-more time to study</li></ul>	<ul style="list-style-type: none"><li>-presence teaching</li><li>-online teaching worked fine</li><li>-teachers tried hard</li></ul>	<ul style="list-style-type: none"><li>-schools were closed for long time</li><li>-DLT and insatisfaction</li><li>-finding new jobs</li><li>-flat market</li><li>-quality of presence and distance learning not the same (expectations not fulfilled)</li><li>-too much time in front of computer</li><li>-monotony</li></ul>	<ul style="list-style-type: none"><li>-universities were closed</li><li>-limited mobility</li><li>-internships and degrees/exams had to be postponed</li><li>-online lessons and computer time</li><li>-lack of imagination and creativity</li><li>-home distracts</li><li>-no communication with other students</li><li>„not being student“</li></ul>

Students were happy to have a mix of presence and online teaching and more time to study (not having to move to get to the lessons). Openly discussing COVID-topics helped them to cope. They didn't like distance learning and teaching (DLT) because lessons were insatisfactory and monotone spending too much time in front of the computer. Students felt isolated, and not „studentlike“. There were a lot of professional difficulties for both (postponed degrees/exams/internships, ...) and no or limited mobility.

# pupils

## Work impact

Positive (male)	positive (female)	Negative (male)	Negative (female)
<ul style="list-style-type: none"><li>-importance of studying</li><li>-online lessons are practical</li><li>-individual work</li></ul>	<ul style="list-style-type: none"><li>-more time for studying</li><li>-online lessons</li><li>-individual work</li></ul>	<ul style="list-style-type: none"><li>-online lessons depend on school</li><li>-difficulties in understanding teacher's messages and feedback delay</li></ul>	<ul style="list-style-type: none"><li>-difficult communication with teachers</li><li>-delayed teacher feedback</li><li>-lessons in presence</li><li>-online lessons unsatisfactory</li><li>-mental (no social events)</li></ul>

Both said that online lessons were practical and they could work individually without pressure having more time. Online lessons depend on school (different quality) and communication deficits due to technology are negative. Female students didn't like presence teaching with masks. Pupils had to cope with isolation because there were no social events.

# Businessman/-woman

## family

### Positive (male)

- support from partner(private and work)
- relational improvements
- teaching children new skills, hobbies
- happiness in tiny things
- outdoor activities

### positive (female)

- time for family and new routines
- relationship improvements
- ICT to maintain contact

### Negative (male)

- social isolation
- insufficient socialization (children)
- personal concerns
- restrictions
- lost time
- distance to family if impossibility of HO

### Negative (female)

- tensions and stress
- parent = IT-support
- children care during HO
- omnipresence of corona topics (family, friends)
- social isolation (also of distant family members)

-both supported partner and got support (private and work), life in family got better being optimistic and doing (outdoor) activities (together).

Mothers used ICT more often.

Negative aspects for both are problems in childrens' socialization and the triple role as parent, worker and IT-support for children's home schooling.

# Non-teacher employees

family			
Positive (male)	positive (female)	Negative (male)	Negative (female)
<ul style="list-style-type: none"> <li>-protection</li> <li>-increasing communication (mental health)</li> <li>-home office (next to family)</li> <li>-rediscovering value of family, home, life</li> <li>-better long-distance communication</li> </ul>	<ul style="list-style-type: none"> <li>-more (free-) time</li> <li>-regular family events, closer contact (partner, children, ...)</li> <li>-emotional closeness</li> <li>-value of physical proximity (hug, kiss, contact)</li> <li>-more phonecall</li> <li>-maintaining contacts</li> </ul>	<ul style="list-style-type: none"> <li>-reduction of social contacts and social behaviour (fear for the elder), social distance</li> <li>-challenging communication within family</li> <li>-tensions and separations (eg. strokes of fate)</li> <li>-no separation between work and private life, commitments</li> </ul>	<ul style="list-style-type: none"> <li>-adaptation of communication via ICT</li> <li>-no social contacts, stress at work</li> <li>-unability of homeoffice</li> <li>-restriction of social activities</li> <li>-isolation of the elder</li> <li>-monotony and fear of spreading</li> </ul>

Both enjoyed proximity to family (even during work) and valued family life. Contact within intensified.  
 Negative aspects for both: restriction of social life and challenging communication within family (due to ICT)  
 Men complaint about the missing separation between work and private life and lots of commitments.

# teacher

## family

### Positive (male)

Definition of friendship  
Maintaining relationships  
even at distance  
More interaction  
Exiting comfort zone  
Importance of family

### positive (female)

-spending time with  
loved ones  
-focus on health and  
family  
-children and family  
adapted well  
-appreciate little things

### Negative (male)

-reduction of social  
contacts (family and  
friends)  
-good friends VS. bad  
friends  
-double position in daily  
life  
-own child care

### Negative (female)

-contact reduction and  
distancing (everybody  
stays at home)  
-society's changing  
-mental effects; „corona  
final exams“  
-communication and  
socialization (avoidance)

-both redefined friendship and maintained even distance relationships, more interaction and importance of family  
-on the other hand: contact reduction and separation of friends in two camps, teacher parents feel stressed (double position)

# parents

family			
Positive (male)	positive (female)	Negative (male)	Negative (female)
<ul style="list-style-type: none"><li>-closeness and more time with family</li><li>-children were happy to stay at home</li><li>-good adaptation to new reality</li></ul>	<ul style="list-style-type: none"><li>-closeness and more time with family</li><li>-supporting family and children</li><li>-homeschooling is less stressfull</li><li>-children not feeling affected</li></ul>	<ul style="list-style-type: none"><li>-social mistrust</li><li>-parents = teacher</li><li>-mental effects</li><li>-avoidance behaviour</li><li>-complication of ICT in education</li><li>-social relationships suffered</li></ul>	<ul style="list-style-type: none"><li>-emotions</li><li>-two camp society (friends, colleagues, family)</li><li>-children frustrated (home schooling) and lost friendships</li><li>-reduction to family and dramas</li><li>-separation and divorce</li></ul>

Parents appreciated spending more time with family and children (easy adaptation and less stress)  
Problems were for both: emotions and social mistrust and the reduction of social relationships and the creation of a two camp society.

Parents complaint about the complication of online education frustrating children and them as well.

# Grand-parents

## family

### Positive (male)

- larger supplies (safety)
- contact with siblings
- more calls
- time with partner / company

### positive (female)

- adult children with own families
- no direct effects
- growing and spending time together/going outside
- support

### Negative (male)

- Physical distance (family, friends, others)
- Regular getting-together events were cancelled (too risky)
- No visits
- Partial breakdown of contacts or reductions
- Calls are no compensation

### Negative (female)

- Restricted or almost no contact with beloved ones/grand children
- Getting vaccinated to reduce risk of transmission
- stress within family
- No contact to beloved ones
- isolation-
- Missing energy of family and friends

Both communicated with people and family more often or spent more time. They didn't feel directly affected.  
Negative aspects for both: (personal) contact restrictions/physical distance to family, friends and others, isolation, missing (social) energy/depression

# students

family			
Positive (male)	positive (female)	Negative (male)	Negative (female)
<ul style="list-style-type: none"> <li>-Support (partner, family)</li> <li>-relationships intensified</li> <li>Maintaining contact via social apps</li> <li>-More time for/with family and friends</li> <li>-Alternative ways of staying in contact</li> </ul>	<ul style="list-style-type: none"> <li>-No drastic effects besides normal restrictions</li> <li>-Friendships survived</li> <li>-Help and support</li> <li>-Stronger family bonds</li> <li>-Technology brought us together</li> <li>-Never felt so close to family/friends</li> </ul>	<ul style="list-style-type: none"> <li>-Limited contact with parents</li> <li>-indoor-activities only</li> <li>-going out and meetings just possible „in pairs of two“</li> <li>-spending too much time with partner (need of time on your own)</li> <li>→separations and divorces</li> <li>too much time within family might provoke problems/arguments</li> <li>-No contact or bonds to students</li> </ul>	<ul style="list-style-type: none"> <li>-No direct contact with grandparents</li> <li>-fear of spreading</li> </ul>

- Relationships survived or intensified (maintaining contact online/phone) having more time, living in student dorm made it easier
- both found alternative ways of communication
- negative aspects: contact restriction to parents/grandparents, fear of spreading the virus, „social monotony“ when partner is constantly around you



# pupil

## family

### Positive (male)

- more time with family (activities, parents' reduced business)
- being careful with our health
- Have fun, serenity
- Activities: Play games, cooking together
- Brotherhood
- Face to face communication
- Poor use of mobile phones and social networks
- Parents are less busy
- Spending time with siblings

### positive (female)

- Enjoying time with family, beloved ones
- Very good relationship

### Negative (male)

- Socialization difficulties (with friends, extended family members)
- Sad holidays / special days (eg. Easter) without friends and extended family
- Arguments because of having spent too much time within family
- Worried about grandparents

### Children:

Children's social contact limited by parental permissions and fear of transmission

### Negative (female)

- Loss of friendships
- Missing human contacts besides families
- Lack of activities: boredom
- some parents had to work (less family time)
- Socialization difficulties

Both genders spent more time with family and intensified relationships.

Negative aspects: both had socialization difficulties, arguments and missed human contact to others than family.

# Lessons

	Male	female
<b>adults</b>	<ul style="list-style-type: none"> <li>-importance of family and ICT</li> <li>-calm and more relaxed view, deceleration</li> <li>-self-reflexion and self perception, optimism</li> <li>-empathy</li> <li>-emergency reserves, reevaluation of real needs, safe money / economic security</li> <li>-think critically, self-protection</li> <li>-time organization</li> <li>-communicating, social contact</li> <li>-luxury doesn't matter</li> <li>-take preparatory steps</li> <li>-rely on other people, support other people, social cohesion</li> <li>-redefinition of friendships</li> <li>-need of „digital literacy“</li> <li>-focus on priorities, value small things</li> <li>-bare things that seem unbareable</li> <li>-time is volatile</li> <li>-Journalists judge harshly</li> <li><b>-Teachers are scapegoat for failed educational adaptations</b></li> </ul>	<ul style="list-style-type: none"> <li>-importance of family and ICT</li> <li>-ICT can't replace face-to-face communication VS. Everything can be replaced by online alternatives</li> <li>-show affection, human contact, solidarity</li> <li>-self reflexion, self-confidence and self perception</li> <li>-optimism, appreciation of things</li> <li>-new business attitude</li> <li>-environmental awareness, appreciate mobility, leave house regularly</li> <li>-think reasonably</li> <li>-learning never stops, new way of didactics</li> <li>-you can achieve everything, use time</li> <li>-take preparatory steps</li> <li>-redefinition of friendships</li> <li>-separation of jobs and private life</li> <li>-use DTL-compentencies for presense teaching</li> <li>-focus on priorities, value small things</li> <li>-bare things that seem unbareable</li> <li>-redefinition of the feeling of „solitude“</li> <li>-routines</li> <li>-take care of health, listen to specialists</li> <li>-look after yourself physically and psychologically</li> </ul>

# lessons

	Male	Female
<i>youth</i>	<p><b>Personal:</b></p> <ul style="list-style-type: none"><li>- continue/do what you enjoy/like</li><li>-persevere in difficult times, don't lose hope</li><li>-open communication, maintain contacts even if it is difficult</li><li>-filter information and news, importance of ICT</li><li>-health is important</li><li>-everything is volatile</li><li>-enjoy time spent with friends, family, partner</li><li>-medical unpreparedness</li><li>-appreciate nature, life, individual freedom and time</li></ul>	<p><b>Personal:</b></p> <ul style="list-style-type: none"><li>-distract yourself, optimism, importance of social contact, everything's not plannable, prioritize your goals, not losing hope, not wasting time</li></ul> <p><b>social:</b></p> <ul style="list-style-type: none"><li>-follow health regulations, and advice;protect health/each other, rely on experts, seek for the truth, humans are adaptable</li><li>-importance of ICT</li><li>-keeping contact via social media</li><li>-focus on yourself, individual freedom</li><li>-appreciate doctors and the time they spend to save us</li></ul>

# Helping factors

Prioritize things

Use your time

Seperation between HO  
and private life

„time outs“

Political reactions (money,  
help, support...)

Family, friends, trust society,  
mutual understanding,  
personal communication

Technical means and ICT;  
communication and  
information

Optimism and positive  
attitude, trust in science

Job safety and system  
relevance

Online lessons for students

Going outdoors, big house, garden, activities, „little  
activities“ (music, mediation, ...)

Living in well organized  
country, pets

Not living in the city center

Attitude towards life

Homeoffice, combining  
work with hobby/family

Feeling of community and  
unity

## Are we prepared for another pandemic?

Male: yes because...	Female: yes because...	Male: no because...	Female: no because...
<ul style="list-style-type: none"> <li>-indoor alternatives exist</li> <li>-we are more patient and cooperative</li> <li>-we show solidarity</li> <li>-alternative ways of staying in contact exist</li> <li>-we are psychologically prepared</li> <li>-politicians are prepared</li> </ul>	<ul style="list-style-type: none"> <li>-new laws</li> <li>-schools gained experience</li> <li>-alternative ways of staying in contact</li> <li>-measures were helpful</li> </ul>	<ul style="list-style-type: none"> <li>-fear, depression</li> <li>-two class society</li> <li>Teachers were scapegoats</li> <li>-don't underestimate pandemic risk</li> <li>-mental support</li> <li>-financially</li> <li>-political incoherent rules</li> <li>-more difficult from wave to wave</li> <li>-decreased confidence in science</li> <li>-conspiracy theorists</li> </ul>	<ul style="list-style-type: none"> <li>-companies suffered</li> <li>-pandemics are different</li> <li>-psychological aspect</li> <li>-still having effects since first lockdown</li> <li><b>Society is not ready</b></li> <li>-isolation is unhealthy</li> <li>-conspiracy theorists</li> <li>-missing international cooperation</li> <li>-etc</li> </ul>
<ul style="list-style-type: none"> <li>-vaccine, treatment are developing faster (mechanisms/measures are better known)</li> <li>-online alternatives already exist (courses, meeting friends, shopping)</li> </ul>		<ul style="list-style-type: none"> <li>-mental health problems and not enough mental help</li> <li>-people were left alone (singles, ill, ...)</li> <li>-there are no business models or „ready-to-go“-plans</li> </ul>	

# General tendencies

- **Positive:**
- distracting yourself with hobbies or self-reflexion, focussing on the important aspects, socializing in person or via digital tools, online teaching, families grew together, feeling of community because we are all in the same boat.
- Students and pupils were happy to stay/learn at home
- Proximity to family/friends made it easier, helping singles or mentally fragile people
- Not losing time for transport because mobility was restricted
- **Negative:**
- conspiracy theorists, social isolation (especially old people), schools handled the crisis differently (unequality of education)
- Monotony, feeling of sadness and depression; people with mental problems were worse off and felt worse
- Rules weren't consistent (mask, contact regulations depending on time of the day, lockdowns and curfews)
- Education reacted too late in some cases (online teaching), extremely difficult for younger children

Two camp societies and splitting (do you or don't you believe in the virus)

# The problem of social contact

- People living alone or remote were happy to have family's support/friends around **or** isolated themselves completely
- People having a partner or living with family tended to take time on their own occasionally
- Older people were socially isolated to protect them
- Children could see their friends (if parents are not over-protective and restricted social contact)
- There were no significant differences between the countries
- Corona topics invaded communications and harmed relationships (people became very subjective)



## People with responsibility and parents

- teachers, employers/businessman with direct contact to employees and parents tended to shape-shift
- Male parents were more likely to do so than women who showed their emotions more openly (in general)
- Family and partner are helping factor No°1 in every target group



# Children and pupils

- Tended to see positive aspects of life and tried to normalize their life
- They weren't affected (as long as online teaching worked)
- They helped parents to get distracted or feel better
- Problem: online teaching didn't work well in all cases especially when families don't have enough place or equipment (parents

## „the group of the forgotten“

- singles of all ages, jobs and genders
- single parents
- mental ill people
- people in financial difficulties (unemployed, students, ...)
- Old people with no family and people with special need in homes
- They should be protected and helped more by society and the government!


What is needed is a competitive environment to stimulate innovation. Enabling future pandemic therapeutic preparedness will require establishing a new, collaborative system. (female employer)

There are several things we have to improve, but I hope that we can do it.

Don't let the situation get you down and I think a positive attitude, make simply the best out of the situation, that's the best tip for the whole life.  
(female teacher)

if you were to get into this decision-making position yourself, to decide about things you have no idea about, to take decisions within the company, politicians have to do that within our country, that's not easy, but it has to be done. Someone has to say in the end: this is the way to do it. And that you should think about it before you open your mouth and before any loud arguments are spoken out that are certainly not useful for the whole thing.

The most important thing is not to hide away, not to shut yourself in, to open up, to open up to your friends and acquaintances, because only if you talk, just through social contact, it will be easier to deal with this crisis. In the long term, you should develop a close circle of friends. It is better to have a few friends than countless acquaintances (male teacher)



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At work, it was and is still very stressful, because we had to form three teams, our team was so to speak separated (male parent)

I think we've managed the pandemic rather badly than well. What do we have now? We have a divided society. There are those who are excluded and those who follow the masses. And the rest fall through at the bottom. Cohesion in society has diminished. Everyone looks after themselves more, keeps their distance, there is no more togetherness (female parent)

What helped me most is, that I am a person, that thinks, I'm down to earth and I always see the positive sides of life. And if there is something in front of me that seems not bearable I teach myself to learn to bear it. So I always try to find the positive side of things. And than there is no problem anymore. (female teacher)

...but in my opinion we are not prepared for a next pandemic and we are not sufficiently protected, because the politicians themselves did not know what was going on and the doctors did not agree either. Which epidemiologists were/are you supposed to believe? (male parent)

When we do hamster purchases, then [we are] indeed [prepared for another coming pandemic/lock down].

I presume, that the things we were doing during corona pandemic and lockdown will help us later [in a coming pandemic].

(Female pupil, 8)

\*I started to create content for my business, which is a flower shop. So, I made a bunch of videos and tutorials on how to make flower arrangements.

\*I started to make my business more active on social media, because Instagram and Facebook were the main sources of new clients. (businesswoman)

We need to be able to make good decisions about what information is relevant to us and what is not. And the basic prerequisite for this is to know clearly what I want and what I don't want. Especially in order to be able to really form my own opinion as best as possible and not adopt in autopilot mode what other people are announcing on the video platforms.

(teacher employee and businessman)

We are not better prepared for another pandemic, just a little bit. Some react like in the beginning [of the whole situation] and not the right way [meaning that they don't believe in the pandemic/the virus], or that corona is not that bad [as it is reported/talked about], so people want to take one party or the other. (male pupil, 7)

I think that it's important in case another pandemic occurs that there are enough vaccines and one has oneself vaccinated, that one shows solidarity with society, meaning that one has oneself vaccinated the moment it is possible. On the one hand to protect the society and on the other hand to protect oneself.

There are other ways you can find to stay in contact and to find solutions. You can learn of it and get creative.  
(elder person, female)

As far as the pandemic is concerned, we are all a bit unlucky. I actually not so much. But I've been vaccinated three times. So it can't be my fault that the situation won't get better.

I don't really have that much of a difference in my free time. Before, I walked the dog twice a day. And I still do it. The contact with people has become more intense when you meet someone and you exchange information about Corona etc. and about all the possibilities that exist for spending free time, but otherwise not much has changed in my case.

(elder person, male)

I think it's really sad about the pandemic and the situation we're having right now that it divides so many people, families and friends because of the different opinions everybody has. I think that's the most negative thing for me about this situation. (student female)


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Just talk about how you're doing at the moment, psychologically, at work or in your private life. Just don't let contact break off, even if it's difficult. And also to find a balance, do not only sit at the workplace all the time, so to speak in one's own room [if it's a small apartment] and not having a real demarcation between private and work life. It's best to set up a separate room, if possible, where you can sit down and only sit there during work. (student male)

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Thank you for your attention!  
Feel free to ask questions 😊

- Σας ευχαριστούμε για την προσοχή σας!
- Vă mulțumim pentru atenție!
- Grazie mille per la vostra attenzione!
- Vielen Dank für Ihre Aufmerksamkeit!