

GenderLAB

**A DIGITAL GUIDE TO
NORM-CRITICAL WORK
ON GENDER
EQUALITY**





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Introduction

GenderLAB: A digital guide to norm-critical work on gender is a toolbox for facilitators to help organisations or groups develop innovative solutions to challenges to equality. GenderLAB combines the reflexive process of norm critique with elements from action-oriented design thinking.

The GenderLAB concept builds on particular values and approaches to ground the LAB process: dialogue, community-building, creativity, action and reflection that expands our frame of reference for what is possible. The LAB process, as well as the tangible tools and outcomes, aim to help facilitate greater collective equality and corresponding cultural changes.

GenderLAB has a workshop format and this guide can be used by facilitators to conduct tailor-made GenderLABs online. In this way, they can set up a participatory laboratory with focus on what diverse ways of thinking brings to the participants and challenge commonly held beliefs, assumptions and norms whilst addressing many different perspectives and co-creating solutions.

The need for a digital guide emerged as a consequence of COVID-19, to address diversity and gender equality challenges, while at the same time co-creating solutions in the online lab space.





The idea and structure builds on the GenderLAB format that KVINFO and CBS developed together as a workshop-based approach to culture changing practice and creative problem solving with a focus on experimenting, learning, reflecting, and repeating. This guide has several further digital modifications and norm-critical developments made by KVINFO in collaboration with NORM.

It is an advantage to already have some insight and knowledge of gender equality and diversity, as well as design thinking practices and/or norm-critical approaches. But if not, you can still easily use this guide as it takes you through a LAB step by step. For those who already have advanced facilitation experience with these topics, you can hopefully enjoy the possibility to experiment and play around with the different exercises.



How to use the guide

We strongly encourage all facilitators to read the first section on norm-critical facilitation: *Things to think about as a facilitator* and always start any session with the exercise *Safe(r) space*, as this sets the tone for the environment in the rest of your session. After this, the guide invites your group to dive into the following four sections:

-  **Practice norm-critical thinking**
-  **Define your challenge**
-  **Generate ideas**
-  **Plan your next step**

The first section, **Practice norm-critical thinking**, includes two exercises that helps your group practice turning the gaze onto privileges and reflect on how these might affect one's way of moving in the world. After this first section, follows the three design thinking sections: **Define your challenge**, **Generate ideas** and **Plan your next step**. These three sections include exercises that help your group work in a solution-oriented manner around a challenge or problem they have. Throughout the sections, you will also see the norm-critical perspective woven in, encouraging your participants to keep reflecting on norms and privileges throughout the process, and highlighting how norm-critical thinking needs to be ever present to have an effect.

The total time required to complete all exercises is around three hours (*not* including breaks), but if you do not have this time available, you can also use the guide in several other ways. For example:

One hour

Initiate reflection and dialogue with one or two exercises from the norm-critical section.



Three hours

Get your group to look closer at a challenge they are facing, by adding the three steps of the solution-oriented process to the initial section.



Six hours

Enjoy a full day of reflecting and finding solutions by also adding your own introductory lecture about norms and anti-discrimination to the format above.



Add your own introductory lecture here!



Things to think about as a GenderLAB facilitator



1 LIVED EXPERIENCE

All participants enter the 'digital room' with different lived experiences. It is therefore important that you have acknowledged how your own norms and lived experiences affect the way you view the world, in order to be able to challenge assumptions and ask participants to do the same and to understand the discussions that arise. You can reflect on this by doing the norm-critical exercises your self.

2 FOCUS ON NORMS

When working from a norm-critical perspective, we turn our gaze towards the norms themselves, not towards how people deviate from them. This is important to keep in mind, as many of us have grown up with a 'tolerance-perspective', where the privileged group 'accepts' those of us who deviate from the norm and never the other way around. This can lead the discussions to sometimes drift in a 'tolerance' direction. Your task is then to guide your participants back to norm-critical thinking.

3 INCLUSIVE ROUNDS

To give everyone a chance to speak without interruption, you can work in *rounds*. Each

participant takes their turn to speak, while the others listen actively. Thereafter, the speaking participant passes the word to the next participant (e.g. the person to the right of their picture on the screen). There should always be an option for participants to opt out and just pass the word on to the next participant if they do not want to share.

4 CLEAR GUIDELINES

Do not assume that everyone is familiar with online interactions. Make sure that everyone has clear guidelines regarding how you want them to act during the session (e.g. turn off the mic when they are not speaking and use the chat for questions). This is also underlined by the *Safe(r) space* exercise in this guide.

5 VARIATION AND BREAKS

A break away from the computer every hour is essential, and a variation of exercises, presentation slides, energisers and different speakers keeps the brain awake. You can also use music to initiate variation in energy and focus.

Safe(r) space

🕒 SUGGESTED TIME | 20-40 min.

🔧 TOOLS NEEDED | Computer + web access

👥 PARTICIPANTS | 2-30 (per facilitator)

DESCRIPTION

The aim of this group session is to co-create guidelines to ensure a digital space in which all participants feel as safe as possible and comfortable sharing their thoughts and ideas.

It is important that you start the GenderLAB with this exercise that pin points both the importance of paying attention to a safe(r) space and in the process commits group members to the creation of the guidelines. The process of reflecting and co-creating is as important as the results. We talk about *safe(r) space* and not *safe space*, to recognise that there will always be power relations and societal structures at play. This joint starting point for the LAB makes it possible for both you as facilitator as well as the group members to return to the guidelines, and continuously all contribute to ensure as safe a space as possible.

THINK ABOUT

As a facilitator you can demonstrate some of the principals by:

- Showing the importance of curious and non-judgmental listening and dialogue.
- Making sure that there is time and space for the group to reflect, express, and process thoughts and emotions.
- Asking: do we have some ground rules?
E.g.: *The participants only share their personal answers if they want to.*

There are also some elements that has to do with digital safety that you as a facilitator should highlight as your common basic guidelines:

- *We agree to have our cameras on when doing activities together. This is important for both the participants and the facilitator.*
- *We agree to keep our phones on silent and to not use them throughout the session, unless it is an emergency.*
- *We agree not to film or record this LAB.*

Besides the digital safety guidelines there is also a need to co-create a safe(r) space in the workshop related to inclusion,

respect etc. Start by only sharing one or two suggestions when you instruct the participants. This gives each individual the room to explore what is important for them and the group can inspire each other. If you think the group would benefit from other points that you believe are important, and that have not been brought up, you can end

the session by reading your suggestions out loud and asking the group if they agree to add them. It is important that the overall values in the LAB can be expressed. E.g. the importance of everybody feeling as safe as possible, making space for different opinions and views and experiences, listening and being curious.

STEP BY STEP

1 | Introduce the group to the purpose of the exercise. Make sure that everybody is on board. Introduce the digital guidelines (see above).

2 | Ask the group to take 2-4 minutes, individually, to write down in Mural* the answer to the following questions: *“What do I need to feel safe to participate in discussions today?”* and *“How can this be formulated into a suggestion for our joint group guidelines?”*.

Examples of suggestions to co-create a safe(r) space could include:

- It is voluntary if you want to share personal experiences and you can always say no to sharing your thoughts, reflections etc.
- *“For me it is important that we act respectfully and listen without judgement but with curiosity to each other’s views and experiences.”*
- *“We will be very aware of the active body language and active participating, recognising each other in the digital space.”*
- *“I think it is important to focus on norms*

and structures and not on the individual or personal perspective.”

3 | Initiate a round where each participant is invited to share their suggestions in the group and discuss if this is something that can be agreed on for the guidelines. As a facilitator you can group the suggestions in themes. If a situation occurs where different needs clash 1) try to phrase an agreement that can meet all needs if possible, 2) argue for and choose the suggestions that goes hand in hand with the overall values of the GenderLAB (see What to think about).

4 | Read the the co-created and agreed upon suggestions out loud and repeat this exercise’s aim: that every group member continuously contribute to ensure a digital space in which all participants feel as safe as possible and comfortable sharing thoughts and ideas.

**Mural is an online whiteboard platform*

Practice
norm-critical
thinking



Norm critique

Norm-critical thinking is an anti-discrimination tool that has roots in academia as well as in activism. It aims to turn the gaze towards the norms in our societies – i.e. the ‘unwritten rules’ that underlie many of the things we take for granted and that leads to expectations about how we ‘should’ behave or live our lives. By focusing on what is considered ‘normal’ and how these expectations are socially constructed, one is also able to question these assumptions and work to change the norms that lead to discrimination and exclusion in our societies.

In GenderLAB we use these norm-critical exercises to raise and practice self awareness and critical reflection on dominant norms and stereotypes and question privileged positions. These insights are used in the Design Thinking process to qualify the projects from a norm-critical perspective that drives the projects in a more equal direction. We all have different identities that intersect, and although many of them cannot be seen, they are powerful and influence our lives and possibilities.

These exercises raise awareness and critical reflection on dominant norms and stereotypes and question privileged positions. They highlight how norms exclude people who do not ‘fit’ or perform the idealized norms, and make participants relate to their own position in relation to dominant norms. The exercises take a very personal approach to talk about norms and structures, so a reminder of the *Safe(r) space* guidelines is a good idea.





My multi-dimensional self

🕒 SUGGESTED TIME | 40-60 min. depending on the group size. (Step 1: 20-40 min. and Step 2: 20-40 min.)

🔧 TOOLS NEEDED | Pen + paper + computer + internet access

👥 PARTICIPANTS | 3-20 (per facilitator)

DESCRIPTION

Step 1: The aim of this exercise is to visualize and raise awareness about intersecting diversity categories, and unmarked categories of power and privilege. In this way it enables the participants to reflect upon and work to change norms and structures in the LAB. The first part of the workshop allows participants to discuss intersectionality/ intersectional identities with societal norms and structures as points of reference. This allows the participants to reflect on how any given norm puts you in a privileged position

without being 'marked' by the norm. This can lead to not becoming aware of said norm and never getting to reflect upon gender and other categories of difference.

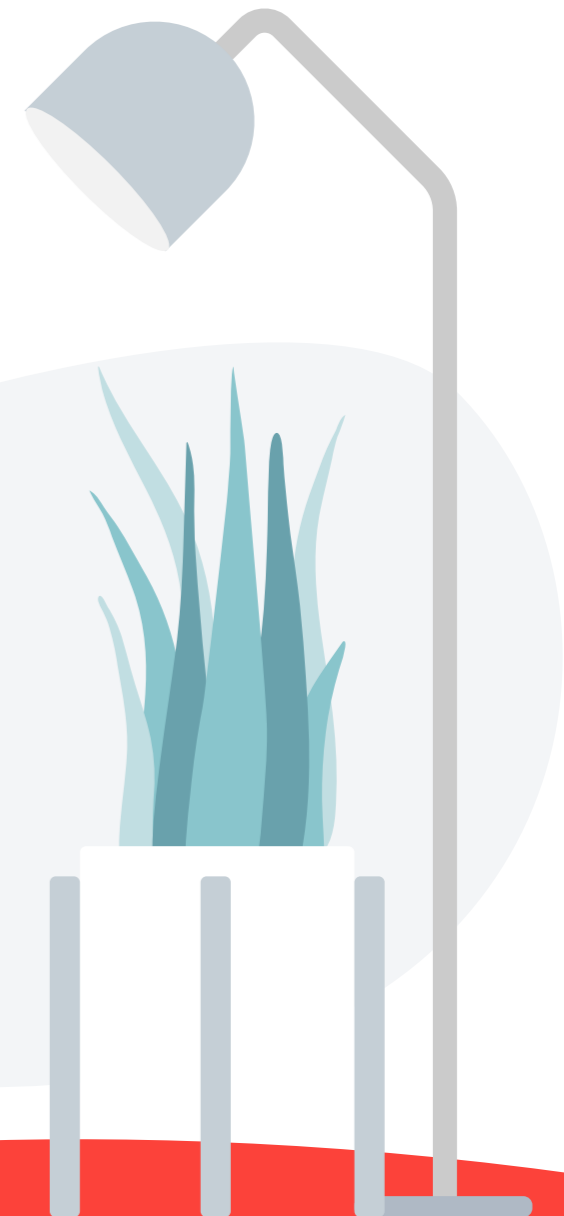
Step 2: This exercise encourages participants to critically assess what it feels like to be reduced to only one of the identities. This is something that often happens to those of us that experience friction/resistance and discrimination in our everyday lives. For example, when one is seen to represent a whole identity group and only gets to speak from that position, without the many other layers that make up the 'whole person'.

THINK ABOUT

Participants who experience friction in relation to their identities will usually find it easy to come up with five identities, whilst

participants who do not experience any friction often feel uncomfortable 'having to put themselves into boxes'.

As a facilitator, it is a good idea to point out that society causes more 'friction' to certain boxes. For example, it is not often a person who identifies as a 'dog-person' experiences stigmatisation or discrimination on the labour market because of this identity, whilst this frequently happens to people who identify as e.g. women, queer, or black/ brown.



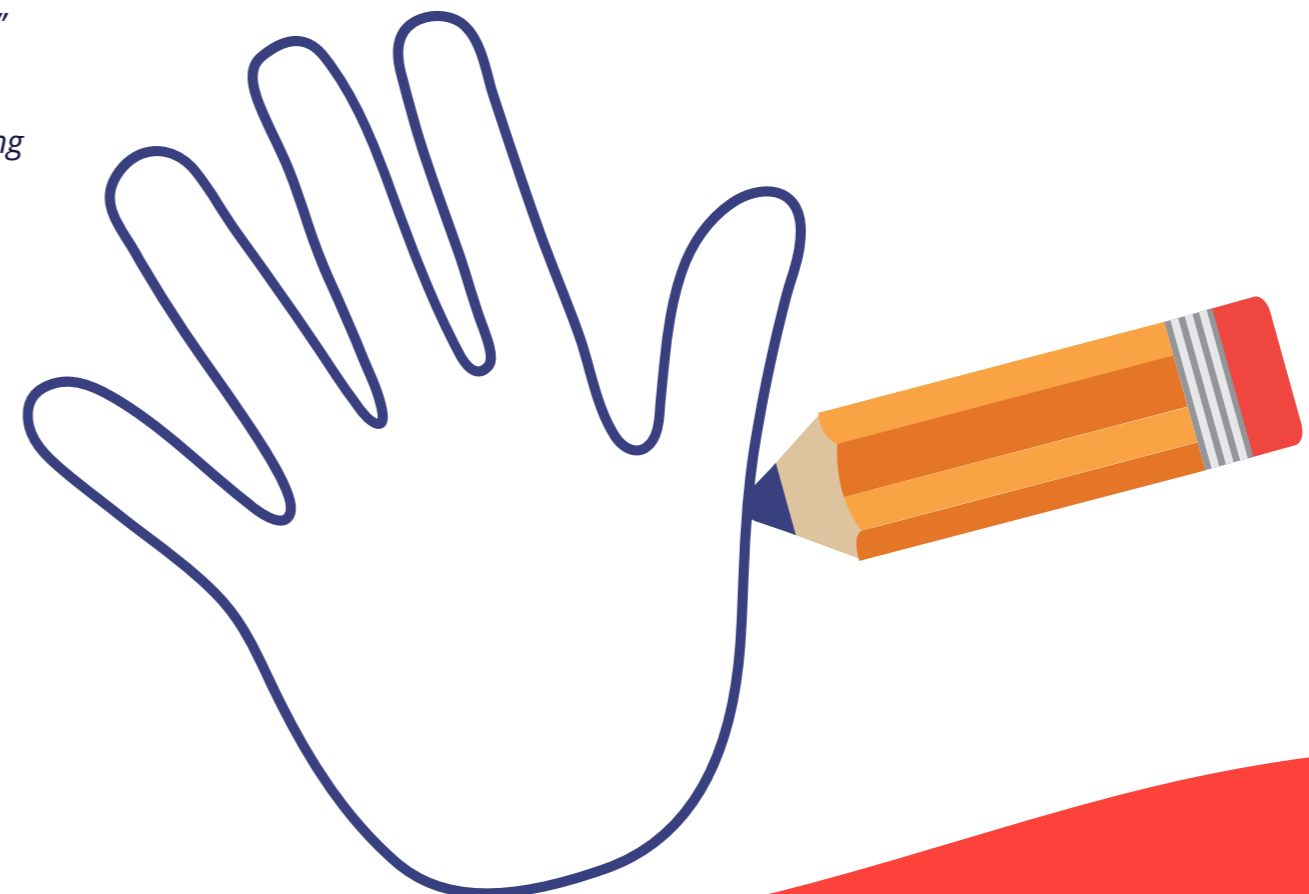
#1 STEP BY STEP | MY MULTI-DIMENSIONAL SELF

- 1 | Introduce the group to the exercise.
- 2 | Explain that they will not be asked to share their five identities but they can choose if they want to share them with the group. It is ok to pass or just share one identity. They only share their personal answers if they want to.
- 3 | Ask the participants to use their pen and paper to draw their hand if possible (if not – they can also close their eyes and take mental notes).
- 4 | Explain that you will now ask the participants to come up with 5 (self-identified) identity categories that represent an aspect of their identity, based on how they see themselves, or how others see them. One for each finger of the hand.

- 5 | Make sure all participants understand what their task is.
- 6 | Ask everyone to turn their camera off whilst they fill out all five fingers, and then back on again when they are done.
- 7 | Divide the participants into groups of 3-6 people in breakout rooms to discuss some or all of the following questions: *“Was it easy to find the categories?”*, *“What did it feel like to choose our own identity categories?”*, *“Would the self-chosen categories be the same if somebody else had picked your categories?”* and *“How do these identity categories influence your professional life/views regarding equality?”*.
- 8 | If you have time, gather all participants and round off the exercise with a short feedback-round of 2-4 minutes per breakout group.

#2 STEP BY STEP | MY MULTI-DIMENSIONAL SELF

- 1 | Introduce the group to the exercise.
- 2 | Ask the participants to return and use their hand from before.
- 3 | Ask the participants to silently reflect on the following question: *“If I could only pick one of these five categories, which would it be?”* and ask the participants to remove four of the five identity markers, and thereby choose the one they find most important to describe who they are.
- 4 | Divide the participants into groups of 3-6 people in breakout rooms to discuss some or all of the following questions: *“How does it feel to be reduced to only one identity?”* and *“Would your chosen identity differ, depending on the context?”*
- 5 | If you have time, gather all participants and round off the exercise with a short feedback-round of 2-4 minutes per breakout group.





“The Teflon Test”

🕒 SUGGESTED TIME | 20-30 min.

🔧 TOOLS NEEDED | Pen + paper

👥 PARTICIPANTS | 2-20 (per facilitator)

DESCRIPTION

Norms are often invisible to those of us who do not deviate from them. In this self-reflection exercise the participants will reflect on and acknowledge norms and privileges by examining their ‘Teflon areas’. That is, areas in their lives that are friction free, like in a Teflon frying pan. Of course, life in general is not friction free for anyone. We get divorced/break up and accidents happen. However, some of us experience this life-friction without extra structural friction.

THINK ABOUT

The goal with this test is to make privileges visible and encourage reflection on the situations in which the participants lack lived experience, and what this might do to their outlook on the world.

As a facilitator, your task in this exercise is therefore also to encourage participants to critically assess how their own actions and ways of speaking might reproduce discriminatory norms.



“THE TEFLON TEST” | STEP BY STEP

1 | Tell the group about the exercise and why it is called the “The Teflon Test”.

2 | Explain that they will not be asked to share their individual answers with anyone afterwards.

3 | Ask the participants to use their pen and paper to draw three vertical columns, just like on the image below. The first titled ‘Often’, the second ‘Sometimes’ and the third ‘Rarely or not at all’.

4 | Explain that you will now read out nine categories and that their task is to mark to what extent they experience ‘friction’ in each category. Explain that friction can for example be: assumptions, uncomfortable looks, comments, not being listened to, being laughed at or physical violence.

5 | Make sure all participants understand what their task is.

6 | Ask everyone to turn their camera off.

7 | Read out the following: *“I experience friction due to other people’s expectations about my...”*:

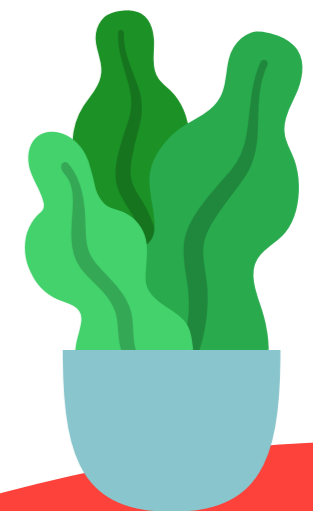
- 1) *Ethnicity*
- 2) *Skin colour*
- 3) *Socio-economic background*
- 4) *Physical and cognitive abilities*
- 5) *Body size*
- 6) *Gender*
- 7) *Religion*
- 8) *Sexuality*
- 9) *Age*

8 | Ask the participants to take a moment to silently reflect on their results in relation to the following questions (that you also post in the chat): *“In what situations do I rarely or never experience friction?”* and *“How might this affect my actions and ways of speaking in terms of reproducing discriminatory norms?”*

9 | Ask the participants to turn their camera back on when they have completed the individual reflection.

10 | Divide the participants into groups of 2-3 people in breakout rooms to discuss the following questions (without sharing their personal answers): *“What did it feel like to complete this list and reflect on these questions?”* and *“How can I use these insights in my professional life?”*

11 | If you have time, gather all participants and finish the exercise with a short feedback-round of 2-3 minutes per breakout group.



**Define
your
challenge**





Point of view

SUGGESTED TIME | 20-30 min.

TOOLS NEEDED | Padlet wall + link

PARTICIPANTS | 5 (per facilitator)*

DESCRIPTION

This is a Design Thinking exercise merged with norm-critical insights on how the formulation of a challenge, in itself, can reinforce certain norms or solutions. By not jumping straight to 'solution mode', it allows the participants to define and articulate the challenge together, whilst also re-thinking conventional approaches and recognising the many possible perspectives in a group.

THINK ABOUT

This exercise is based on you having a pre-formulated case that is relevant to the context you are working with, with as many details as possible. See example to the right. As a facilitator, you want to focus

on creating a space that doesn't need to be perfect in which the participants feel there is room to try new ideas. Your goal is to encourage participants to write as much as possible and to explore a wide range of ideas as well as to question the given assumed problems in order to produce their own POV. It can be a good idea to play music during this exercise to leverage energy and to foster a creative setting.

PREPARATION

Develop a playlist for this exercise.

Set up a Padlet** for your group:

1. Login or create a free account at www.padlet.com/.
2. Create a Padlet and choose the Padlet type named 'Wall'.
3. Click on the settings icon in the top right corner and scroll to the bottom of the settings menu. Turn on 'Reactions' and select the 'Like' option with a heart icon.

CASE EXAMPLE:

B-plus (fictive company name) is considered a leading company for gender diversity in Jordan, and the company's approach to human resources is a best practice example of the formalisation of equal opportunities into a business process.

The company has formalised systems in place for diversity measurement. These systems are communicated through the company's annual sustainability report.

The culture of equal opportunities was initiated by the founder, who implemented a change-management programme to ensure operational processes were adjusted to include equal opportunities, thus formalising the value system through business processes.

Despite this, B-plus is still facing challenges, such as attracting and keeping talented female employees and increasing the percentage of women in senior management positions. These challenges might be linked to broader structural and systemic gender inequality in the country.

Women's economic participation in Jordan presents a paradox: decades of investments in the social sectors have reduced illiteracy and increased the educational level among women. In fact, slightly more women than men have a higher education. Still, only 14% women work in the formal labour market, one of the lowest proportions in the world, and particularly young women lack opportunities and access.



*If your group is bigger, you can divide it into breakout rooms with 5 participants and 1 facilitator per room - this guide is designed for that facilitator.

**Padlet provides a collaborative web platform in which users can upload, organise, and share content to virtual bulletin boards called "padlets".

POINT OF VIEW | STEP BY STEP

1 | Tell the group about the exercise and why it is important not to jump straight to solutions.

2 | Read out the case you are working with.

3 | Share the Padlet link in the chat and explain that they should click on the screen to create a new post-it. They are to use one post-it per idea. Let the participants know that they can all read each other's post-its as they are posted for further inspiration.

4 | Make sure that everyone is ready with access to the Padlet and that they understand how it works.

5 | Set an alarm for two minutes, and ask all participants to take 2 minutes to write as many answers as they can to the following question: *"From your point of view, what is the main challenge/problem that we are trying to solve here?"*.

6 | When the alarm bell rings, facilitate a round where everyone shares what they have written (approx. 10 minutes), during which the participants can ask each other clarifying questions if there is something that they do not fully understand on the post-its.

7 | Once the round is complete, ask the participants to choose their favourite problem definition by clicking on the little heart icon in the bottom left corner of the post-it that they want to select (one heart per participant).

8 | Read out the content of the post-it with the most hearts and post the text in the chat.

9 | Post the following questions in the chat, and ask the participants to take a moment to silently reflect on them: *"How can perceptions of normality affect what is considered to be a 'problem'?"* and *"How can the formulation of a problem in itself reinforce certain norms or solutions?"*

10 | Finish the exercise with a round where the participants share their thoughts on the questions above (approx. 10 minutes).

(If you are a bigger group that have been divided into breakout rooms of 5, end the exercise by letting all facilitators read out their group's selected problem definition.)



Generate

ideas





Ideation

🕒 **SUGGESTED TIME** | 40 min.

🔧 **TOOLS NEEDED** | Padlet wall + link

👥 **PARTICIPANTS** | 5 (per facilitator)*

DESCRIPTION

This is an exercise aimed at rapidly creating enough simple and wild ideas that apply to the problem so that you can have a discussion afterwards and pick the solution you want to continue working with. It allows your participants to step beyond obvious solutions, 'think outside the box' and generate a wide range of solutions. Furthermore, the exercise encourages participants to reflect on how our lived experiences might affect the solutions we come up with and the choices we make.

**If you have a bigger group, divide it into breakout rooms with 5 participants and 1 facilitator per room - this guide is designed for that facilitator.*

THINK ABOUT

This exercise is based on you having completed the exercise called *Define your challenge*, meaning that you have selected a problem definition to work with.

As a facilitator, you want to focus on creating a space that does not need to be perfect in which the participants feel there is room to try new ideas. You want to encourage participants to think radically and innovatively. It can be a good idea to play music during this exercise to leverage energy and to foster a creative setting.

PREPARATION

Develop a playlist for this exercise.

Set up a Padlet for your group:

- | Login or create a free account at www.padlet.com/
- | Click 'Create a Padlet' and choose the first Padlet type named 'Wall'
- | Create three columns, titled: **'Tomorrow'**, **'In the long run'** and **'Wild idea'**.
- | Click on the settings icon in the top right corner and scroll to the bottom of the settings menu. Turn on 'Reactions' and select the 'Like' option with a heart icon.



IDEATION | STEP BY STEP

1 | Tell the group about the exercise and the benefits of generating a wide range of solutions.

2 | Read out the problem definition that your group selected in the previous exercise.

3 | Share the Padlet link in the chat and remind the participants of how to create a new post-it and that they are to use one post-it per idea. Encourage them to read each other's post-its as they are posted for inspiration.

4 | Make sure that everyone is ready with access to the Padlet and that they understand what their task is.

5 | Set an alarm for 2 minutes, and ask all participants to take 2 minutes to write as many answers as they can in **column 1** to the following question: *"What can we do tomorrow to work towards solving this problem?"*

6 | When the alarm bell rings, re-set the alarm for another 2 minutes, and ask all participants to take 2 minutes to write as many answers as they can in **column 2** to the following question: *"What can we do in the long run to work towards solving this problem?"*

7 | When the alarm bell rings, re-set the alarm for another 2 minutes, and ask all participants to take 2 minutes to write as many answers as they can in **column 3** to the final question: *"What would be a 'wild idea' to work towards solving this problem?"*

8 | When the alarm bell rings, facilitate a round where everyone shares what they have written (approx. 10 minutes), during which the participants can ask each other clarifying questions if there is something that they do not fully understand on the post-its.

9 | Once the round is complete, ask the participants to choose the solution they want to continue working with by clicking on the little heart icon in the bottom left corner of the post-it that they want to select (one heart per participant). Explain that it is important that the solution they pick is clearly defined, and possible to carry out.

10 | Read out the content of the post-it with the most hearts and post the text in the chat.

11 | Post the following questions in the chat, and ask the participants to take a moment to silently reflect on them: *"How can your position/privileges/lived experience affect the way you tackle a problem?"* and *"How can your position/privileges/lived experience affect your choices/what you find most interesting?"*

12 | Finish the exercise with a round where the participants share their thoughts on the questions above (approx. 10 minutes).

(If you are a bigger group that have been divided into breakout rooms of 5, end the exercise by letting all facilitators read out their group's selected solution)



**Plan your
next step**





Create an action plan

SUGGESTED TIME | 30 min.

TOOLS NEEDED | Google Docs

PARTICIPANTS | 5 (per facilitator)*

DESCRIPTION

This exercise helps your group create a clear path for the steps they need to take in order to accomplish the solution they have selected.

Discussing the path forward will also give the group an opportunity to prepare for potential obstacles along the way. Furthermore, the action plan enhances commitment to the solution amongst

the participants and leaves them feeling motivated.

THINK ABOUT

This exercise is based on you having completed the two exercises called 'Define your challenge' and 'Ideation', meaning that you have selected a problem definition and a solution to continue working with.

As a facilitator, you want to focus on helping the participants to be as concrete as possible. If you think that one of the milestones is a little overly ambitious, encourage the participants to break it up into a few smaller tasks.

**If you have a bigger group, divide it into breakout rooms with 5 participants and 1 facilitator per room - this guide is designed for that facilitator.*

PREPARATION

Set up a Google Doc for your group:

- | Login or create a free Google account www.google.com/docs/about/
- | Go to your Google Docs home screen: www.docs.google.com/
- | Click 'Create a new document' in the top left corner and then chose 'Blank'.
- | Copy and paste the following ten questions, into the blank Google Doc:

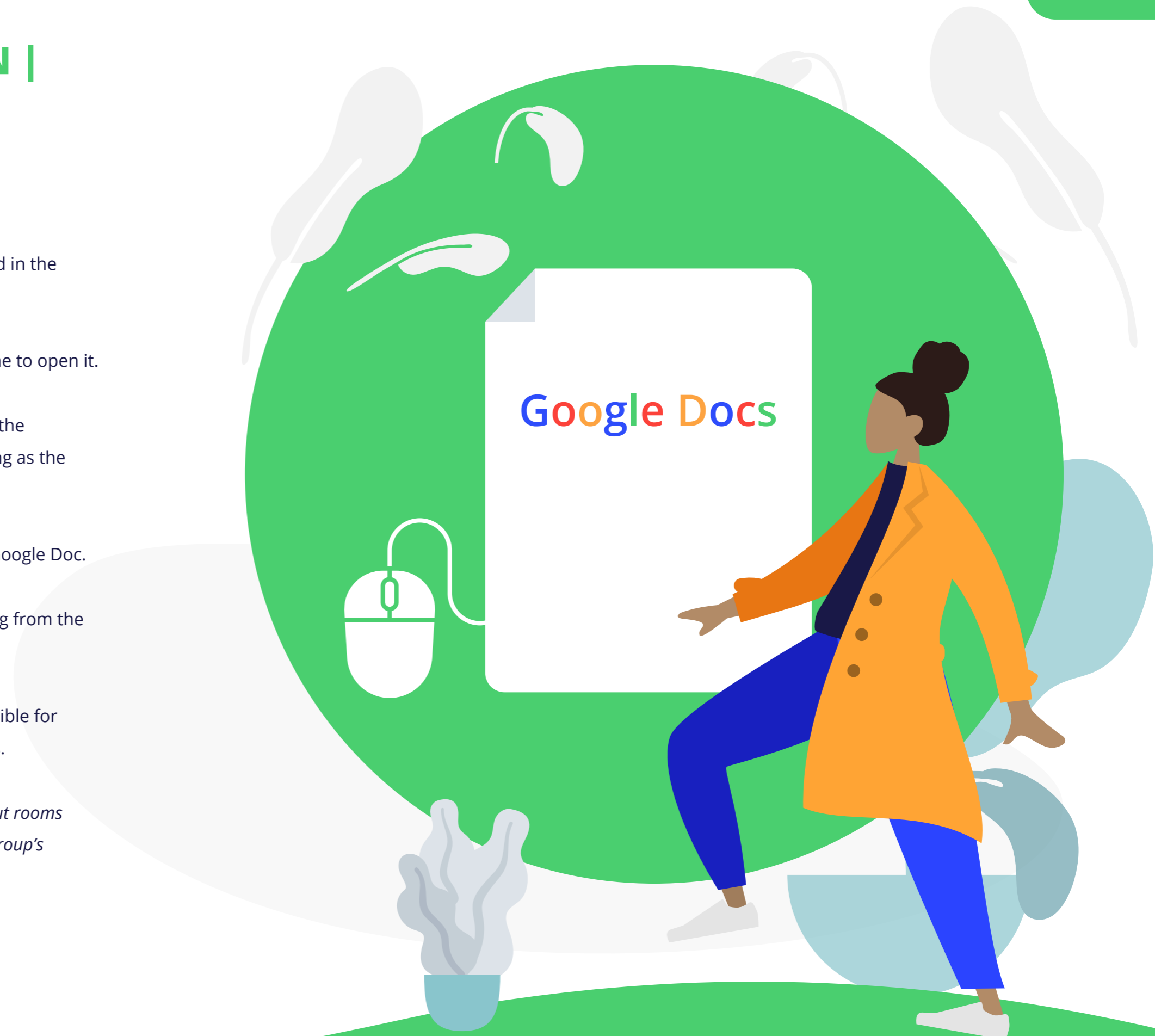
1. *What is the challenge?*
2. *What is the chosen solution?*
3. *Who is the solution targeted towards? (Who are the "users"?)*
4. *What are the key reflections we want to keep in mind throughout this project regarding lived experience and norms?*
5. *What are the key milestones?*
6. *Who needs to be involved in the solution?*
7. *What resources do we need?*
8. *What is the time perspective?*
9. *What are potential obstacles along the way?*
10. *Which group member is in charge of bringing the group together to work on the solution?*



CREATE AN ACTION PLAN | STEP BY STEP

- 1 | Tell the group about the purpose of the exercise.
- 2 | Read out the chosen solution that your group selected in the previous exercise.
- 3 | Share the Google Doc link in the chat and ask everyone to open it.
- 4 | Ask one participant to volunteer to take notes during the discussion, and instruct the other participants to read along as the note-taker writes in the document.
- 5 | Make sure that everyone is ready with access to the Google Doc.
- 6 | Have an open discussion about each question, starting from the top (see 'Preparation' notes on page 18).
- 7 | Make sure the group has agreed on a person responsible for bringing the group together again before the session ends.

(If you are a bigger group that have been divided into breakout rooms of 5, end the exercise by letting all facilitators read out their group's selected solution.)





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NORM- CRITICAL
WORK ON GENDER
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Copenhagen, March 2022

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