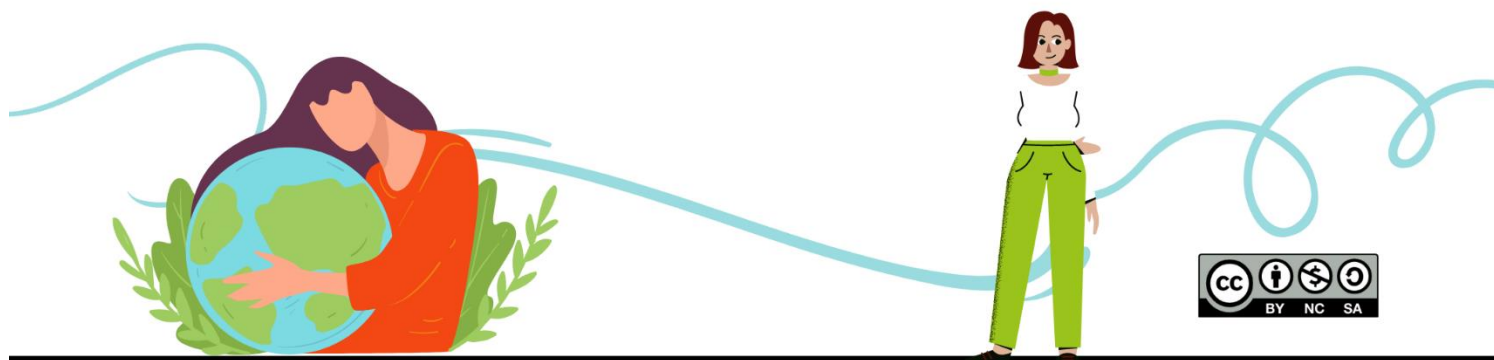




2021-1-SE02-KA220-
YOU-000028775

*Young Women's leadership for
Collaborative Sustainable
Communities*

#SOTHATMORECANCOME





FORMATION ET SENSIBILISATION
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INTRODUCTION

This e-booklet is prepared as part of the KA2 Erasmus+ project **#WeCoLead - Young Women's Leadership for Collaborative Sustainable Communities**, project number: 2021-1-SE02-KA220-YOU-000028775. #WeCoLead is a collaboration partnership project between Swideas (Sweden, coordinator), [COMM'ON](#) (Greece), [CESIE](#) (Italy), [Formation et Sensibilisation de Luxembourg](#) (Luxembourg), [SZUBJEKTIV ERTEKEK ALAPITVANY](#) (Hungary).

The purpose of the e-booklet is to provide to young women and youth workers useful tools and content that can support them to continue to transfer the knowledge and experience they have started within the project to other young people, especially women. It is noteworthy that the e-booklet resorts to and introduces methods as well as skills that are considered relevant for young women to make the most of their potential to become future sustainability and community leaders. This e-booklet also seeks to support youth workers to boost the transfer of knowledge to young people regarding how to make their voices heard and how to engage in initiatives and participate in civic life, while encouraging critical thinking.

To produce the contents of the present document, the project partners collected and analysed information in five European countries (Sweden, Luxembourg, Hungary, Greece, and Italy). Information was collected from articles, academic papers, publications, case studies, previous projects, and other types of secondary data. This effort included both qualitative and quantitative analysis on different aspects of each topic of the booklet related to young women leadership and collaborative sustainable communities.

The e-booklet is divided into seven chapters:

1. The first chapter introduces the topic of gender, delving into the dynamics between gender and economic and social sustainability.
2. The second chapter inserts climate change and discusses its relationship with gender and sustainability.
3. The third chapter focuses on labour market accessibility as a function of social and gender inequality, as well as education.
4. The fourth addresses well-being and mental and physical health, with a focus on the consequences and impact of the COVID-19 pandemic recently experienced.
5. The fifth chapter addresses the strengths and weaknesses of the use of social media, delving into the use of critical thinking and storytelling in spaces of digital interaction.
6. The sixth chapter gives a practical response to the issues and matters previously discussed by introducing the tools developed within the framework of the project. It also delves into competencies and skills hereby considered resourceful for young women to guide and formulate proposals for political and social change.
7. Ready-to-use and hands-on activities for youth workers to use with young women and youth.

WHO IS THIS E-BOOKLET FOR?

Are you a **youth worker or civil society stakeholder** looking for inspiration for practical activities and for learning new things and perspectives?

This is the e-booklet for you who work and interact daily with youth, young women, and their aspirations and fears!

Are you a **young woman** interested in learning more about gender and related issues?

This e-booklet is equally valuable for you! A simple and useful guide to learn more about today's challenges and opportunities that affect young women, the environment, the labour market, and social media through diverse tools and materials.

HOW TO USE THIS E-BOOKLET

Chapters 1-5 are divided into different subsections and include a section named “methods, tools, and leadership skills for young women”, which provides insights into how each theme can be introduced and thought to young women.

If you are interested in learning more about the **theory behind gender, as well as its connection with sustainability**, go to [chapter one](#).

If you are interested in learning about **environmental challenges and possibilities for a more sustainable approach**, read [chapter two](#).

If you are interested in learning about **labour market structures, inequalities and possibilities**, go to [chapter three](#).

If you are interested in learning more about the **consequences of COVID-19 on women's health** and methods for **improving one's physical and mental well-being**, delve into [chapter 4](#).

If what you want to know more about is how to use the methods critical thinking and storytelling to express your opinions or to support young people in doing so, then head on to [chapter 5](#).

If you are interested in **hands-on activities** to do with your local group of friends or within an association, go to [chapter 6](#). This is also the chapter that introduces to you three different toolkits that were developed within the #WeCoLead project.

If you are interested in **additional hands-on activities, resources, and further reading** on the topics covered, check out [chapter 7](#).

If you are interested in getting in touch with **national and local organizations** in case of psychological or medical support and that are working with women victims of violence, check out the [Annex I](#) on this document. We hope you find it useful! Enjoy your reading!

GLOSSARY

Carbon Footprint: refers to the measurement of the amount of carbon dioxide that someone or some activities produce. (Cambridge Dictionary, n.d.)

Climate Change: refers to the long-term changes in the Earth's climate that are warming the atmosphere, ocean, and land. Climate change is affecting the balance of ecosystems that support life and biodiversity and impacting health. It also causes more extreme weather events, such as more intense and/or frequent hurricanes, floods, heat waves, and droughts, and leads to sea level rise and coastal erosion because of ocean warming, melting of glaciers, and loss of ice sheets (UN Climate Dictionary, n.d.).

Critical Thinking: refers to the analysis of available facts, evidence, observations, and arguments to form a judgment by the application of rational, sceptical and unbiased analyses and evaluation (The Foundation for Critical Thinking, n.d.). The application of critical thinking includes self-directed, self-disciplined, self-monitored, and self-corrective habits of mind; thus, a critical thinker is a person who practices the skills of critical thinking or has been trained and educated in its disciplines (Clarke, 2019).

Discrimination: Present where one person is treated less favourably on grounds such as sex and gender, age, nationality, race, ethnicity, religion or belief, health, disability, sexual orientation, or gender identity, than another person is, has been or would be treated in a comparable situation (EIGE Glossary & Thesaurus, n.d.).

Education: generally, refers to the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for a mature life. Concerning our work, education refers to the act of acquiring knowledge or skills, as for a profession and the degree, level, or kind of schooling you have (Dictionary.com, n.d.).

Employment: generally, means the state of having a paid job—of being employed. To employ someone is to pay them to work. An employer provides employment to employees. Employment can also refer to the act of employing people, as in We're working to increase our employment of women (Knowledge Wow, n.d.).

Equality: a value that motivates a shared concern for human dignity; the participation by all (see definition of diversity) in economic, social, and cultural life (EQUINET, n.d.).

Ecofeminism: branch of feminism that examines the connections between women and nature. Ecofeminism uses the basic feminist tenets of equality between genders, a revaluing of non-patriarchal or nonlinear structures, and a view of the world that respects organic processes, holistic connections, and the merits of intuition and collaboration. To these notions ecofeminism adds both a commitment to the environment and an awareness of the associations made between women and nature (Britannica Dictionary, n.d.1.).

Feminism: at its core, feminism is the belief in full social, economic, and political equality for women. Feminism largely arose in response to Western traditions that restricted the rights of women, but feminist thought has global manifestations and variations (Britannica Dictionary, n.d.2.). Feminism holds the position that societies prioritize the male point of view and that women are treated unjustly in these societies. Efforts to change this include fighting against gender stereotypes and improving educational, professional, and interpersonal opportunities and outcomes for women and other marginalized minorities.

Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time (World health Organisation, n.d.).

Gender Equality: the concept that women and men, girls and boys and other genders have equal conditions, treatment, and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development (UNICEF, 2017).

Gender Identity: one's self-identification as male or female. Although the dominant approach in psychology for many years had been to regard gender identity as residing in individuals, the important influence of societal structures, cultural expectations, and personal interactions in its development is now recognized as well. Significant evidence now exists to support the conceptualization of gender identity as influenced by both environmental and biological factors (APA Dictionary of Psychology, n.d.6).

Gender Pay Gap: the percentage difference between female and male median annual earnings that is thought to result from undervaluing and underpaying work done by women. Also called gender wage gap (APA Dictionary of Psychology, n.d.1).

Gender Role: the pattern of behaviour, personality traits, and attitudes that define masculinity or femininity in a particular culture. It frequently is considered the external manifestation of the internalized gender identity, although the two are not necessarily consistent with one another (APA Dictionary of Psychology, n.d.2).

Health: refers to a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity (World Health Organisation, n.d.2). It is a resource for everyday life, not the objective of living. It is a positive concept emphasizing social and personal resources, as well as physical capacities. This means that health is a resource to support an individual's function in wider society, rather than an end.

Identity: refers to an individual's sense of self defined by (a) a set of physical, psychological, and interpersonal characteristics that is not wholly shared with any other person and (b) a range of affiliations (e.g., ethnicity) and social roles. Identity involves a sense of continuity, or the feeling that one is the same person today that one was yesterday or last year (despite physical or other changes). Such a sense is derived from one's body sensations; one's body image; and the feeling that one's memories, goals,

values, expectations, and beliefs belong to the self. Also called personal identity (APA Dictionary of Psychology, n.d.3).

Intersectionality: refers to “the interaction of social structures, such that advantages or disadvantages attached to social categories and their hierarchical positions – including that of race, gender, ethnicity, class, sexual orientation, age and disability, etc. (...) work simultaneously and in concert with each other”. Intersectionality is useful in methodological terms for explaining “the complexity that arises when the subject of analysis expands to include multiple dimensions of social life and categories of analysis” (Vox, 2019).

Labor Market: the supply of people in a particular country or area who are able and willing to work (Cambridge Dictionary, n.d.2.).

Patriarchy: a system of social structures and practices, in which men govern, oppress and exploit women”. Patriarchal violence is then any kind of violence that creates or maintains men’s power and dominance or avenges the loss of their power (EIGE Glossary & Thesaurus, n.d.2.).

Policy: a set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people, a business organization, a government, or a political party (Cambridge Dictionary, n.d.3.).

Politics: the activities of the government, members of law-making organizations, or people who try to influence the way a country is governed (Cambridge Dictionary, n.d.4.).

Poverty: may be defined as a human condition characterized by sustained or chronic deprivation of the resources, capabilities, choices, security, and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political, and social rights (United Nations Committee on Social, Economic and Cultural Rights, 2001).

Leadership: refers to the ability of an individual or a group of people to influence and guide followers or members of an organization, society, or team. Leadership often is an attribute tied to a person's title, seniority or ranking in a hierarchy. However, it's an attribute anyone can have or attain, even those without leadership positions. It's a developable skill that can be improved over time (TechTarget, n.d.).

Renewable Energy: refers to the energy derived from natural sources that are replenished at a higher rate than they are consumed. Sunlight and wind, for example, are such sources that are constantly being replenished. Renewable energy sources are plentiful and all around us. Transitioning from fossil fuels, which currently account for the lion’s share of emissions, to renewable energy is key to addressing the climate crisis (United Nations, n.d.)

Sex Identity: the purely biologically determined sexual status of an individual as male or female (APA Dictionary of Psychology, n.d.4.).

Stakeholder: in evaluation research, any of a program’s sponsors, funders, decision makers, personnel, or service recipients who either have an investment in the functioning of the program or are potentially affected by information resulting from the evaluation of its processes and outcomes. Conflict can occur

between groups of stakeholders with different interests, especially in the specification or weighting of the objectives (APA Dictionary of Psychology, n.d.5.).

Sustainability: refers to the needs of meeting the needs of the present without compromising the ability of future generations to meet their own needs (United Nations, n.d.2.). Viewing the term from a policy and development perspective is the integration of environmental health, social equity, and economic vitality in order to create prosperous, healthy, diverse and resilient communities for this generation and those to come. The practice of sustainability recognizes how these issues are interconnected and requires a systems approach and recognition of complexity.

CHAPTER 1: GENDER

1.1 INTRODUCTION

Gender is often conflated with sex, both of which are assumed to be binary. However, while there are people who clearly fall in the binary categories of man/male and woman/female, others do not. Until recently, there has been a shift towards distinguishing the biological sex of a person from their gender which is linked to their identity and social performativity. Lindqvist et al. (2021) even goes so far as to divide gender into four aspects. One of these aspects is a person's physiological or bodily features, their sex. Another aspect is their gender identity; a person's self-identification and own sense of their gender which may or may not align with the gender which – usually based on their sex – they have been assigned at birth. The gender someone is assigned at birth becomes their legal gender, the gender that is noted in official documents. Depending on national legislation, the legal gender can be changed if it does not align with a person's gender identity. Lastly, social gender refers to gender norms and performativity. Lindqvist et al. (2021) argue that gender is performed and expressed based on societal norms. This could be for instance how we dress, but it also impacts things such as our attitudes and behaviours towards the environment and sustainability as a study found which suggests that men generally adopt less environmentally friendly behaviours and lifestyles because of gender norms and ideals of masculinity (Brough & Wilkie, 2017). These norms and linked behaviours and attitudes are, however, by no means stable but historically and culturally determined and therefore changeable (Lindqvist et al., 2021).

Gender is not only linked to our identities, attitudes, and behaviours, but also to i.e., access to resources, services, and decision-making processes. Gender equality, as defined by Odrowaz-Coates (2021), means that a person's rights, responsibilities and opportunities in life are not impacted by their gender. Yet, gender inequality is still a challenge across the world and a serious hurdle to achieving sustainability. For instance, food security could be improved provided that female farmers have the same access to resources as their male counterparts, care work – which is essential to sustainability – is often carried out by women without pay, and at the same time women are more likely to die in disasters due to a comparative lack to resources and services (UN Women, 2022).

1.2 GENDER AND SUSTAINABILITY

When you hear the word sustainability, what do you think? Most likely, you are thinking of environmental sustainability. While environmental sustainability is an important aspect of sustainability, it is not the only one. Looking more broadly at the concept, sustainability can be defined as behaviours or practices that provide a consistent amount of i.e., mental health or social integration (#WeCoLead International Report, 2022). As such, sustainability also means social and economic sustainability. It describes behaviours and practices that enable us to meet present needs without putting at risk our and future generations' future in terms of climate and the environment but also (mental) health, social issues, and economic prosperity (Bannò et al., 2021; Odrowaz-Coates, 2021). Even though sustainability is thus divided into subcategories of sustainability, they remain connected since they impact one another. Thus, for instance, a lack of social

and economic sustainability through gender inequality presents a challenge for achieving environmental sustainability.

Sustainability is not just an abstract goal but requires concrete strategies that contribute to the long-term survival of life and human existence on Earth. Thus, **working towards sustainability can also be supported by everyday behaviours and practices, including consumption**. Yet, these actions and choices are often linked to gender – either directly or indirectly – which highlights the social impact of gendered structures and thus the importance of taking gender into consideration when working towards sustainability (Odrowaz-Coates, 2021).

According to the OECD (n.d.), **gender equality is an important factor when working towards sustainable development** because it combines aims such as reducing poverty and improving public health and thereby contributes to women and youth empowerment. **To empower women is essential to build a more sustainable future since it increases women's resilience. In face of crisis, women often lack resilience due to patriarchal structures in society**, i.e., women often carrying out unpaid care work, and their needs not being taken into consideration due to a lack of access to decision-making processes (#WeCoLead International Report, 2022). **The COVID-19 pandemic exemplifies this issue. Care work, both paid and domestic, is often the responsibility of women**. This means that during the pandemic a large share of the additional strain put on health care facilities such as hospitals was carried by women who make up over 70% of health workers globally (UN Women, 2020). Additionally, women were more likely pushed to take on additional unpaid care and domestic work, i.e., when a family member became sick or children could not go to kindergarten and school during lockdown, at times leading to them dropping out of the labour force. Thus, this process also increases the risk for women to experience extreme poverty thereby also increasing the gender poverty gap (*ibid*).

Sustainability and gender are not only linked through the disproportionate risk which women, especially poor women in what is often referred to as the *Global South* (Puelo, 2017), are exposed to when facing crises and environmental destruction, but also through their behaviour and attitudes. These disproportionate risks include women being more likely to die in i.e., heat waves and other climate-related extreme weather events and disasters and following extreme weather events food insecurity for and partner violence against women may be exacerbated and access to reproductive and maternal care services be reduced (Dunne, 2020).

If you are curious about concrete examples of the disproportionate risks faced by women, we recommend the following articles:

Take
note!



- [“Women at the frontline of climate change: gender risks and hopes” \(2011\) by United Nations Environment Programme](#)
- [“Fact sheet: Women, disasters, and hurricane Katrina” \(2010\) by Henrici et al.](#)
- [“Gender-Ethnicity Intersectionality in Climate Change Adaptation in the Coastal Areas of Bangladesh” \(2023\) by Assaduzzaman et al.](#)

Cross-population studies conducted in Europe, and cited by Odrowaz-Coates (2021), have found that **women are more likely than men to adopt environmentally friendly practices such as actions aimed at reducing waste and circularity.**

This is also reflected in political decision making. In a study of Swedish municipalities' responses to climate change, Dymén et al. (2013) observe that gender plays a role in two ways. 1) Gendered perspectives better take into account different choices and behaviour patterns. For instance, Karlstad municipality noted that while women often opt for public transport, men prefer to take the car (Dymén et al., 2013). Paying close attention to those patterns can help to target communication about and incentives for sustainable behaviour more effectively. 2) A higher representation of women within positions of political decision making tends to lead to more engagement in climate change mitigation and adaptation strategies.

Overall, women tend to have a more sustainable lifestyle, a smaller ecological footprint, consume more sustainably and generally contribute less to climate change than western men which, in part, can be traced to gender stereotypes and norms. **Anderson (2020) argues that anti-environmentalist behaviour can be understood as part of hyper-masculine norms that work to reinforce gendered social hierarchies and stable masculine identities.** This analysis is linked to the ecofeminist argument that both nature and women have become conceptualized as inferior to culture/ men which creates the assumption that care for the environment is a feminine behaviour (see [Chapter 2](#)). Several studies cited by Anderson (2020) found that environmentally friendly behaviours and choices (i.e., reducing energy and meat consumption, using reusable bags, buying more sustainable alternatives to conventional products) are associated with femininity, whereas environmentally harmful behaviours (e.g., driving cars that consume a lot of fuel) are seen as masculine.

Nevertheless, as decision-makers are often men, this poses an obstacle to women who seek to implement change. Patriarchal structures, sexism, discrimination, gender gaps in all sectors, and gendered stereotypes that define women as domestic caretakers result in socio-economic inequalities. These, in addition to a lack of psychological support and financial insecurity are all barriers that stand in the way of women having a more prominent and broader social and environmental impact (#WeCoLead International Report, 2022).

During the research phase of the #WeCoLead project, young women as well as civil society and organizational representatives stated that they see women's empowerment as a key aspect to support young women's leadership in sustainability, and thereby contribute to more sustainable communities. **The research found that empowering these young women can be achieved by providing inspiration and role models as well as access to platforms, adequate educational support, and support from other diverse groups of women** (#WeCoLead International Report, 2022).

Empowerment, on the one hand, can be understood as a *collective* process of regaining power, and in this context fighting patriarchal structures and building sustainable communities. On the other hand, empowerment is also an *individual* process which is based on self-reflection and self-awareness of our position in society and of our needs (#WeCoLead International Report, 2022). Linked to empowerment is female leadership. The process of working towards it takes place on several levels – individual, structural,

and organizational. Studies suggest, for instance, that the presence of women in high-ranking positions within companies (e.g., as directors) positively impacts the company's environmental and social sustainability (Bannò et al., 2021).

UN Women (2022) also argue that women's representation as well as their active leadership improves environmental sustainability. For instance, countries with a higher percentage of female political representatives on a national level tend to adopt stricter climate change policies. But also on a local level, women's participation in decision-making processes tends to lead to a more equitable, inclusive, and environmentally sustainable use of resources. On a civil society level, women's involvement in civil society organizations and collaboration between these organizations and decision-makers contributes to taking women's needs and perspectives into account. Additionally, such structures provide a safety net for other women in the case of crisis and thereby increase communities' resilience (*ibid.*).

"Climate action can empower women to be part of the solution. Studies have found correlations between women in positions of political authority and lower national carbon footprints illustrating the importance of women's participation in decision-making. Promoting women's education, participation in decision-making is among the most effective ways of reducing future emissions of carbon dioxide. It also helps address discrimination" (OCHR, n.d.).

1.3 METHODS, TOOLS, AND LEADERSHIP SKILLS FOR YOUNG WOMEN

Training on gender equality and empowerment can benefit from feminist pedagogical principles, which can be characterized by four aspects of principles that "work together towards an overarching goal of transforming patriarchal structures and oppression". These aspects or principles are described by Ferguson (2019a) as:

- Participatory learning.
- Validation of personal experience.
- Encouragement of social justice, activism, and accountability.
- Development of critical thinking and open-mindedness.



"This is underpinned by a commitment to a feminist critique (which challenges the basis of all knowledge and ways of knowing) and a feminist project, (which aims to transform oppressive and interlocking power relations in pursuit of a world characterized by increased social justice)" (ibid.).

As a result, feminist pedagogies can be described as an approach to learning that views it through critical lenses, acknowledging oppression, diversity, and inequality, as well as the effects of patriarchal ideologies in the way knowledge is shared and developed. Here, it is noteworthy that "training by itself cannot bring change. For training to be able to contribute to change, it must be embedded in a broader set of measures and actions to influence gender-transformative change and should be part of a long-term continuous process" (Ferguson, 2019b).

The **UN Women Training Centre** is an example of a training provider that makes active efforts to work from the four core principles of feminist pedagogies. In doing so, as described by Ferguson (2019a), it seeks to foster:

- *Participatory learning*: acknowledge the power dynamics of the training scenario and intersectional inequalities; engage in non-hierarchical modes of teaching and learning; provides opportunities for mutual learning and self-questioning; encourage participation; support trainers to engage in the roles of facilitator and learner; consider student voice, participation, and negotiation, adhering to the principles of the feminist classroom.
- *Validation of personal experience*: promote shared and deliberative learning; decolonize feminist knowledge; integrate participants' experiences and knowledge on the curriculum and evaluation process; encourage the revelation of biases and blindness; promote circulation of knowledge rather than a top-down approach; encourage participants to explore their positionality in relation to power dynamics; challenge and tackle antithetical beliefs to gender equality.
- *Encouragement of social justice, activism and accountability*: Ensure that training for gender equality is always considered a 'political act'; apply a flexible approach; has a clear picture of the expectation of the training in terms of contribution; employ trainers who are skilled in managing deliberation and contestation; encourage both knowledge and the desire to learn while providing advocacy skills or access to different networks to increase their ability to challenge gender norms; encourage participants to become gender advocates; develop practical tools to encourage activism in e-learning scenarios.
- *Development of critical thinking and open-mindedness*: allow space for ambiguity; increase the desire to learn and the ability to challenge gender inequality through critical thinking; encourage open-mindedness; create a space for critical thinking to be put into practice after the training; involve participants in structured debates to develop more nuanced understandings of opposed views and experiences; include critical questions that invite reflection in the evaluation process.

Some other tools for gender empowerment, equality, and respect:

- [UN Women Training Centre](#): Among other resources, the training centre offers an eLearning Campus, where several different and, many times, free courses can be taken on gender equality, women's empowerment and women's rights. The offered training options and resources employ innovative, participatory learning approaches and methodologies.
- [Feminist Pedagogies in Training for Gender Equality](#): Check out this article for more details on the feminist pedagogies key principles, as well as a checklist to ensure the inclusion of these in a training environment (pages 13-15).
- [World Pulse](#): World Pulse provides a digital network for women described as "a safe digital refuge where women unite to courageously tell their stories, share resources, start businesses, run for office, and launch movements" (World Pulse, n.d.). The platform offers access to all members to



the resources available in it, connect with other women, and share their stories. They also use storytelling, and their editorial desk crowdsources the best of women's stories and solutions, provides awards, and promotes them to media and influential forums. Finally, their women digital ambassadors offer training to equip their communities with the digital skills to use her voice to build online and offline movements for change.

- [I am who I am](#): According to Educators 4SC (n.d.), trainers and teachers can use this lesson plan from Advocates for Youth to teach them how to “differentiate between gender identity, gender expression and sexual orientation” and “communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.” The goal is that students will be able to have a better understanding of sexual orientation and have more respectful interactions. This is aimed at sixth and seventh graders but can be adapted to other age groups.
- [The Gender Spectrum](#): The website provides different resources for education and support for educators among other different groups (parents, medical and mental health providers, etc.) to better understand and have a positive lasting impact on young people's development and wellbeing.

CHAPTER 2: CLIMATE CHANGE & SUSTAINABILITY

2.1 INTRODUCTION

This chapter takes a closer look at the differences and connections between climate change/ climate action and the environment/ environmental sustainability. It also delves into how these are linked to gender, and in particular how women are impacted by climate change. **It thus highlights the importance of women obtaining leadership positions to promote sustainability.** The last part of this chapter proposes a set of methods to raise awareness on the here discussed issues and empower women to become leaders for sustainability.

Climate change describes the phenomenon of weather patterns and temperatures changing in the long-term whereby the current, human-caused, climate change is caused by drastically increased levels of greenhouse gasses in the atmosphere (Alston, 2011; United Nations, n.d.). As a result, temperatures and sea levels rise, and ice caps melt. More concretely, climate change negatively impacts human life through for instance increased food security, water scarcity, and more frequent and severe extreme weather events such as droughts, heat waves, storms, and floods (*ibid.*).

While climate change and environmental degradation, as well as climate action and environmental sustainability, overlap, they are nonetheless distinct concepts. **Climate action is one of many aspects of sustainability.** Sustainability here refers primarily to environmental sustainability. This, however, is interlinked with economic and social sustainability, all of which focus on practices which ensure that current needs are met without putting future generations at risk (Brown et al., 1987; see also [Chapter 1](#)).

Climate action focuses for the most part on the big picture. It is often concerned with issues such as energy production and consumption, transport, as well as other systems with a high carbon footprint (MIT Climate, 2021). As such, **climate action can take the form of either adaptation or mitigation strategies.** **Mitigation** seeks to prevent negative impacts of climate change, i.e., by reducing emissions and finding sustainable alternatives to drivers of climate change such as fossil fuels. **Adaptation** responds to the impacts of climate change through strategies that seek to provide means to cope with them and reduce vulnerabilities to these effects (Gabrielsson, 2015; Leichenko & O'Brien, 2019). Similarly, climate justice focuses mostly on reducing the use of fossil fuels, seeking to highlight and counteract the disproportionate impacts of climate change on marginalized groups. It is concerned with working towards a just transition towards i.e., renewable energies and other more sustainable alternatives, and actively involving communities in these processes (Schlosberg & Collins, 2014). As such, climate generally covers broad issues of a global extent.

The primary concern of environmental sustainability is around the use of resources (MIT Climate, 2021). The term **environment** is here used to refer to the idea of nature as wilderness which exists outside of human society. Yet, environmental justice movements have challenged this notion due to the disproportionate effect which environmental degradation (e.g., through pollution, resource exploitation and loss of biodiversity) has on marginalized groups, such as indigenous populations, minority groups, or women. In this context, **environment** becomes a term which refers to where people live and go about

their daily lives (Schlosberg & Collins, 2014). It thereby highlights the interconnectedness of environmental and social issues, and thus environmental and social (as well as economic) sustainability.

2.2 CLIMATE CHANGE, SUSTAINABILITY AND GENDER

The connection between gender and climate change and environmental degradation is not always clear. Approximately half of the women who participated in the #WeCoLead project stated that women are more sustainable due to their gender. They argued that this is reflected in environmental businesses, communities, and consumption behaviours. The other half, however, considered this a stereotype which is linked to other gendered stereotypes and structures, such as the fact that women are often in charge of the household and thus responsible for i.e., managing household waste, and making decisions on food and power consumption (#WeCoLead International Report, 2022).

While climate change has a disproportionate impact on women, this is not an intrinsic factor. Rather, it is linked to gendered socioeconomic and cultural structures (Alston, 2011; Pearse, 2017). Especially in the global South, women are more likely to be affected by negative consequences of climate change-related issues such as food and water insecurity, deteriorating health and welfare, increased poverty, and higher mortality rates (Alston, 2011). Pearse (2017) identifies a link between women's vulnerability to climate change impacts and their underrepresentation in decision-making processes, as well as between gender inequality and unsustainable production and consumption patterns.

Climate change can impact women in different ways. According to the OHCHR (n.d.), the impacts can be seen regarding food security, health, and gender-based violence for instance. That is because, as many smallholder farmers are women, climate change can put their livelihoods at risk by affecting production, availability, and accessibility of food. It can also mean that women, given their nutritional needs during pregnancy and lactation, can be more vulnerable to food insecurity. Regarding health, women can be at greater pressure to support their families with higher incidence of vector-borne diseases. They can also be at greater vulnerability when accessing water and due to the impact of salinization of drinking water. Gender-based violence can be exacerbated as climate change can deepen poverty and lead to evacuation due to disasters, putting women at greater vulnerability to child and forced marriages as well as to diseases, violence, and human trafficking. On the other hand, programmes promoting women's empowerment led to 55% of the improvement in food security in developing countries, which shows that improving women's participation in decision-making can lead to positive effects for climate action (*ibid*). It is therefore essential that climate action and approaches to achieving environmental sustainability take into consideration women's perspectives and needs and empower women to lead change themselves.

Here, an important note must be made. While some women in the global North might feel like climate change does not truly affect them disproportionately, as shown by the project's research, Hemmati's (2005) research analyses how women in the Global North are disproportionately impacted by climate change. She lists aspects such as health issues including higher mortality rates during heatwaves and an increased burden of care work. Increased living and health costs due to climate change have a stronger negative impact on women as women are still the majority of low-income employees in Western societies.

As climate change increases the risk of conflict over natural resources, women's needs and voices are more likely to be overlooked while there is a lack of female representation in decision-making. While these impacts might still be less severe for women in the Global North than in the Global South, taking leadership for gender issues is essentially connected to the need of being aware of how women in other parts of the world are impacted by different issues. Let's not forget that, while women in the West were fighting for their rights, women in the global South were still under colonial rule (c.f., Ruppert et al., 2020). The history of the **feminist movement** is marked by disagreements between women from different backgrounds and in different contexts who felt like the mainstream movement did not represent them, but generally became a movement of white women (Mohanty, 1984; hooks, 1989; Crenshaw, 1991). In other words, it is important for female leadership to be accompanied by an intersectional approach and an interest in being open-minded and in hearing about other people's realities and their issues. **It is also important for female leaders to be aware that climate change does not affect everyone in the same manner**, but that the degree of its impacts often depend on the number of resources one has at their disposal to adapt to climate change (Gabrielsson et al., 2013; Gabrielsson, 2015).

If you are interested in reading more about how gender intersects with other factors such as socio-economic status, sexuality, ethnicity, nationality, and health, we recommend the Kaijser and Kronsell's (2014) article ["Climate change through the lens of intersectionality"](#).

While it may be a stereotype that women are more concerned about environmental matters and lead a more sustainable lifestyle due to their gender, there still seems to be a tendency of women to orient themselves towards environmental issues due to gender norms within society (#WeCoLead International Report, 2022). Additionally, the recent COVID-19 pandemic has highlighted how climate change and gender intersect. This intersection also reveals parallels between how we take care of ourselves and others (*ibid.*).

Ecofeminists have emphasized the connection between gender inequality and environmental degradation and resource exploitation. Ecofeminism developed from radical feminism during the late 1970s and early 1980s and links the feminist struggle to environmental issues. Its starting point is the notion that science and technology are not gender neutral, and highlights parallels of and connections between human dominance over and exploitation of nature and patriarchal violence against women (Mies & Shiva, 1993; Hughes, 1995; Burgart Goutal, 2020). From this perspective, the oppression of women is linked to that of nature through their respective exploitation as resources for (re)production which is justified with socially constructed dichotomies. These dichotomies consist of hierarchical binaries that oppose women and nature as weak, inferior, sin-prone, and therefore to be controlled on the one hand, with men and culture as strong, superior, rational, and dominant on the other hand (Hughes, 1995; Federici, 2014; Cross, 2018).

Ecofeminists argue that there is no intrinsic female instinct to care for nature. Yet, it is mostly women who are engaged in environmental and animal rights struggles on an international level (Puelo, 2017). At the same time, political decision-making as well as law-making are still characterized by a masculinist discourse on climate change and environmental degradation. This leads to laws and policies which seek

to ensure the continuation of access to natural resources rather than aiming to implement changes that create a more sustainable society (Hughes, 1995; Birrell & Matthews, 2020; Wilson & Chu, 2020).

One of the aims of ecofeminism is to change these masculinist, rationalist, and exploitative discourse, and practices, and replace them with an ethics of care. Instead of being based on hierarchy and control over nature and women, these ethics of care would combine rationality with empathy, respect, and care (Cross, 2018). Ecofeminism thus provides a possible approach to empowering women to be change-makers for sustainability by combining gender perspectives with environmental concerns.

2.3 METHODS, TOOLS, AND LEADERSHIP SKILLS FOR YOUNG WOMEN

As previously mentioned, although it is women who are mainly engaged in climate action, political decision-making is often not in women's hands.

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“Unfortunately, until the last few years, women have largely been missing as key actors in the climate negotiations, and gender considerations in decision-making is still not a priority for some governments. It is important to incorporate gender considerations and gender-responsive approaches in planning and implementation of climate change resilience and disaster risk reduction.” (UN Women, 2021).

Thus, when training women on environmental action, it is crucial to raise awareness on this fact to encourage them to get involved in social and political decision-making. Some topics that may be key to cover in this regard are:

- The definition of **climate change and environmental destruction**, including causes and consequences.
- The relation between **climate change and women's wellbeing**, including how environmental degradation may affect women's health, childcare, or increase gender violence. In these terms, it is also relevant to train women on Human Rights.
- The inequalities that climate change consequences create among women in different parts of the world, as women in the global North are not affected by environmental degradation in the same way as women from the global South, and it is important to raise awareness and develop empathetic behaviours around this issue.
- **Pathways that women can follow to get involved in (political) decision-making processes**, from the local to the global spheres.

Some examples of methods that can be used to promote women leadership in sustainability are the following:

- **Help them become environmental experts.** By being self-confident about the topic, women will feel more secure and stronger when debating about it or conducting environmental action. This can be done through webinars, digital or in-person training, courses, etc.

- **Build up their confidence and motivation to become environmental activists.** Tools such as the Reflective Methods for Female Leadership on Environmental Action from the #WeCoLead Toolkit can help women self-reflect and identify the best ways in which they can contribute to environmental action, according to their interests, needs and characteristics.
- **Support them in learning how to become environmental leaders in their own communities.** It is always easier to start where you are at. Support women into joining groups in their communities that are already existing and actively fighting against environmental degradation.
- **Teach and promote leadership among women.** From self-leadership to political leadership, training on this topic will provide the necessary tools for women to become true change-makers, leading the change towards a society that is respectful with the environment, the planet and its inhabitants.
- **Bring women together.** Bringing them together to reflect about how climate change may affect the lives of women around the world and what they want to do about it, will enhance the feeling of belonging and better encourage women to act, as they will be able to support each other.
- **Provide them with role models** that serve as inspiration to become active within the environmental field. Role models can be very inspirational and serve as an example to follow and to motivate women, as they will see that it is possible to achieve success.

Some already existing tools that can be useful to promote women leadership in the environmental and decision-making fields are:

- [Training Manual on Gender and Climate Change Resilience](#). This manual developed by UN Women “is designed for use by Civil Society Organizations (CSOs) in Asia working with communities on gender, climate change resilience and disaster risk reduction. The manual aims to strengthen the capacities of CSOs to mainstream gender in their practices and to actively advocate for gender mainstreaming in policies, programmes, projects, and legislation. The long-term objective is to promote climate resilience action on the ground with a gender equality perspective in the forefront.” (Chauhan D, 2021). Although the manual is designed for Asia, many of its sections could be applied in other parts of the world.
- [Training Manual on Gender and Climate Change](#). This Training Manual, designed by the Global Gender and Climate Alliance (GGCA), is a practical tool to increase the capacity of policy and decision makers to develop gender-responsive climate change policies and strategies. It provides essential knowledge and concrete guidance on how any actor’s actions on climate change can better answer the needs of women and men in developing countries. This tool can greatly enhance the knowledge and awareness of women on the effects that climate change may have on other women in other places and on how decision-makers may act upon these.
- [Gender and Climate Change Training Handbook](#). Similarly to the above-mentioned manual, this handbook aims to improve the understanding of gender aspects in climate change. The handbook is “organized as a training program for male and female representatives of institutions and state administration, so that it may be used as a source for practical training, as well as a guide for the

introduction of gender perspective in programs and projects” (UNDP, 2018). Once more, this handbook can boost the environmental competence of women and, especially, it can help them understand how administrations may make decisions towards gender and environmental issues, even if they are not decision-makers at such political level (yet).

CHAPTER 3: EDUCATION AND LABOUR MARKET

3.1 INTRODUCTION

Gender disparities in employment rates decrease with increasing levels of education and, in general, these decrease between women and men with tertiary education (Vincent-Lancrin, 2008). When looking at data from OECD countries, the gender gap in employment rates among 25-34-year-olds with tertiary education decreases with respect to primary and secondary education levels (OECD, Education GPS, 2022). Overall, however, gender inequality in the labour market remains a persistent problem in the 21st century. Despite progress in recent decades, women continue to experience discrimination and unequal opportunities in the workplace. This chapter will explore the various forms of gender inequality, the reasons behind it, and potential solutions to this problem.

3.2 EDUCATION, EMPLOYMENT AND LABOUR MARKET

The education and labour market for young people play crucial roles in shaping their prospects and opportunities. Education is essential for young people as it equips them with knowledge, skills, and competencies necessary to succeed in the job market. Access to quality education varies across different regions and socio-economic backgrounds, affecting the opportunities available to young people. Moreover, the traditional educational pathways, such as primary, secondary, and tertiary education, provide foundational knowledge and credentials for career advancement. As part of educational pathways, vocational education, and training (VET) programs offer specialized skills and practical training for specific industries, allowing young people to acquire job-ready skills. Finally, pursuing higher education, such as bachelor's or master's degrees, can enhance job prospects and qualify young people for higher-level positions (OECD, Education GPS, 2022).

In this sense, education and training are at the heart of any effort to improve people's chances of not only accessing employment, but also accessing good quality employment. In general, higher levels of education are associated with greater success in the labour market, as it tends to increase opportunities for young people to enter the labour market in a better position and protect them from unemployment (Vincent-Lancrin, 2008). In addition, higher levels of education are associated with higher wages.

As evidenced by the interviews conducted during the focus groups, the most common barriers women face when they want to access higher education (barriers that women notice) relate to three spheres of

interest: economic backgrounds, access to education (in terms of geography and mobility), and family expectations. (#WeCoLead International Report, 2022).

Particularly true in some southern and eastern European countries, poor family support, associated with unfavourable economic conditions, forces many young people to find a job immediately after or even during compulsory schooling, effectively forgoing study, and higher education. In this sense, **the economic barrier, associated with the psychological component (e.g., being led to believe that they cannot access certain types of higher education), is the most difficult factor to unhinge in young people's minds.** This is especially true for women and in those communities where patriarchal culture imposes a highly unequal distribution of domestic labour. Social and cultural expectations with respect to the roles of mothers and wives, which often take priority, dictate that young women devote their time to child and family care rather than study. (#WeCoLead International Report, 2022).

Another factor concerns the difficulty in accessing the desired faculties, both in terms of geography and mobility. The presence or absence of a higher quality faculty near one's geographic area of residence influences the possibility to access it; poor economic possibilities prevent many young people from moving from their home residence to access advanced courses of interest to them. The same is true for secondary school choice if one comes from rural/inland areas rather than from the city, as the difficulty in reaching one educational institution rather than another influences the choice of course of study and depends on the infrastructure and transportation to reach it. Finally, **the stereotyping of male and female professions, hence the self-fulfilling prophecy that distributes men and women across scientific and professional occupations.** This is due to the prejudice of living in a society that prevents women from accessing paths of study that are "normally" undertaken by their male peers. (#WeCoLead International Report, 2022).

Concerning the transition from education to work, young people may face challenges in implementing an effective job search strategy. An effective job-searching strategy, such as networking, internships, career counselling, and online platforms, can be facilitated by the intervention of a mentor. Relying on a mentor or taking advantage from mentorship programs and career guidance services directly in school can assist young people in making informed decisions about their career paths and provide support during their transition. Continuous learning and upskilling are crucial for young people to remain competitive in a rapidly evolving labour market. Acquiring new skills can enhance employability and adaptability (Renn, R., Steinbauer R., Taylor R., Detwiler D., 2014).

3.3 KEY INEQUALITIES AND GENDER INEQUALITY IN EMPLOYMENT

Employment inequalities can arise from various factors, leading to disparities in job opportunities and outcomes. **Young people often face higher unemployment rates compared to other age groups due to factors like lack of experience, limited networks, and job market competitiveness.** The availability of jobs

for young people depends on economic conditions, industry demands, and government policies. But some key inequalities can affect the employment of young people.

First, there is the fact of being young. Older workers may face biases and discriminatory practices in hiring, promoting, and training young people. By contrast, it is also true that rapid technological advancements can pose challenges for older workers who may require retraining to remain relevant in the job market. (OECD, Skills for a digital world, 2016). The job market influences hiring and increasingly values a combination of technical skills, soft skills (e.g., communication, teamwork) and digital literacy. Adapting to emerging technologies and industries can thus enhance employment prospects. (OECD, Skills for a digital world, 2016). As suggested in the previous paragraph, internships and apprenticeships provide practical experience, skill development, and networking opportunities for young people entering the workforce.

Additionally, racial, and ethnic inequality, socio-economic inequality, as well as disability and gender inequality influence access to the labour market (World Social Report, 2020). Concerning the discrimination of certain groups, systemic racism and bias can result in unequal treatment in hiring, promotion, and workplace practices based on race or ethnicity. They may face barriers in accessing education, training, and networking, limiting their employment prospects and may be overrepresented in low-wage jobs and underrepresented in higher-skilled occupations and industries. Racial and ethnic wage gaps exist, with minority groups often earning less than their counterparts. As already discussed in the first paragraph, limited access to quality education can hinder employment prospects, as certain individuals or communities may lack the necessary skills and qualifications for better-paying jobs.

Opportunities can be also influenced by personal connections and networks, which can be more limited for those from disadvantaged backgrounds. Young people facing economic hardships and social exclusion may struggle to access stable employment, perpetuating the cycle of inequality. Moreover, physical, or structural barriers can limit employment opportunities for individuals with disabilities. Discrimination and stigma can exclude those with disabilities from employment and, if already clerk, inadequate workplace accommodations and support systems may hinder individuals with disabilities from accessing and maintaining employment (World Social Report, 2020).

Among the inequalities, we would like to give more space to gender inequality. Gender inequality in employment in Europe is a major issue that affects both men and women. Even though women are increasingly entering the workforce, they are still regularly underrepresented in many industries and positions of power. Gender inequalities in employment regard many key aspects, such as the [Gender Pay Gap](#), occupational segregation, leadership and decision-making positions, work-life balance and caregiving responsibilities and discrimination bias (OECD, Education GPS, 2022).

The Gender Pay Gap represents one of the most cited indicators of gender inequality. This refers to the disparity in earnings between men and women. Women, on average, tend to earn less than men for similar work and face challenges in reaching higher-level positions. In OECD countries, 13% less than men for the same job (OECD, Education GPS, 2022). The gender pay gap encompasses many inequalities that

women face in job access, progression, and rewards. (1) It is related to the overrepresentation of women in relatively low-paying sectors, such as care, health care and education. Highly feminized jobs tend to be systematically undervalued. (2) The disparity between paid and unpaid work. Women work more hours per week than men, but they spend more hours on unpaid work, a fact that could also affect their career choices. (3) The so-called "glass ceiling": position in the hierarchy influences the level of pay – (less than 8% of CEOs of top companies are women); and (4) pay discrimination.

As revealed by the last report of the European Commission (2022) *Women's situation in the labour market*, most of the gender pay gap remains unexplained in the EU and cannot be linked to worker or workplace characteristics such as education, occupation, working hours or the economic activity for which the person works. By consequence, women are more likely to be subjected to sexual harassment and discrimination in the workplace. In fact, one of the main reasons behind gender inequality is the persistent gender stereotypes and expectations that society places on men and women. Women often face limited opportunities for advancement and tend to be overrepresented in lower-paying and traditionally female-dominated sectors such as caregiving, education, and healthcare. Women are often expected to take on the role of caregivers, while men are expected to take on the role of breadwinners. This can lead to women being undervalued in the workplace, as their contributions are not seen as essential to the success of the organization. Women are often underrepresented in leadership and decision-making roles. This lack of representation can result in limited influence, fewer opportunities for career progression, and less visibility for women's perspectives. This is particularly true in the technology sector, where women make up only 16% of the workforce. (European Commission, Women's situation in the labour market, 2022)

3.4 METHODS, TOOLS, AND LEADERSHIP SKILLS FOR YOUNG WOMEN

Addressing key gender inequalities requires a multi-faceted approach involving policy interventions, inclusive workplace practices, educational reforms, and raising awareness about discrimination. Efforts to promote diversity, equity, and inclusion in all aspects of employment are essential to create a fair and equal labour market for all individuals. Women continue to experience unequal opportunities in the workplace, due to persistent gender stereotypes and expectations; however, the European Institute for Gender Equality (2020) suggests potential solutions to this problem, such as:

- Employers should ensure that their recruitment processes are fair and free from gender bias and tackling sexual harassment and discrimination in the workplace.
- Employers should provide equal opportunities for all youth, both men and women, in terms of training and development and tackling sexual harassment and discrimination in the workplace.
- Using gender-neutral language in job adverts.

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- Greater pay transparency would help uncover unjustified gender-based pay differences for equal or equally valuable work and help victims of pay discrimination seek redress and assert their right to equal pay.

Moreover, recent studies from three surveys — the EIB Investment Survey 2021, the EIBIS Startup and Scaleup Survey 2019 and the EBRD-EIB-World Bank Group Enterprise Survey — “show that supporting female-led businesses makes good economic sense, as these companies tend to generate wider economic, social and environmental benefits”. (European Investment Bank Report, 2022). Women-led companies promote more social responsibility actions, are more attentive to issues of inclusion, sustainability and are more oriented toward the corporate philosophy of *giving back*.

“Notably, they can contribute to raising female labour force participation and helping to reduce poverty risks. At the same time, framework conditions that make it easier for women to have professional careers, or establish and run a business successfully, are key to seeing more female-led businesses emerge and thrive”. (European Investment Bank Report, 2022).

The European Commission promotes women's economic empowerment and women entrepreneurship. Based on the needs expressed by women entrepreneurs, the EU Commission has encouraged networking and exchanges of good practices, as well as initiatives that help women build confidence in their abilities.

There are some common traits and skills often found among successful young and female entrepreneurs, which are noted by (The World Bank, n.d.; European Commission, n.d.):

- **Innovative and Creative Thinking:** female entrepreneurs often possess a fresh perspective and are willing to challenge traditional norms. They bring innovative ideas and find creative solutions to problems.
- **Strong Shared Leadership Skills:** Leadership is a crucial quality for entrepreneurs. They need to inspire and motivate their teams, make tough decisions, and set a clear vision for their ventures.
- **Passion and Determination:** Female entrepreneurs are often driven by a deep passion for their ideas and a strong desire to make a difference. They are willing to work hard, overcome obstacles, and persevere in the face of challenges.
- **Adaptability and Resilience:** The business landscape is dynamic, and female entrepreneurs need to be adaptable and quick to respond to changes. They must also possess resilience to bounce back from failures and learn from setbacks.
- **Tech-Savviness:** In today's digital age, young and female entrepreneurs often have a strong grasp of technology. They understand how to leverage digital tools, platforms, and social media to build and grow their businesses.

- **Networking and Relationship-Building:** Building a strong network of connections is crucial for young and female entrepreneurs. They actively seek opportunities to connect with mentors, investors, industry experts, and potential collaborators to gain insights, support, and partnerships.
- **Learning:** Young and female entrepreneurs have a thirst for knowledge and are committed to continuous learning. They stay updated with industry trends, seek feedback, and invest in personal and professional development.

It's important to note that the professional profiles of young and female entrepreneurs can vary widely, and there are exceptions to these characteristics. Entrepreneurship is a diverse field, and individuals from various backgrounds and with different skill sets can find success as entrepreneurs.

CHAPTER 4: HEALTH & WELLBEING

4.1 INTRODUCTION

This chapter will firstly investigate how well-being and mental and physical health relate with patriarchy, oppression, and gender inequalities. Then, a focus will be given to the consequences and impact of the COVID-19 pandemic recently experienced on the well-being of women. Finally, a few methods and tools considered relevant to training young women on the subject will be introduced.

4.2 MENTAL & PHYSICAL HEALTH

According to the #WeCoLead (2022) international report, **the physical and mental health of women is directly connected to the direct and indirect influence of patriarchy, gender inequalities, and discrimination**. Even though progress has been made when it comes to equality, historical exclusion and injustices towards women continue to have far-reaching consequences because of the way our social systems are organized (Matheson & Kidd & Came, 2021).

“Despite increases in women’s labour force participation globally and in the region, women remain disadvantaged. They continue to be engaged in the workforce less than men, are more involved in unpaid work, work in jobs that tend to be more precarious, are underrepresented in senior management and decision-making positions, earn less than men and are more likely to end their lives in poverty” (WHO, 2016).

According to WHO’s research (2016), **education has long been recognized as one of the key factors of health and an important level for policy action in tackling health inequities generally and among women specifically**. This has a visible effect on life expectancy, where women with tertiary education in all countries surveyed live longer than those with a lower level of education. Intersections between gender inequality, education and health outcomes are clearly illustrated by girls dropping out of secondary education due to early marriage and/or teenage pregnancy. The relationship between gender equality, income and development is also well established. Unequal access for women to economic resources such as wages, pensions and social transfers has health and social consequences (*ibid.*).

“Several health issues have emerged during the past decades because of their particular relevance to or importance for women. These include eating disorders, which mostly afflict teenage and young women; HIV and AIDS, which traditionally has been considered a male disease, but to which women have been shown to be more vulnerable; heart disease, which also is largely seen as a man’s disease in spite of the significant mortality it causes to women; and osteoporosis which is much more frequent among women than among men. In addition to these issues, family planning and abortion, as well as violence against women, should be added to this list of important women’s health issues” (European Commission, 1997).

While in our political, economic, and social system, patriarchy and various barriers for women are deeply rooted and often internalized by women as well, **we can still work on our micro-surroundings to help ourselves and our environment tackle some difficulties and take steps against injustice and oppression.**

In the upcoming chapters, we introduce the results of the research of #WeCoLead (2022) conducted in the partner countries (Sweden, Italy, Greece, Luxembourg, and Hungary) and provide some tools that can help cope with the difficulties and get empowered to take action (individually or as a group).

4.3 COVID-19 PANDEMIC

According to OECD and European Union research (2022), **the COVID-19 pandemic had a significant effect on physical and mental health of young people which challenged the health-care system as well.** Both these aspects require more effort to take to help the situation.

Globally, the ones who suffered the worst health and social impacts are the economically low status and marginalized people, which affects women more than men. (Matheson & Kidd & Came, 2021).

To see how women are coping with COVID-related effects in the #WeCoLead project's partner countries (Sweden, Italy, Greece, Luxembourg, and Hungary), online surveys and focus group discussions were conducted in 2022 by our team. Among the aims of this research was to collect insights into the effect of the COVID-19 pandemic on the physical and mental health of young women. **The results of the participating countries showed similar patterns regarding the significant decrease in women's overall well-being during the pandemic, although with some divergences between the countries depending on the degree of restrictions.** Some respondents claimed relief as well from everyday duties due to the restrictions.

To most young women respondents, **the pandemic caused a hard time working and studying from home instead of in an office or university.** Working hours were generally prolonged, and the number of household chores increased. As a result, they had much less free time to focus on themselves. There were no clear boundaries between work and personal life. The environment of their home was often not ideal for their work or studies, and they could not concentrate and be productive as in their traditional working or studying places. It was also a difficulty that their home transformed into a workplace rather than a safe/relaxing/private space away from work-related issues and routines. The possibilities of free time activities also decreased by the closing of public places, restaurants and cafés, gyms, etc., and the lack of social contact had a very negative effect. They felt a lack of social contact and everyday small talk, as well as a constant worry and concern about their own and their beloved's physical health, and often about their financial status since many people lost their jobs and experienced economic instability. Many had to pause or even give up on their plans regarding the future as many areas of life became unpredictable.

Furthermore, the number and regularity of domestic violence unfortunately also showed significant increases (UN Women, 2021) as the couples spent more time between four walls together while managing all the stress and discomfort caused more conflicts and violent acts. **Most of our respondents experienced that both their mental and physical health had gotten worse.** Many felt overwhelmed and the sense of growing depression and the lack of motivation had a negative effect on physical health: some respondents

stopped working out and following a healthy diet. Some had insomnia and many chose to eat unhealthily to handle current difficulties. Many experienced losing their physical and inner strength as well as their energy, in general, to handle difficulties and continue performing everyday tasks. They felt fatigued, overwhelmed, and lost their sense of control. Finally, routine medical examinations were postponed, which caused severe problems in some cases.

The outside world became dangerous for many and leaving their home from time to time (e.g., for shopping, working for the ones for whom the home office was not an option, walking) caused significant anxiety and stress - in some cases it caused panic attacks as well. The paranoia related to possible contagion persisted, and it limited conviviality and participation in social events even when legally allowed. The trust was broken towards each other.

On the other hand, however, **some respondents claimed some positive effects of the pandemic-related regulations on their mental health, such as gaining self-knowledge, understanding, and answering their needs better, and redefining their relationships with their peers.** Some could dedicate more time to work out at home more frequently than before, to take online classes and courses. Some respondents who identified as introverts experienced less stress during the lockdown with more possibility to enjoy time at home and work online without so many stressful social interactions. For some, this period brought great relief, a lot of free time for new creations and freedom from the many obligations they had. They had a 'break' in which they could spend time with themselves and their families, which resulted in personal development and strengthened their relationships.

4.4 METHODS AND TOOLS, AND LEADERSHIP SKILLS FOR YOUNG WOMEN

To overcome the above-mentioned difficulties, the #WeCoLead Consortium asked our respondents, meaning young women and representatives of organizations working with young women, to brainstorm on possible solutions or mitigating activities. However, we must keep in mind that mental and physical health cannot change from one day to another: it is necessary to keep working on it and be patient with oneself to get the long-term impact. The Consortium has collected some ideas that can improve women's health. **As a youth worker, if you would like to work on this issue, you can focus on creating space for some of the below-mentioned activities:**

- **Cooperating with already existing networks** can inspire you and help to take the first steps towards creating a safer environment for the women you work with.
- It is crucial to **work with all genders**, besides creating a safe space only for women, you can involve men to be allies, and stand up against patriarchy when they are witnessing or experiencing any type of oppression. Get them involved in forming roles and relationships between genders in their work and private life.
- Get information (ask, do research) on barriers the women face you work with and **inform, educate, and empower** the team. Raise awareness of gender stereotypes and patriarchy, inform about

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rights, practices, and useful skills (non-violent communication, self-awareness, self-expression, relaxing methods etc.) You can always ask for help from professionals or organizations with more experience and focus on already existing successful practices.

- We recommend creating **community events/meetings/discussion groups for women only**: a safe place where participants can vent about their difficulties in an understanding environment. Settling common rules in the first meeting is highly recommended so everyone can express their needs to feel safe. These groups work the best if they promote participation, confidence, trust, self-expression, respecting boundaries, self-exposure, finding everyone's voice, and working on feelings. When sharing thoughts, we often realize that we are not alone with our problems, more of us have common experiences, and we can find support and inspiration by listening to each other's stories and coping methods. A women's group can empower participants to be able to understand our needs, set up boundaries and take steps for their own well-being. These meetings can also strengthen their social relations, and networking with people can be a 'medicine' to ease the 'wounds' of isolation.
- There are several **already existing groups** with the possibility of sharing and meeting new people and friends. You can look them up online according to the interest or situation the women you work with are in, e.g., groups of moms, young adults, local people, dog keepers, hike-lovers, or any other group of people with something in common can mean a great company with similar issues like ours and with a high level of understanding. Together, you can focus on coping with difficulties or tackle them with more ease.
- Unfortunately, lots of women suffered domestic violence during the quarantine times. It is essential to assure them of being heard and understood and about our disapproval of violent acts. There are several **supporting organizations** that can help women in need. Please take time to look them up in your local surroundings and provide information for the victims you know of (See [Annex 5](#) for more information).
- Taking a step back from difficulties is important as well from time to time: organizing **free-time activities** helps forget about problems for a while and let's enjoy the small joys of life.
- Trying out **new physical activities** can also help disconnect from everyday difficulties. Learning new skills or developing a group of muscles that one does not often use gives exciting and challenging moments. If the group is open to connecting to themselves while working out, for example, all types of yoga or Pilates are a great choice for a group. Besides them, you can find lots of social media videos or mobile applications that can give inspiration in establishing and sustaining a healthier lifestyle.
- **Hand-crafting workshops** can also give some relaxing time while participants create something nice and permanent. E.g., you can try knitting, crocheting, painting on aquarelle paper, macrame, pottery, making sustainable and not harmful cosmetics or cleaning products, etc. are always available. Through the arts, we can often get an insight even into the inner world of people who are not as good in verbal communication and self-expression.

- Promoting **inspiring models** on social media or in community events can help by sharing their personal experiences and practices. There are many lifestyles, health care, beauty, sports, etc videos available, it is worth a try to look them up. Do not be scared to become a leader or become a source of inspiration yourself - if you have the knowledge and capacity to lead a more healthy, sustainable life, **you can serve as a positive example** to others. Share your experiences and give a hand to others who are not ready yet to take steps alone towards their well-being.

CHAPTER 5: CRITICAL THINKING & STORYTELLING

5.1 INTRODUCTION

As part of the #WeCoLead project, the Consortium conducted research across several social media platforms to identify trending hashtags related to women's empowerment and COVID-19. With lockdowns, women often had to complete all their tasks from home, including cooking, cleaning, and caring for loved ones, while working from home. The pandemic also affected women's mental health.

Nevertheless, there was a need for women's voices to be heard, and social media provided an outlet for women to share their stories and connect with others. Previously in the #WeCoLead project, a few posts were identified, which portrayed how women throughout the partner countries resorted to social media to make their voices heard and make an impact on how other people might perceive a given issue. These examples can be found [here](#), and some of them will be described in this chapter.

Additionally, this chapter will delve into how, through social media, young women can resort to storytelling, among other strategies, to promote critical thinking and voice their concerns. As a result, these methodologies can be resourceful to boost the ability of young women to utilise social media to maximise their potentials as leaders, change makers, and thought inciters to make an impact in their communities.

5.2 SOCIAL MEDIA

Social media has proven to be an incredibly powerful tool in promoting gender equality and women's rights. It has brought attention to important issues, inspired cities around the world to act, and encouraged policymakers to commit to gender equality. This social media revolution has combined technology with women's empowerment, creating a platform for women to speak out and demand change (Källström J., Wallenberg R., Peterson E., 2017).

One of the ways social media has contributed to gender equality is through hashtags. Hashtag campaigns have brought women's issues to the forefront of politics, with movements like UN Women's #HeForShe and the #MeToo movements gaining widespread attention and support (Yige Fu, 2022). Even though it has limits sometimes, social media still has the power to make a difference in promoting gender equality and women's rights. Social media provides a platform for women to share their stories and connect with others, creating a sense of community and support. It also enables women to engage in activism and advocacy on a global scale, raising awareness and demanding change.

Below, you can see some examples of how social media has been used by young women in the partner countries represented in the #WeCoLead project to allow them to voice their opinions and make an impact in their communities.

HUNGARY



The challenges caused by COVID-19 has effected everyone, but I believe mostly women. Ever since the pandemic has started, we can all agree that our life turned completely over. All of our tasks now in lock down have to be completed at the same place: at home. We have to cook and do the dishes afterwards while working from home and taking care of our loved ones, and we all remember our Zoom get-togethers, when all of our friends joined with a glass of wine to have fun online right? Managing this for a longer period of time has a HUGE effect on our mental health, what for me caused stress-eating, and after a while, complete isolation from the outside world. Now, I am finally brave enough to talk about this, since WOMEN'S VOICES HAS TO BE HEARD!

#covid19 #bodypositive #mentallhelath #braveness
#workfromhome #womenempoverment #womenhelpwomen



In Hungary, a model shared her experience of facing difficult challenges, mental breakdowns, and her mother's battle with COVID-19. She highlighted the importance of not knowing if someone's online persona reflects their real-life struggles. Her story highlights the struggles many women faced during the pandemic, including isolation, depression, and uncertainty.

The #MeToo movement has made significant changes in the workplace. The movement's global influence contributed to

Figure 2 - #WeCoLead International Posts. Available at:
https://static1.squarespace.com/static/61adb62fdb4382551ce7fe3/t/64ccb65e1b1e0752ffd4ac3d/1691137638964/%23WeCoLead_PR1_International+Posts.pdf

the creation of international standards like Convention 190, and countries like Greece, by ratifying it, demonstrate their commitment to adopting these standards and working towards a more inclusive and respectful workplace.

Convention 190, also known as the Violence and Harassment Convention, was adopted by the International Labour Organization (ILO) in June 2019. It sets international standards to prevent, address, and eliminate violence and harassment in the workplace. Besides, according to Fotou (2023), the world of the workplace and its rules are changing, with a more modern, fair, and respectful institutional framework on harassment.

GREECE



METOO CHANGES THE WORKPLACE
Greece becomes one of the first countries to ratify Convention 190 on violence and harassment at workplace.

The world of the workplace and its rules are changing. Everyone who spoke, the voices that were heard, the stories that were told, contributed to this change. The institutional framework on harassment at the workplace is being modernised, more fair, with more opportunities and respect for all.

#metoogr

Figure 1 - #WeCoLead International Posts. Available at:
https://static1.squarespace.com/static/61adb62fdb4382551ce7fe3/t/64ccb65e1b1e0752ffd4ac3d/1691137638964/%23WeCoLead_PR1_International+Posts.pdf

SWEDEN



“Good girl” - International Women’s Day. Let yourself not be so damn good and obedient all the time!! Let go of things, make mistakes, get angry, be happy for stupid things, don’t clean, don’t cook healthy food, skip your training, and choose yourself above all other people sometimes.

#internationalwomensday



On International Women's Day, an Instagram post encouraged women to embrace their imperfections and break free from societal expectations. The post urged women to let go of things, make mistakes, get angry, be happy, and put themselves first. By promoting self-love and self-care on social media, women can empower themselves and others to live their lives authentically.

Figure 3 - #WeCoLead International Posts. Available at: https://static1.squarespace.com/static/61adb62fdb4382551ce7fe3/t/64ccb65e1b1e0752ffd4ac3d/1691137638964/%23WeCoLead_PR1_International+Posts.pdf

An Instagram [post](#) (by [@dearlizette](#)) on Women and Climate Change highlighted the gender inequalities that exist within our current societal structure. Women are more likely to be impacted by climate change than men, yet they have less political and economic power. The post called for men to be accountable for their power and emissions, and for women to continue speaking up and pushing for sustainability. By raising awareness about these issues on social media, women can mobilize and advocate for change.

SWEDEN



“Women and climate change. In 2050 we expect that there will be 150 million people escaping their countries due to climate change. 80% of these people are expected to be women and children. Around the world, women work in the field of agriculture to a greater extent than men, they have lower incomes, and they depend on others for financial support. Men have the economic and political power. Research shows that in Sweden 75% of women are worried about climate change while only 52% of men feel worried. Young women, the group that I belong to, are the most worried while older men are often completely unaware. Men often have a greater environmental impact compared to women, through transportation, flight travel, and they rarely buy and sell second hand products. So men are accountable for power and emissions. Women are worried for their children’s future. Men feel more towards their rights while women feel more obligations. Women who already work for free in the house, also work harder with recycling, waste management, disposal, zero waste, and often walk feeling unsafe in parks and they are silenced when they talk about environmental issues in workplaces. There are so many issues in our society and the structure we live in that can only be solved through sustainability”.

#internationalwomensday

Figure 4 - #WeCoLead International Posts. Available at: https://static1.squarespace.com/static/61adb62fdb4382551ce7fe3/t/64ccb65e1b1e0752ffd4ac3d/1691137638964/%23WeCoLead_PR1_International+Posts.pdf

SWEDEN



Soon it is Christmas. It is time to break the world's most dangerous tradition: men's violence against women. In the past Christmas times, me and Isabelle Aman have tried to be there in the nights for women who needed to tell their stories. In the pictures, there are stories of women and how they have been during Christmas, or better - how some men behaved themselves during Christmas. We have to realise how common and urgent the psychological, physical and sexual violence is against women. In Sweden and across the world. Women DIE while we sit and watch. Everyone has to ACT now! Politicians and private individuals. Everyday that passes in which we don't do anything to diminish inequality is a betrayal against these women.

#gömdakvinnor = "hidden women" and it is an expression for all the thousands of women who are forced to live with a fake identity
#näräckerdet = 'now it is enough'
#kvinnostrejk = "women on strike"

Another Instagram [post](#) (by @linneaclaeson) called for an end to men's violence against women, specifically during the Christmas season. The post encouraged individuals to act and support women who have experienced psychological, physical, and sexual violence.

By using social media to draw attention to these issues, women can create a safe space for survivors to share their stories and advocate for change.

Figure 5 - #WeCoLead International Posts. Available at: https://static1.squarespace.com/static/61adb62fdb4382551ce7fe3/t/64ccb65e1b1e0752ffd4ac3d/1691137638964/%23WeCoLead_PR1_International+Posts.pdf

There was also article about face masks published in Luxembourg. It suggests that masks don't have to be boring, and that people can use them as a canvas to express their personality and style. By using hashtags such as #facemaskfashion and #yellowlove, women can show off their creativity and inspire others to do the same. This can be a great way to uplift women's spirits and make them feel empowered, even in a time when they may be feeling isolated and disconnected.

LUXEMBOURG



Face-masks don't have to be boring Bring on the colour and fun in this sad and weird time. What colour or pattern is your favourite mask? Get inspired and make your own mask in your favourite style.

#facemaskfashion #covid19luxembourg #yellowlove



Figure 6 - #WeCoLead International Posts. Available at: https://static1.squarespace.com/static/61adb62fdb4382551ce7fe3/t/64ccb65e1b1e0752ffd4ac3d/1691137638964/%23WeCoLead_PR1_International+Posts.pdf

In conclusion, social media can be a powerful tool for women empowerment, and women can use it to express themselves, show their creativity, and support others. Whether it's through hashtags, messages of solidarity, or sharing advice and tips, women can make a positive impact on social media and help to uplift and empower themselves and others.

5.3 CRITICAL THINKING

Critical thinking is an essential tool in promoting gender equality. It involves questioning assumptions, examining evidence, and evaluating arguments in a rigorous and objective manner. By applying critical thinking skills to issues related to gender equality, individuals can identify and challenge gender stereotypes, biases, and discrimination (Shubina Y., Kulakli A., (2019).

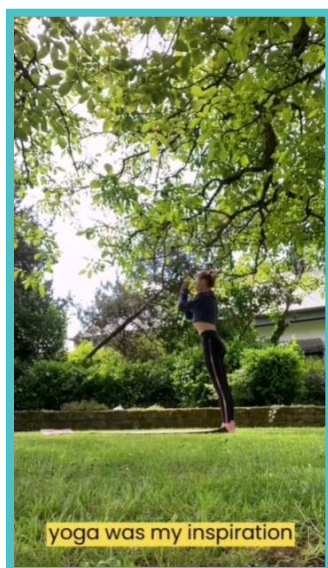
To address these issues, the first project result of the #WeCoLead project aimed to promote critical thinking among young people through collective reflection and communication. The project partners facilitated interactive activities and discussions that encouraged participants to engage with pressing challenges and share their perspectives and insights. The second part of the activity involved creating short videos in the form of reels that showcase the participants' main reflections in an interactive and easily shareable format. These reels were developed with the goal of inspiring others to engage in critical thinking and become more aware of the information they consume through the media.

Promoting critical thinking and gender equality through reels is a creative and engaging way to reach a wide audience and encourage reflection on important issues. Reels can be used to showcase different perspectives, highlight inequalities, and promote positive change. Using reels to promote critical thinking and gender equality can be a powerful tool for social change.

Take
note!



By engaging with these issues in a creative and accessible way, participants can promote awareness of gender equality. The reels that were created within the project can be found in the social media pages of the project partners and on the project's Instagram account [@weco.lead](#) and Facebook at [@Wecolead](#).

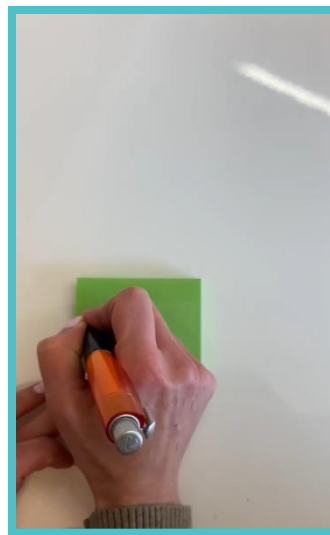
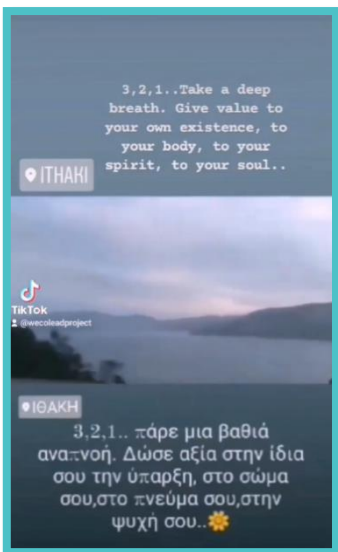


"For one of the Luxembourgish young women who we worked with, yoga was the tool to protect her physical and mental health during the pandemic. What was yours?"

Check it out [here](#)!

Covid-19 Retrospective: Women Brainstorming

Check it out [here!](#)



Take a short break and focus on your body an soul for with this calming video 🕊

Check it out [here!](#)

How does gender equality look like in Sweden? *se* You might think that the gender gap does not exist, but it does! As music artist and audio visual producer [@super.muneca](#) tell us, the music industry is characterized by gender inequality, if not in Sweden, then worldwide for sure 🗨️👂

Did you know that only 3% of music producers in the world are women? And that only 12% of songwriters and 20% of music artists are women? 📣

The data gender gap does not allow us to effectively collect data in gender inequality in the music industry 🎵, making it harder to measure progress. How do you think this gap affects music 🎸 and the labour market for female artists?

Check it out [here!](#)



Wake women up when it's all over! 🙋🧠🧠



Is Sweden a completely gender equal country? On of the focus group discussions of the [#wecolead](#) project in Sweden brought up the issue that many young women face when entering the labour market. Although highly educated young women have access to relative privilege compared to those with lower educational levels, the academic work environment still is discriminatory towards this target group 🗳️

One young women with migrant background living in Sweden researched about the possibility of starting a career in university, only to find out that women receive less funding for their academic research, have lower salaries than their male counterparts, and are less likely to be promoted at work.

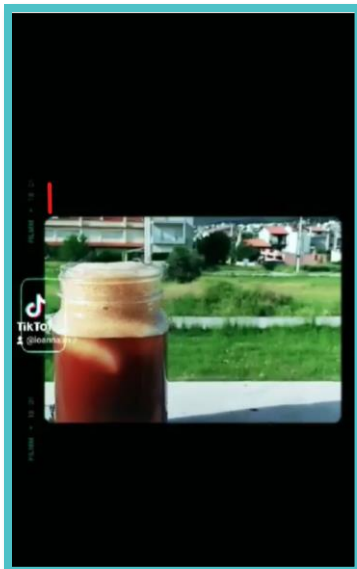
Check it out [here](#)!

Young women's unemployment rate during the COVID-19 pandemic 🧠🗳️ this was one of the topics discussed during the focus group discussions of the [#Wecolead](#) project in Sweden 🗳️ SE

Young women's access to the labour market became more difficult during the pandemic in Sweden, where networking and in-person meetings were restricted. This had a negative impact on young women's both mental and physical health 🧠🗳️ this group is however not homogeneous, making age, gender and migrant background all relevant social categories affecting women throughout Sweden in a different way 🧠

Check it out [here](#)!

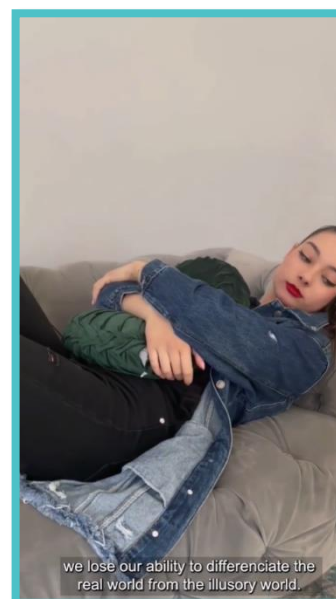




Try a little [#selfcare](#) for our [#mentalhealth](#) in the time of [#covid 19](#). [#throwback](#) to the days of quarantine
Check it out [here](#)!

Young women in Hungary have discussed the issue of relating with one's body image and the role of social media in impacting their mental health!

Check it out [here](#)!



Meet the young women who participated in the [#Wecolead](#) project and focus group discussions in Hungary 🇭🇺

Their different backgrounds and personal interests came together in process of co-creating reel videos where they express their common feelings and challenges of being young women 🤝

Topics of Intersectionality, gender gaps, mental health, body image, unsustainable narratives, and environmental changes were discussed among other things 😊

Check it out [here](#)!

Take care of the environment, go sustainable!

Check it out [here!](#)

5.4 STORYTELLING

Storytelling has a powerful influence on our understanding of the world, including our attitudes and beliefs about gender roles and gender equality. Through the stories we tell, we can both reinforce traditional gender roles and stereotypes or challenge them (Källström, Peterson, & Wallenberg, 2017). One of the objectives of the #WeCoLead project was to explore interactive methodologies such as storytelling in an engaging manner to involve the target group in learning activities. To achieve this, the project explores storytelling and co-creation, which are considered important to make educational material more relatable and engaging for younger generations. *A storytelling approach has also been used to create a sense of connection and trust and to develop critical thinking in an entertaining way.* One example of using storytelling as a tool is the following:



- *Female leaders of eco-friendly business:* The goal of the activity is to create a space where women who run eco-friendly businesses share their story and inspire others to follow in their footsteps. The women business leaders, representatives of local eco-friendly businesses, are invited to an event to share their story. They present key points such as how they started, barriers they faced, managing work and family, and advice for their younger selves. During the event, the audience is encouraged to ask questions to the speakers. The event is successful in creating a space where women could share their stories and inspire others to pursue their dreams of starting their own eco-friendly businesses. By incorporating storytelling, our project aimed to encourage changing of both ideas and behaviours in a sustainable manner, and to develop critical thinking in an entertaining manner.

5.5 METHODS, TOOLS, AND LEADERSHIP SKILLS FOR YOUNG WOMEN

Nowadays, young women are increasingly gaining access to education, career opportunities, and leadership roles. However, they still face many challenges. To succeed in today's competitive environment, young women need to equip themselves with the right tools, methods, and leadership skills. In this context, it's important to explore some of the practical

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ways in which young women can prepare themselves for success in both their personal and professional lives.

Here are a few ideas on how to use reels and social media to promote critical thinking and gender equality:

- **Challenge gender stereotypes:** Reels can be used to challenge stereotypes and showcase the diversity of gender identities and expressions. Participants can create short videos that challenge traditional gender roles and celebrate the beauty of individual differences.
- **Empower women:** Reels can be used to highlight the achievements and contributions of women in different fields and encourage other women to pursue their dreams. Participants can create videos showcasing the inspiring stories of women who have overcome obstacles and made a positive impact in their communities.
- **Address gender-based violence:** Reels can be used to raise awareness about gender-based violence and promote strategies for prevention and intervention. Participants can create videos that highlight the impact of violence on women and provide resources for survivors.
- **Analyse media representations:** Reels can be used to critically analyze media representations of gender and challenge harmful stereotypes. Participants can create videos that highlight problematic representations of gender in popular culture and suggest alternative representations. Using reels to promote critical thinking and gender equality can be a powerful tool for social change. By engaging with these issues in a creative and accessible way, participants can promote awareness of gender equality. The reels, created within the project you can find through Instagram at [@weco.lead](https://www.instagram.com/weco.lead) and Facebook at [@Wecolead](https://www.facebook.com/Wecolead).

Here are some suggestions on how to use storytelling as a tool for women empowerment:

- Highlight the achievements of real-life women and girls who have broken down barriers and made significant contributions in various fields.
- Encourage women and girls to tell their own stories and share their experiences to inspire others and promote understanding.
- Use storytelling to challenge traditional gender roles and highlight the importance of equal opportunities and rights for women and girls.
- Showcase positive male role models who support and advocate for gender equality, promoting the idea that it is not just a women's issue, but a societal issue that affects everyone.
- Use storytelling to raise awareness of issues affecting women and girls, such as gender-based violence, discrimination, and inequality, and to encourage action towards addressing these issues.
- Use storytelling as a tool for education, particularly in schools and communities where traditional gender roles and stereotypes may be particularly prevalent.

- Collaborate with other organizations and individuals working towards women's empowerment to amplify the impact of storytelling efforts.

CHAPTER 6: ADDRESS YOUR OWN NEEDS

6.1 INTRODUCTION

This chapter seeks to help you to understand how to self-organize or coordinate with others for social impact on a small or larger scale. You will find here an overview of the 3 Toolkits that were created during #WeCoLead project:

1. **Reflective methods for female leadership in environmental action:** This tool aims to support you in overcoming internalized barriers and guiding you through a process that will improve your resilience, self-awareness and provide tips for reflection. Hence, we hope that after putting this tool into practice, you will feel more capable of achieving your goals and have a stronger willingness to fight the challenges that our nowadays society presents to build a more inclusive, green, and sustainable future for you and your community. The tool will also give you the chance to design those actions you'd like to take to build up your path towards becoming part of the green and sustainable movement!
2. **Lab on women empowerment for sustainable communities:** With this Lab, we give the opportunity to young women leaders, community groups, or organizations to work on activities that will empower and support women. The process of this Lab wishes to inspire and create the space where people come together to collectively focus, brainstorm, design and develop an implementation time-plan for their activity always taking into consideration the environmental sustainability aspect.
3. **Path of the rain dance - working on joint projects for collective advocacy:** The idea behind this path's process is to start local, understand your surroundings and what you can do in small scale, to prepare, understand how, when and with who you need to coordinate and work when entering the big scale, the trans-local and the global. This path will help you to start a sustainable circular model of working on a local scale to create a base where you can build more activities and actions. Please bear in mind that going through the Path of the Rain Dance is rather a long process that requires actual engagement and involvement.

In addition, in this chapter, you will find information on specific terms such as **community development, advocacy, civic participation and active citizenship**. You will be able to understand the hyperlinks between the different levels of civic participation and you will get inspired and motivated to be active and present in your community.

6.2 A GUIDE TO UTILIZE THE #WECOLEAD TOOLKIT

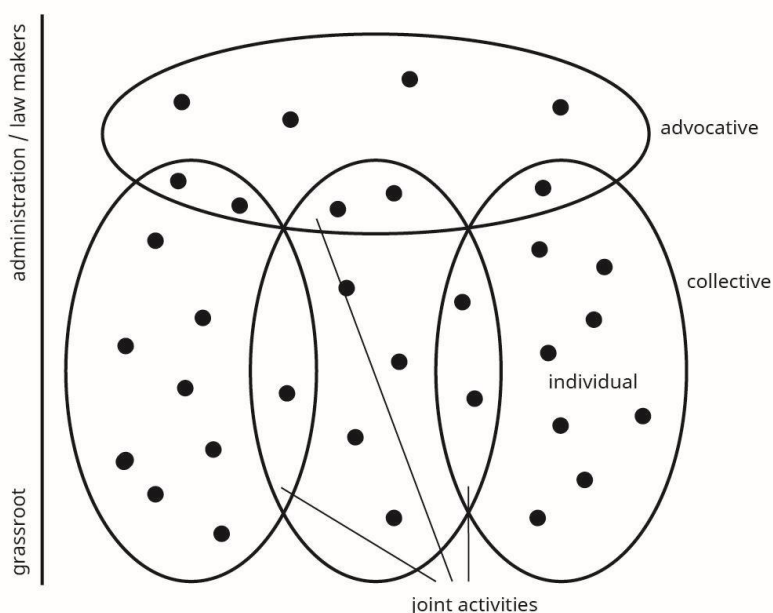
The second result of the #WeCoLead project led to the co-creation of the #WeCoLead toolkit, which provides a step-by-step process with methodologies, theoretical modules for female leadership in environmental sustainability, and exercises for young women and youth workers. The #WeCoLead Toolkit is inspired by the Civil Society Toolbox's structure and methodology, it is divided into 3 different parts that work as steps which aim to empower individual young women, civil society representatives, stakeholders, and youth workers on how to support female leadership in environmental sustainability matters.

The Toolkit is based on the core idea that, as the result of research in the #WeCoLead partner countries (Sweden, Italy, Greece, Luxembourg, and Hungary), **female leadership and empowerment are intertwined processes that take place gradually and can be supported on different levels:**

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- the individual level (personal),
- the small organizations or informal groups level (collective),
- the structural and organizational level of established organizations (advocative)



COMM'ON organization, (2023)

The #WeCoLead Toolkit supports each level with a different set of tools (Toolkit #1, #2, #3).



Start by finding your cause! Work on [Toolkit 1](#) to reflect and take some time to understand what gives you inspiration. When you find your interests, discuss them with others, friends, or co-workers! Many times, people share the same cause in their heart but don't know it! When you find your group, look for collectives or organizations that work on this theme. Volunteer, go to meetings, follow discussions online and offline, educate yourself around the subject and participate in related activities!

As time passes you will find yourself feeling more comfortable to take initiative, participating more and being able to even organize activities by yourself!



If you are part of an informal group, a collective or even an organization use [Toolkit 2](#) to better coordinate and produce activities to serve your collective purpose for your local community. Remember that you must always start locally! Try to find other groups or organizations in your area that work in the same field. Get to know them, build trust between your groups, and discuss how you can work together for more impact!



If you want to build a long-term strategy on joint impact, use [Toolkit 3](#). Coordinate activities not only with the organizations of your community but also with others on a national (or even international level). Joint your research and experience and build a plan that can benefit all for months or years to come.

Below you can find more information on each of the tools, divided as follows:

- What is the toolkit all about?
- Who is it for?
- What will you achieve when you use it?
- What steps will you need to follow?
- How much time will you need to work on it?

TOOLKIT 1: A REFLECTIVE TOOL FOR FEMALE LEADERSHIP IN ENVIRONMENTAL ACTION



What is this toolkit all about?

This set of tools aims to increase young women's leadership potential and give them a better understanding of what social structures affect our lives in terms of gender and environment. It contains self-reflection tips, relevant content, exercises on climate change issues and environmental sustainability. These tools are a response to one of the key needs identified, which is that young women often lack role models, access to educational platforms, and knowledge on how to contribute to environmental sustainability through individual actions. Some also lack community support from other diverse groups of women, although the heterogeneity of this target group calls for an intersectional approach.

**Who is it for?**

This reflective tool is aimed at all young women as individuals, aged between 18 and 30. It is particularly suited for young women who have no or little knowledge about the topics of gender, sustainability, and leadership. You can work on this tool individually, as it is focused on self-awareness and reflection. However, you can also test it individually while being in a group with other young women and a facilitator who can help you in case of questions or if guidance is needed.

**After working with this toolkit, you will be able to:**

- recognise what empowers you,
- identify the structural barriers that prevent you from moving forward,
- feel more empowered to take action to build a better, more inclusive, and greener world,
- have decided the path you want to take for contributing to a more sustainable world, designing an action plan that will guide your way.

**Steps of this toolkit:**

The tool is composed of 3 steps.

1. Introduction: Identify what is empowerment for you on a personal/professional/social level.
2. Further Reflection for yourself: Identify your powers, your weaknesses and your passion.
3. What comes next: Utilize your knowledge, get inspired and contribute to your community.

**How much time will it take you?**

This toolkit is a personal process! Take as much time as you need, you can work on this set of tools in a few hours or in a few days. Take breaks if you need to, discuss your thoughts with yourself or with friends and come back to the questions when you feel ready! Don't forget that self-empowerment is a learning journey that you can't force!

TOOLKIT 2: A LAB ON WOMEN EMPOWERMENT FOR SUSTAINABLE COMMUNITIES**What is this toolkit all about?**

This set of tools is structured as a Lab that addresses the expressed need for supportive activities in different fields (emotional, financial, household support) and advocacy for a wide range of gender equality, issues found both at home, in education and the labor market. This Lab gives a planning activities opportunity for young women leaders and/or organizations that want to work on women's empowerment. The Lab stems from the idea that groups of young women and members of civil society need practical tools, methods, and processes to support them in creating activities and projects in their local communities.

**Who is it for?**

This Lab is designed for small groups of 6-15 people. Make sure you invite people who are interested in the subject, who wish to work on women empowerment and who have some level of experience in organizing community activities. It might be a group of friends, an informal

community group, a team within an organization or just individuals who came together under the same goal.

➡ After working with this toolkit:

The process of this Lab wishes to inspire and create the space where people come together to collectively focus, brainstorm, design and develop an implementation time-plan for their activity, always taking into consideration the environmental sustainability aspect. Working in this Lab you will be able to browse through add-on documents that were designed and developed to support your collective process.

These supporting documents are the following:

1. [#WeCoLead Methodology Chart](#)

This document will help you, guide you and inspire you through:

- a. Storytelling techniques, on how to create an engaging narrative and share stories between groups.
- b. Sharing knowledge techniques with interactive exercises.
- c. Participatory methodologies on how to host people, meetings, and workshops.
- d. Methodologies for activity planning, collective ideas development and designing community events.

Get the document [here](#) or see it in [Miro](#).

2. [#WeCoLead Harvest Analysis on Women Empowerment for Sustainable Communities](#)

This document showcases patterns and trends that came up in the overall #WeCoLead program research results. The input was harvested from 5 local workshops and 5 local surveys that took place in the 5 partner counties (Sweden, Greece, Italy, Luxembourg, Hungary).

It breaks down the main issues women face when wishing to enter higher education and the labour market; when searching for the balance between personal and work life, when wishing to start their own business and when building their position with environmental sustainability. In addition, it presents information on community leaders and organizations' collective impact on the women empowerment field, possible ideas, solutions, knowledge, and methodologies that exist and could support others in the future. Access the harvest analysis [here](#) and [here](#).

3. [#WeCoLead Inspiration Activity Chart for Environmental Sustainability](#)

This document will help you get inspired for your future activities. Be open, be smart, try to combine important issues, think outside the box and even better... break the box! Define what is your activity theme, what do you want to focus on, get inspired by activities examples and note down tips and tricks for environmentally sustainable activities! Access these inspirational activities [here](#).

➡ Steps of this toolkit:

The Lab is composed of 4 steps.

1. Focus Assessment: What are we focusing on and why?

2. Content development: How do we develop our activities and who do we involve?
3. Implementation Strategy: How will you and your team implement your activities?
4. Strategic Action: What should your next move be?

**How much time will it take you?**

In each step of this Lab, you can find a proposed time schedule for each exercise. Feel free to modify the time according to your group's needs. Feel the energy of your group in each session. Don't be afraid to take more than one break or stop your process and restart when you have more time, energy, and clear minds!

The proposed timeline for the Lab is 4 hours and 30 minutes.

1. Focus Assessment: 1h 15 min
2. Content development: 50 min
3. Implementation Strategy: 1h 15 min
4. Strategic Action: 1 h

TOOLKIT 3: A TOOL FOR COLLECTIVE ADVOCACY AND WORK ON JOIN PROJECTS, THE PATH OF THE RAIN DANCE

**What is this toolkit all about?**

This set of tools is designed as a “path”, a step-by-step process, a series of workshops to support small, medium, and bigger organizations in developing their way of working, organizational tools and methods, as well as providing support in advocacy projects. The path stems from the identified need for more advocacy on women's rights, raising awareness in our respective societies on climate change and how young women's leadership is an essential resource to reduce socioeconomic and environmental inequalities.

As advocacy requires strategic action, planning and organizational coordination, this “Path” provides guidance on tools, cards, and methods to conduct the following: an analysis of the local thematic you want to work on, a list of issues you want to tackle and a plan of activities to implement locally; An analysis of your allies, participants and local community and a strategic plan on how to reach out; A risk assessment for your activities and a plan on action; An evaluation strategy to manage results and points that you can use for advocacy action.

Through this toolkit, you will work on the following questions:



How can you work on change? Will you work alone or with others? What is your community? Is there a network to support you? Where do you start? What do you learn from the implementation of your activities? How can you use the learnings to create an advocacy strategy? What do you need to advocate on?

The idea behind this path's process is to start local, understand your surroundings and what you can do on a small scale, to prepare, understand how, when and with whom you need to coordinate and work when entering the big scale, the trans-local and the global. This path will help you to start a sustainable circular model of working on a local scale to create a base where you can build on more activities and actions.



Who is it for?

The ideal setting, to start this path, is a group of 5-10 people, including representatives of all partners (if any) from both implementing/operational and strategic levels within each team/organization. In the evaluative learnings section (after the implementation of your activities) it would be best to include all people from the implementing/operational level who will be able to give insights from field work to the strategic level representatives, creating a group of 10-15 people.

After working with this toolkit:

1. An analysis of the local thematic you want to work on, a list of issues you want to tackle and a plan of activities to implement locally.
2. An analysis of your allies, participants and local community and a strategic plan on how to reach out.
3. A risk assessment for your activities and a plan of action.
4. An evaluation strategy to manage results and points that you can use for advocacy action.

Steps of this toolkit:

This "path" is composed of 5 steps.

1. Find your thematic focus and create an action plan.
2. Find your target group(s).
3. Work on existing or potential risk(s).
4. Collect your evaluative learnings.
5. Work on your advocacy strategy and next steps.



How much time will it take you?

This "path" is designed to be implemented overtime, during the development of your group's process, in a period of weeks or even months.

In each step of this "path" you can find a proposed time-schedule that gives you the time and space to come together, discuss, organize, and reflect. You might need to do additional work before or after each session and come back with your results to discuss further with your group.

We urge you to modify the time schedule according to your group's needs. Calculate the time you will need to implement activities, evaluate them, and come back for the next step of this path's process.

The proposed (minimum) timeline for each step/workshop is the following:

1. Thematic Focus: minimum 3h 30 min
2. Target Group: minimum 3h 45 min
3. Risks: minimum 3h 30 min

4. Evaluative Learnings: minimum 3h 45 min
5. Advocacy Strategy: minimum 2h 45 min

6.3 EMPOWERMENT & COMMUNITY DEVELOPMENT

The United Nations (UNTERM, 2014) defines **community development** as the “process where community members come together to take collective action and generate solutions to common problems. It is a broad concept, applied to the practices of civic leaders, activists, involved citizens, and professionals to improve various aspects of communities, typically aiming to build stronger and more resilient local communities.”

Whether you work as a community or civic leader, an activist, or an individual for a social, cultural, or environmental cause, you can become part of the community development chain that can potentially be powerful enough to bring change. **A key element of empowerment is the understanding of the concept of the chain, every part matters equally, the chain cannot hold if one piece is missing, even if it's the smallest one.**

In the #WeCoLead project, the Consortium invites young women to get inspired, become active and find their position in their community chain while using [Toolkit 1](#). We also invite them to coordinate, come together with others to design and develop activities to support their communities and its development in [Toolkit 2](#). There are number of tools, besides the ones developed during #WeCoLead, which support structural and development processes and capacities. These might be tools, methodologies, or processes, that can be or have been developed locally, within specific communities either trans-locally to support community leaders in a European or even global level.

The #WeCoLead toolkit is inspired by the Civil Society Toolbox¹ where you can find several interesting tools, processes, and exercises to work with.

Before using any kind of tool though, we suggest that you “zoom out”. **Think about the level you are at** (see [6.2 Personal, Collective, Advocative](#)), **what capacities will be useful to develop, and in which field.** Always remember to start with the basics before moving to more complex developments. Start with fields like your vision, your internal structures and communication, your most common risks and how you can become resilient to them, figure out a financial model (if you need to) and how you can attract others to your mission. Self or collective empowerment and community development in a marathon not a sprint. Give yourself or your group time to learn, develop and coordinate. Always embrace failure and be open to mistakes because this is the only way to move forward and flourish!

6.4 ADVOCACY AND ORGANIZATIONAL COORDINATION

¹ Find out more at www.civilsocietytoolbox.org

Advocacy is defined as any action that speaks in favour of, recommends, argues for a cause, supports, defends, or pleads on behalf of others (Bolder Advocacy, 2016). Advocacy can bring change and this change in civil society comes from the bottom up, from individuals, groups, teams, organizations, NGOs, and institutions. **A bottom-up approach is a collective approach, the power of many that work together, coordinate, communicate and set collective strategies for change.** How can change occur and how can advocacy bring change?

We want to share here the [Advocacy Strategy Framework](#) (J. Coffman & T. Beer, 2015) that can be used to illustrate, in a simple way, the thinking around theory of change that underlies public policy advocacy strategies. It is organized around two main dimensions of an advocacy strategy, the audiences targeted, and the changes desired with those audiences.

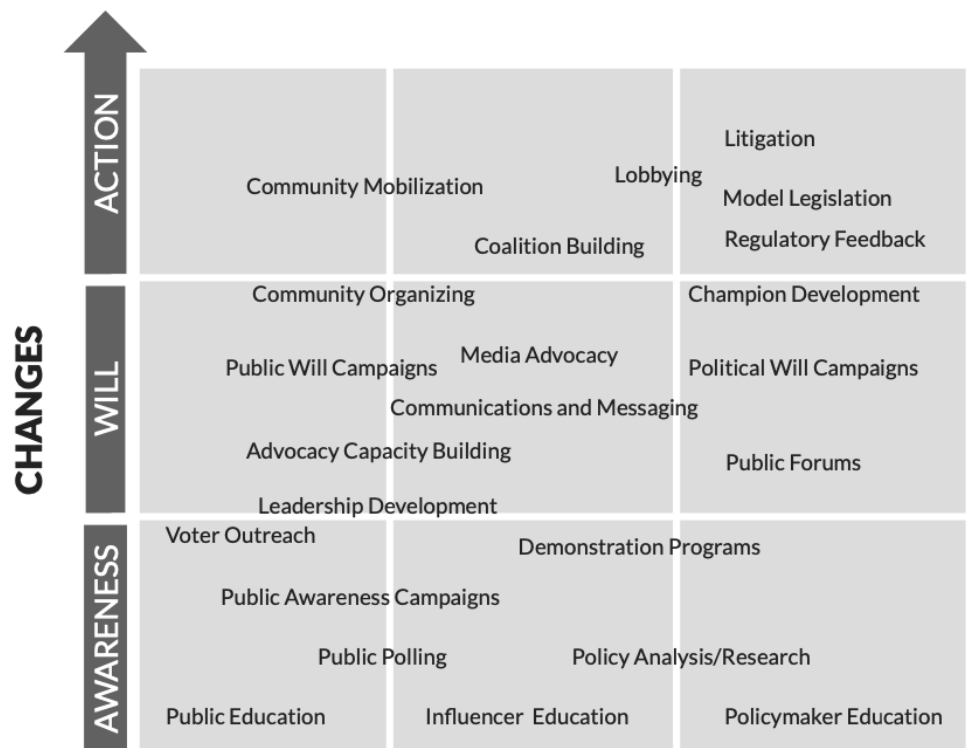


Figure 7 - J.Coffman & T.Beer, 2015

AUDIENCES

Audiences are the individuals and groups that advocacy strategies target and attempt to influence or persuade. They represent the main actors in the policy process and include the *public* (or specific segments of it), policy *influencers* (e.g., media, community leaders, the business community, thought leaders, political advisors, other advocacy organizations, etc.), and *decision makers* (e.g., elected officials, administrators, judges, etc.). Strategies may focus on just one audience or target more than one simultaneously (Coffman and Beer, 2015).

Changes are the results an advocacy effort aims for with audiences to progress toward a policy goal. The three points on this continuum differ in terms of how far an audience is expected to engage on a policy issue. The continuum starts with basic *awareness* or knowledge. Here the goal is to make the audience aware that a problem or potential policy solution exists. The next point is *will*. The goal here is to raise an audience's willingness to act on an issue. It goes beyond awareness and tries to convince the audience that the issue is important enough to warrant action and that any actions taken will in fact make a difference. The third point is *action*. Here, policy efforts support or facilitate audience action on an issue. Again, advocacy strategies may pursue one change with an audience or more than one simultaneously.

Take
note!



If you want to articulate the theory of change behind an advocacy strategy, you can ask advocates and funders to respond to the six basic questions below using the framework above.

The six questions of the Advocacy Strategy Framework (Coffman and Beer, 2015).

1. How is the strategy positioned?
2. Who specifically is the strategy trying to influence and how?
3. What are the underlying assumptions about how change happens?
4. Who else is working on this and how?
5. How will the strategy look in several years?
6. What interim outcomes are relevant to know if the strategy is on track?

Organizational coordination could start from simple everyday mobilization and leadership. Just think of the power a working union can have, working unions develop as lots of different smaller groups within e.g., different businesses come together. If, for example, you coordinate with other young women to claim your maternity leave rights within your working environment, you can then join forces with other similar small groups from other companies and together your voice can be louder! Advocacy only comes from collective work; it can't be achieved individually.

When you find yourself interested in a common goal, connect with others, find local community groups, civil-society organizations, rallies, campaigns and join them!

6.5 CIVIC PARTICIPATION AND ACTIVE CITIZENSHIP SKILLS

As described by the European Commission "**active citizenship** is an umbrella term for the acquisition and exercise of rights for civic and political participation. As such, it includes citizenship and residence, membership in (political) organizations, voting, running for office, volunteering, or participation in political protest" (EU Commission, 2013).

Active citizenship and advocacy are interrelated concepts, and you can't have one without the other. Active citizens connect with others, build trust, share skills, and support the development of knowledge to build more resilient societies. When we discuss the "bottom-up approach", we, most of the time, refer

to this knowledge being shared and being “transported” to administration and policy makers through active civic participation.



But how can young women become active citizens?

This is a personal journey and as suggested before in this e-booklet, you need to work on finding your own voice, interests, and inspiration.

[#WeCoLead Toolkit 1](#) was designed to be a starting point for any young woman who wishes to start working within their community for a more sustainable future. As featured in the [Harvest Analysis](#) of #WeCoLead research phase, that you can learn more about below in [6.6](#), there is a numerous different topic around women empowerment and various suggestions on how one can approach them. When dealing with societal issues one can feel overwhelmed and in chaos. Remember that sometimes the tool you need to use to speak, act or fight for something lies in front of you. Always think about your skills and how you can use them in any given situation. For example, if you are a dance teacher and you want to work on domestic abuse, you can always use dance classes as the tool, the medium to bring women together to connect, express their pain, build bonds of trust, support each other, learn, and act.

6.6 OVERCOMING GENDER-BASED BARRIERS

In your personal journey to become an active citizen and address your own needs, you can look for companions, partners, supporters, and mentors, in your community, your group of friends, your workplace. Have in mind that there are different groups, organizations and teams that work on different levels of women empowerment in each community. You can find “first line” organizations that do field work, work with women to support them in everyday needs. There are “backbone” organizations that work to support “first line” groups with capacity building, networking or even funding opportunities. There are institutional organizations or public institutions that support overall processes either with funding or with research and knowledge sharing. There are always active campaigns and calls for volunteers that you can look for online, in social media platforms but also in your neighbourhood.

Take
note!



While researching the impact on people, organizations and institutions have on the field of women empowerment one stood out the most, “creating space” for connection and networking, for inspiration (in women groups, in mentoring sessions, in storytelling events), for education and information. Support via first

line work, via women’s unions, working with victims but also just by being present on the ground to stand up against e.g., sexism at the workplace, on the street was really important. Advocacy through activism, representation, campaigning or just by changing the wording we use every day to be more inclusive was the finally important impact.

When working with women empowerment we need to take into consideration the complexity of the subject itself. There is not an easy or a straight answer on “where should we start” or “where do we need to focus on?”, as the work needs to be done in different levels and on different subjects. We narrowed down the main barriers that women face in today’s society (like family roles, financial insecurity, lack of empowerment, local social issues) but it seems that there is an interlink between all and that is patriarchy.

This is why, many times, we come across the same barrier that lies in different levels of society and doesn't have one and only negative result in women's lives.

From gender equality, sexism barriers, discrimination many times results issues e.g., in family planning and unbalanced family roles that then have a financial toll to women's' life or even a psychological one. Lack of information can lead to poor educational development that is also a result of patriarchy. We can also showcase the complexity of the issue when we discuss how barriers on personal life, e.g., when entering the labour market can affect career choices and development and how this can also affect economic sustainability and personal freedom.

You can read more on the subject by reading the [#WeCoLead Harvest Analysis on Women Empowerment](#) and we urge you to start a conversation with your friends, family, and coworkers on the matter.



Start noticing those interlinked issues that you face in your life and look out for support and allies.

The civil society can work as a platform where you can navigate on what is important to you and work along with others to change your community.

CHAPTER 7: FOR YOUTH WORKERS – HANDS-ON ACTIVITIES FOR YOU!

ACTIVITY TO USE THIS DOCUMENT

Name of activity	What do you know about it
Number of participants	From 2 to 8 participants
Objective	<p>Deepen the themes of the e-booklet:</p> <ul style="list-style-type: none"> - gender. - climate change and sustainability. - education and labour market. - health. - critical thinking. - storytelling. - address your own needs.
Duration	45 min
Material needed	<ul style="list-style-type: none"> - Pieces of papers - Pen
Preparation	<p>Prepare strips of paper with questions written on them (one question per sheet); be sure to prepare enough so that everyone can have a question at any time, and they can go through them quickly. Use the e-booklet text to write the questions:</p> <p>For example:</p> <ul style="list-style-type: none"> o What is the definition of gender? o What is sexual identity?

- o What is the difference between gender identity, sex and sexual orientation?
- o How would you define ecofeminism?
- o What is the relationship between man/women and nature?
- o What is the relationship between you, as women, and sustainability?
- o What is the gender pay gap?
- o Why are women paid less than men for equal work?
- o What are the stereotypes related to women in the labour market?
- o What was the impact of Covid 19 on women's health?
- o Have social networks facilitated women's self-determination? Why?
- o How guilty do you think women are of the violence they experience?
- o How can critical thinking be used through social media to facilitate thought-provoking initiatives and promote perspective changing?
- o How can storytelling be used through social media to facilitate thought-provoking initiatives and promote perspective changing?
- o What do you think about women's leadership?
- o How can women who are victims of violence defend themselves?
- o How do you think women in the contemporary age have adapted to a man-sized world?
- o What is feminine?

	<p>o What does it mean to be feminist?</p> <p>o What is the difference between to be feminine and to be feminist?</p>
Step by step description	<p>Ask participants to choose one of the questions on the floor and turn to someone to ask it. In turn, pairs answer the question by choosing a partner. Thus, "A" chooses a question and asks it to "B." "B" will then ask "A" the question. Once the question has been asked and answered, they can keep the question and ask someone else or put it back down and choose another. Each participant can only ask one question per meeting. Once the question has been asked, they must find a new partner.</p>
Closing up	<p>Take up the themes and questions that came out during pair work, during a plenary session.</p> <p>Invite participants to present questions and answers given.</p> <p>Use the e-booklet text to give comments, feedback, definitions, suggestions and data on the topics discussed.</p>
Resources	<p>#WeCoLead - Young Women's Leadership for Collaborative Sustainable Communities</p>

ACTIVITY FOR CHAPTER 1 – GENDER

Name of activity	Introductory workshop on gender and feminist pedagogy
Number of participants	12-20 people
Objectives & Learning goals	<ul style="list-style-type: none"> • Provide a free-of-judgement space in which learners can express their understanding of concepts such as gender or feminism (connecting to the glossary of this e-booklet). • focus on creating positive alternatives to structural issues such as gender-based discrimination and socioeconomic inequalities.
Duration	70 minutes
Material needed	Paper, pen, markers, posters
Preparation	<p>Create posters with the following statements as titles, every statement should be placed in a separate poster. Note that the posters need to have plenty of free space for the learners to write on them.</p> <ul style="list-style-type: none"> - What is gender? - What is feminism? - What do you understand by “intersectionality”? - How can we combat gender-based inequalities? - How can we combat gender discrimination? - How can we promote female leadership? <p>Before delivering this workshop, be aware that “young women” is a very broad category and not a homogenous group. It would be good to emphasize that gender is not binary and that the target group “young women” does not only include cis women. The facilitator/youth worker should go through all chapters to make sure that concepts like gender are used in a consistent and coherent way. In connection with intersectionality, it would be good to</p>

	highlight that not all young women's experiences and needs are the same and that they might need to be addressed in different ways.
Step by step description	<ol style="list-style-type: none"> 1. (5min) Introduce the learners to the activity by explaining that the main goal of this workshop is to provide a free-of-judgement space in which learners can express their understanding of concepts such as gender or feminism. Remark on the importance of being respectful and using non-violent communication throughout the workshop. Also, present the information given in the "preparation" section in reference to "young women". Then, present the posters and their statements. 2. (15 min) Give one marker/pen to every learner and set some reflective background music. After, invite the learners to walk around the room freely, seeing the different posters and adding their ideas into them. 3. (15 min) Divide the learners into small groups of 3-4 people and give one poster to each group. Their task will be to discuss and draw conclusions of what is written on that poster. The facilitator may also provide each group with pen and paper to write the conclusions they reach. 4. (20 min) Ask each group to share their conclusions in plenary and allow time for others' questions and comments, encouraging discussion and the exchange of experiences, perhaps through storytelling. The youth worker/facilitator may add to the discussion by presenting the definitions given in the Glossary of this e-booklet on concepts such as:

	<ul style="list-style-type: none"> - Discrimination - Equality - Feminism - Gender; Gender equality; Gender identity - Intersectionality
Closing up	<p>(15 min) Close up the activity by inviting learners to create a circle and, one by one, share:</p> <ul style="list-style-type: none"> - How do they feel after this activity? - Which is the most important learning outcome they got from the activity? - What are they grateful for, if anything?
Resources	The glossary of the e-booklet #sothatmorecancome

ACTIVITY FOR CHAPTER 2 – CLIMATE CHANGE & SUSTAINABILITY

Name of activity	Zero waste, food & sustainability awareness workshop
Number of participants	10-15 people
Objectives & Learning Goals	<ul style="list-style-type: none"> Analyse the amount and types of waste that is generated by the young woman in their households. Discover and brainstorm methods to reduce and manage waste better, contributing to environmental sustainability. Brainstorm ways in which young women can encourage waste reduction in their households and in their communities through the identification of possible solutions to waste generation.
Duration	115 minutes
Material needed	Pens, paper, markers, flipchart/whiteboard
Preparation	<p>Ask young women to record, for a week, the amount of waste and type of waste they produce in their households. They may record the amount of waste in grams or kilograms. The types of waste must be categorized by the learners, as each of them may produce different types of waste. Some examples are such as:</p> <ul style="list-style-type: none"> - Packaging; divided into biodegradable, carton, and plastic. - Food and organic waste - Tins and metals - Glass - Electronic waste (batteries, etc.)
Step by step description	<ol style="list-style-type: none"> (20 min) Bring the learners together into small groups of 3-4 people and ask them to discuss the results they recorded for a week about the amount and types of waste in their households.

- Which are the most common types of waste among the group?
- For which types of waste were the highest amounts recorded?

2. (15 min) Bring the groups together into plenary and ask them to share the conclusions of their discussions.

3. (10 min) Hold an open discussion with the learners on the questions “Which types of waste are the most problematic for the environment?” and “Why do we produce so much waste of certain types?”. Let them brainstorm and collect the ideas on a flipchart or whiteboard.

Take a break of 5 minutes.

4. (20 min) Bring the learners back into small groups of 3-4 people and invite them to brainstorm about ways/methods/solutions in which they could reduce the amount of waste in their households, taking into consideration those types of waste that generate the biggest amounts and that have the highest impact on the environment. Ask them to write their ideas down on a flipchart.

5. (15 min) Allow the groups to share their results in plenary.

6. (10 min) Finally, invite all participants to have a look at the flipcharts presented. Give them around 5 minutes to do so. After, ask them to place a dot on those solutions/methods/ways they believe they could implement in their households to reduce their

	waste and contribute positively to environmental sustainability.
Closing up	<p>(20 min) Close up the activity by allowing participants to come into pairs, comment on the solutions/methods they chose and think about how they will implement them. Some guiding questions that can be used are such as:</p> <ul style="list-style-type: none"> - Which solutions/methods will you implement in your household? - When will you implement them? - How will you implement them? - Who will support you in the process? - What is your final goal? (e.g., reducing plastic waste by 70%) - Are any of the solutions suitable to supporting other people around you to reduce their waste as well?
Resources	

ACTIVITY FOR CHAPTER 3 – EDUCATION & LABOUR MARKET

Name of activity	Path to Equality-land
Number of participants	From 6 to 30 participants
Objectives & Learning Goals	<ul style="list-style-type: none"> To envisage a future world where equality is the norm To develop communication, imagination, creativity and skills to co-operate To promote justice and respect
Duration	1 hour
Material needed	<ul style="list-style-type: none"> 2 large sheets of paper (A3 size) or flipchart paper per small group Marker pens of different colours, enough for all small groups A map, preferably a hiking map or any other sort of map that shows physical features, for instance, mountains, valleys, rivers, forests, villages, bridges, etc.
Preparation	Familiarise yourself with the map and the symbols used.
Step by step description	<p>Part 1. Defining the problems and brainstorming solutions. 15 minutes.</p> <ol style="list-style-type: none"> 1. Ask people to get into small groups of three to five people. Hand out one sheet of paper and the pens to each group. Tell them to draw 3 columns of equal width down the paper. 2. Remind people that in Equality-land, there is complete gender equality. Ask participants to brainstorm concrete examples of what this country would be like. One person in the group notes down the list in the first column. 3. Now ask the groups to think about how life is today, to reflect on each point in column 1 and to discuss what steps

	<p>need to be taken to get from the present to their future Equality-land. In the second column, write the steps down beside each point.</p> <p>4. Next, ask people to reflect on the obstacles they might encounter on the path to Equality-land and how they would overcome them. Write these down in the third column.</p> <p>Part 2. Drawing the map. 40 minutes.</p> <p>1. Briefly review the appearance of a map. Point out the way contour lines are drawn, the shading of mountains and rivers, and the symbols used for forests, heaths, buildings, stores, hospitals, supermarkets, banks, as well as power lines and so on.</p> <p>2. Now introduce the idea of other symbols. Ask participants if they know any folk tales or other stories that use the metaphor of a person going on a journey to present moral ideals. Talk about the way a dark forest or a building of power, can be used as a metaphor for evil or good.</p> <p>3. Distribute a second large sheet of paper to each group. Ask each group to create their own fantasy map to represent the landscapes of the present and future, and also the crafts of the present and future, drawing paths and people within the map. They should invent their own symbols for geographic and urban features and for obstacles that will hinder or help the traveller on the journey from the present to the Land of Equality.</p> <p>4. Bring everyone back to plenary and ask participants to share their maps.</p>
Closing up	<p>Start with a discussion about the way the different groups worked together and how they made decisions about what to represent and about the way they drew the map. Then go on to talk about what Equality-land might look like in reality, and the obstacles to reaching it.</p> <ul style="list-style-type: none"> • Did people enjoy the activity? Why? • Which was the easiest and which was the hardest column to fill in? Why?

	<ul style="list-style-type: none"> • What were the main features of Equality-land? • What needs to change in order to build a society where there is gender equality? • In relation to the right not to be discriminated against, can policies of positive discrimination be justified as short-term measures to boost gender equality? • If you had to rate your country amongst all the countries of the world for equality of opportunity for both men and women, how would you rate it on a scale of 1 to 10? 1 is very unequal, 10 is almost ideal equality. • Why is it so important to focus on women's human rights? • Apart from women, which other groups are discriminated against in your society? How is this manifested? Which human rights are being violated? • How can disadvantaged groups be empowered to claim their rights? • What role has education to play in empowerment? • What role has human rights education to play in empowerment?
Resources	<p>Council Of Europe, Manual for Human Rights Education with Young people.</p> <p>https://www.coe.int/en/web/compass/path-to-equality-land</p>

ACTIVITY FOR CHAPTER 4 – HEALTH & WELLBEING

Name of activity	Unfinished sentences
Number of participants	1-on-1 conversations between the group leader and a group member or smaller groups of 4 to 5.
Objectives & Learning Goals	<p>An activity to recognise and verbalize needs, then reframe them and try to watch them from another point of view.</p> <p>If implemented in a group, the participants can get a deeper insight and understanding of each other's feelings. The facilitator can ask to refer to a specific topic that is relevant for the group.</p>
Duration	40-60 minutes.
Material needed	Dixit or similar cards with abstract pictures on them.
Preparation	Have the materials with you. If it helps to remember, take notes during the session. Ask the participants first if they are okay with it and give them the opportunity to ask not to take/delete notes on their specific thoughts.
Step by step description	<p>The facilitator lays out clearly visible picture cards (e.g., Dixit) on the desk. The facilitator asks the participants to choose a card after each sentence to complete the sentence.</p> <p>From the sentences below, the facilitator chooses as many as the group or individual's workload can handle, with suggestions that no more than 4-5 cards are chosen in an exercise.</p> <p>Example sentences:</p> <ul style="list-style-type: none"> - My greatest wish is that... - The most important thing for me would be... - I would be very satisfied if... - I wish that... - I could not imagine my life without...

- I will achieve that...
- I want to...
- It would be good if...
- I would be happy...
- I would have no regrets...
- I'm determined to...
- I'm going to try...
- My greatest, deepest need...
- I wish I could...
- The greatest reward of all would be...
- It would make me happy...
- I'll do my best to...
- I feel that the most important thing in life...
- I've made it my goal...
- I can still achieve...
- I don't want...
- I'm afraid that...
- I don't like to think about...
- I would not agree in any case...
- I want to avoid...

The participants read the 4-5 chosen sentences and choose cards to finish them. For the time being, the selected cards should be placed in front of the participant, turned face down. Ask for a volunteer to start presenting his/her own cards one by one, finishing the sentences. Let the associations flow.

While a participant is speaking, their peers (if any) are listening in silence. Reflection is only possible after the exercise, during the discussion round.

Discussion

- What happens if you swap the pictures and the incomplete sentences? Try to associate a picture with another completed sentence.
- What kind of message do the pictures carry with the other sentence?
- How do you feel now with the expressed thoughts? What kind of correlation can you find?

<p>Closing up</p>	<p>Individual closing</p> <ul style="list-style-type: none"> - What are you taking home with you? <p>Group closing - ask the members to focus on themselves, speak in me-sentences.</p> <ul style="list-style-type: none"> - How was it to share inner thoughts and needs with others? - How was it to listen to each other without speaking? - Did you get surprised by what you heard? - What are you taking home with you?
<p>Resources</p>	<p>Német, Fodor (2017). "Inspiráció az asszociációs kártyákkal való munkához". Budapest.</p>

ACTIVITIES FOR CHAPTER 5 – CRITICAL THINKING AND STORYTELLING

Name of activity	Journalistic theatre - creating and presenting a scene
Number of participants	From 4 to 10 participants
Objective	<ul style="list-style-type: none"> · opens discussion about specific topics; · find community solutions to conflict or discomfort situations; · stimulates individual reflection, emotional intelligence non-violent communication; · identify threats, oppressions and toxic behaviours.
Duration	60 min
Material needed	<ul style="list-style-type: none"> - Printed news, related to the main topic you are covering, in this case <i>gender and society</i> - Big room where participants can move freely
Preparation	<p>Select from the newspapers three news articles addressing the topic you want to explore. Try to choose a news item concerning a controversial, difficult dynamic and/or where a conflict can be identified.</p> <p>Divide the group in a couple or three.</p>
Step by step description	<p>Assign each group a news story and give them 20 minutes to read it, discuss it, create a small scene about it and then briefly present it to the other participants. Tell the participants that they can be creative and imagine anything: they can for example represent the fact reported in the newspaper or think they are journalists going to interview people about it, etc.</p>

	<p>At the height of tension in each play, or at an interesting moment, stop the scene so that the actors and actresses remain frozen.</p> <p>Involve the other participants in a debate about what they are seeing. You can use, for example, the following questions:</p> <ul style="list-style-type: none"> - What is happening in this scene? - Who are the characters? - Which are their roles in the scene? - What is the relationship between them? - How does each of them feel? - What emotions are they experiencing? - What are they thinking at this moment? - Does it happen in real life? - Do we have experience of something similar? - Is there something that could be done by one of the characters that would change this scene?
Closing up	<p>At the end of each debate, ask the actors and actresses to step out of their role and come back to be themselves. Then read (or ask the actors/actresses to read) the news that originated that play.</p>

Comments/hints facilitators	for <p>This activity can be used with all target groups: students, school staff and families.</p> <p>In this exercise it is necessary to choose the article in relation to the topic and group that you are going to work with. You can also use fake news to raise awareness and make a comparison between reality and fake news.</p> <p>Try, with your questions, to help the audience explore the topic. Carefully follow the debate that is generated and validate all opinions.</p> <p>Draw from the participants' answers and reactions to ask further questions.</p> <p>Try to make visible even the most hidden aspects of the dynamic represented. In this case, it is sure that gender or racial stereotypes or discrimination may be present. Be ready to moderate the discussion and debate.</p> <p>Allow yourself and the audience to question the characters directly, ask them questions, and give them advice. Ask the actors and actresses to always respond as characters and not to leave the part until the debate is over.</p>
Resources	SOPHIE – Safe and Inclusive Online Learning in Primary School Project n ^o : 2021-1-ES01-KA220-SCH-000035875

Name of activity	Tell your story
Number of participants	From 4 to 8 participants

Objective	<ul style="list-style-type: none"> · Learning to tell a story; · Fostering active listening and empathy; · Deepening and experiencing relationships and sharing feelings; · Identifying a person's strengths, weaknesses, opportunities and taboos through their stories; · Promote open dialogue and prepare participants to know and recognize each other.
Duration	60 min
Material needed	<ul style="list-style-type: none"> - Pieces of papers - Pen
Preparation	<p>Prepare in two slips of paper the following suggestions:</p> <ul style="list-style-type: none"> o Tell the story of a woman entrepreneur. o Tell the story of a woman who made history. o Tell the story of a famous and successful woman. o Tell the story of a woman who represents you in society. o Tell the story of a woman you would like to be like. o Tell the story of a woman in your family.
Step by step description	<p>Place inside a bull the folded cards so that participants cannot see the content.</p> <p>Have each participant draw a card and tell them they have 10min to prepare their story and 10/15min to tell it.</p> <p>After the 10min has passed, each round tells their story.</p>

Closing up

Here there are some questions you can use to close up the activity:

- What was it like?
- What was easy and what was difficult to tell?
- What feelings did you experience?
- Why did you choose that story?
- What role/inspiration does the main character play in your life?
- Do you think you can learn from him/her? In what ways?

CONCLUSION

In conclusion, this e-booklet attempted to break down the complex question of how to better support young women to become leaders in matters of environmental sustainability – at the same time, it is an attempt to provide an overview of the relevant tools, methods, and skills that play an important role in this matter when it comes to awareness-raising and education. Due to the complexity of the topic and the goals of this e-booklet, this matter has been addressed through interconnected chapters which each focus on given relevant topics/issues.

Research shows that climate change and environmental issues are interlinked with gender oppression issues, going hand in hand with socioeconomic inequalities and oppressive patriarchal structures. However, despite the interconnectedness and presence of these issues, there is a need to raise awareness, educate and discuss in practice what needs to be done to support young women's leadership to achieve more inclusive and sustainable communities in Europe.

The target group of “young women” is very heterogeneous and broad, with diverse needs, socioeconomic backgrounds, and different access to both economic and educational resources. For this reason, we emphasize the need to put **intersectionality at the centre as a key concept and approach to be used when discussing female leadership and climate change issues**. It is not possible to generalize and capture all young women's experiences, knowledge and needs together – however, there is a need to look at both the individual and the collective experiences of young women, using a non-critical and open-minded approach to the most relevant issues presented.

Gender inequality is still a huge challenge in most EU countries, and sustainability here is understood as both environmental, social, and economic. Although the connection between gender and climate change and environmental degradation is not always clear and differs greatly between EU countries, research shows that climate change has a greater impact on women, being linked to gendered socioeconomic and cultural structures (Alston, 2011; Pearse, 2017). At the same time, political decision-making as well as law-making are still characterized by a masculinist discourse on climate change and environmental degradation.

Patriarchal structures, sexism, discrimination, gender gaps in all sectors, and gendered stereotypes result in socio-economic inequalities and unequal access to power positions and decision-making. These, in addition to a lack of psychological support and financial insecurity are all barriers that stand in the way of women having a more prominent and broader social and environmental impact (#WeCoLead International Report, 2022). Our research shows that empowering young women can be achieved by providing inspiration and role models as well as access to platforms, adequate educational support, and support from other diverse groups of women (#WeCoLead International Report, 2022). Thus, the importance of women obtaining leadership positions to promote sustainability is emphasized.

In other words, it is important **for female leadership to be accompanied by an intersectional approach and an interest in being open-minded and in hearing about other people's realities and their issues**. It is also important for female leaders to be aware that **climate change does not affect everyone in the same**

manner, but that the degree of its impacts often depend on the number of resources one has at their disposal to adapt to and fight climate change (Gabrielsson et al., 2013; Gabrielsson, 2015).

In terms of labour market and employment, we observe how the challenges related to sustainability and climate change also impose an adaptation of the logic of the labour market. The latter, however, still seems to be characterized by strong inequalities, structural in terms of gender discrimination. Women in fact earn less for the same position and, in general, hold fewer leadership positions than their male peers. In addition, they are often disincentivized from advancing their careers due to patriarchal structures and challenges. Inequality decreases as levels of education and training rise, but it remains structural in the labour market and affects the basic economic conditions of people from ethnic minorities, those with disabilities, women, and young people. In any case, **opportunities for improving the working conditions of women, youth and all minorities depend on access to education**, which is the key to their social and economic status. **Studying, informing oneself, networking, traveling, and not ceasing to be curious are good antidotes for one's growth, both economic-financial as well as social and personal.** The education and labour market for young women play crucial roles in shaping their prospects and opportunities. Education is essential for young people as it equips them with knowledge, skills, and competencies necessary to succeed in the job market.

According to the #WeCoLead (2022) international report, the physical and mental health of women is connected to the direct and indirect influence of patriarchy, gender inequalities, and discrimination. In terms of young women's health and how it has been affected by the COVID-19 pandemic, the results of the #WeCoLead research shows that young women have been mainly impacted. Regarding the health of young women, research (Matheson & Kidd & Came, 2021) shows that women still have fewer opportunities in healthcare which is directly connected to the influence of the deeply rooted and internalized gender inequalities and patriarchy. Our research (#WeCoLead, 2022) revealed that the COVID-19 pandemic caused decrease in physical and mental well-being of young women. Although some young women claimed that this brought some positive changes in their lives (e.g., more focus on themselves, better self-knowledge, more me-time), most young women experienced a decrease in both their mental and physical health: they lacked social connections, their physical status got worse and their feelings of loneliness, insecurity, and depression. **This highlights the importance of having tools and methods to help the target group overcome these structural barriers in society.**

Throughout the e-booklet and the #WeCoLead project, the partnership has also explored the potential of social media, critical thinking, storytelling, and leadership skills in promoting gender equality and supporting young women's empowerment. Social media platforms have provided a powerful venue for women to speak out, raise awareness, and demand change. **Critical thinking allows youth but also other individuals to challenge gender stereotypes and discrimination. Storytelling is an innovative method that creates connections, challenges traditional norms, and inspires others to act.** It is therefore important to equip young women with the necessary tools and leadership skills that empowers them to act and contribute to a more equal, inclusive, and sustainable society. Exploring the role of critical thinking and storytelling as tools for young women, we concluded that organizations need to support young women interacting in social media and public spaces.

In the final chapter of the e-booklet, we explore the key role played by advocacy, which can bring bottom-up change not only in civil society, but also involving individuals, informal groups, organizations, and institutions. A bottom-up approach is a collective approach, the power of many that work together, coordinate, communicate and set collective strategies for change. While researching the impact on people, organizations and institutions have on the field of women empowerment, we concluded that one of the most necessary actions for advocacy, is the need to “create space” for connections and networks, for inspiration (through groups of young women, mentoring sessions, storytelling events), for education and information.

Finally, we explained how the #WeCoLead Toolkit was developed, how different groups can work with it and what outcomes can be obtained from it. We explained the gradual process which can support individuals to find their cause, small organizations, or informal groups of young women to coordinate and establish organizations in their long-term advocacy process. We discussed about empowerment and community development, and we attempted to analyse the key elements needed to achieve personal and collective structures that will lead to sustainable forms of communities. Furthermore, we attempted to draw an overall plan, or even better an overall “map”, on how individuals and groups, collectively, can work on advocacy.

Organizational coordination is a key element, but how can we achieve it if we don’t have a shared vision, cause, or goal? The conclusion is that we can discuss how the power of many that work together, coordinate, communicate and set collective goals, can create a bottom-up strategy for change. We can investigate the “how” individuals and groups of young women can stay connected and find companions, partners, supporters and mentors in their friend groups, workplace or in their communities to promote sustainable leadership for themselves and society overall.

ANNEX I - USEFUL CONTACTS IN CASE OF MEDICAL AND PSYCHOLOGICAL SUPPORT

Are you experiencing physical, psychological, sexual, economic violence, stalking, or harassment at work? Do you feel in danger and need immediate support? Below is a list of useful numbers you can turn to for support.

Violence is never the responsibility of the sufferer, but always of the perpetrator.

WHAT KIND OF SUPPORT CAN YOU FIND AT AN ANTI-VIOLENCE CENTER?

- Telephone intake
- Individual interviews
- Shelter House placement in life-threatening situations.
- Legal assistance/advice
- Psychological counselling
- Work with the Anti-Violence Network (law enforcement, courts, social services)
- Support for minors who are victims of direct or witnessing violence
- Accompaniment to social and health services
- Awareness-raising and prevention activities
- Orientation and accompaniment to employment and education
- Support groups

NATIONAL CONTACTS - ITALY

Name Organization	Services offered	Contacts
National toll-free anti-violence and stalking number	Phone support and live chat with trained operators	T: 1522 [Free and active H24] Live Chat: by going to www.1522.eu or downloading the 1522 app on your cell phone. Reception available in Italian, English, French, Spanish and Arabic.
Carabinieri		112
State Police		113

Health emergency		118
D.i.Re	Italian mapping of anti-violence centers	https://www.direcontrolaviolenza.it/
LOCAL CONTACT - PALERMO		
Le Onde Onlus	Anti-violence center and shelter	<p>T: 091327973 [Free and active H24]</p> <p>Email: leonde@tin.it</p> <p>www.leonde.org</p> <p>25 Campania Avenue, 90144 Palermo</p>
Millecolori Association	Anti-violence center and shelter	<p>T: 091 843 72 36 - +39 375 52 90 469 (La Pipitone) [Free and active H24]</p> <p>Email: info@millecolorionlus.org info@pec.millecolorionlus.org</p> <p>http://www.millecolorionlus.org/</p> <p>Via Ammiraglio Persano 46/52, 90142 Palermo</p> <p>T: +39 375 502 0439 (Casa Lia) [Free and active H24]</p> <p>Email: casalia@millecolorionlus.org</p>
Centro Antiviolenza 3P	Anti-violence center	<p>T: 800 68 50 96 [Free and active H24]</p> <p>T: 0912526357</p> <p>www.consorziotartaruga.it</p> <p>Via Umberto Giordano, 2. 90144</p>

		Palermo
V. Cervello Hospital Company - Villa Sofia	Hospital	T: 0916802201 email: ostetricia-ginecologia@ospedaliriunitipalermo.it 233 Strasbourg Ave. 90146 Palermo
Palermo Police Headquarters	Law Enforcement	T: 0916725111 email: questore.pa@poliziadistato.it Piazza della Vittoria 8, 90134 Palermo

NATIONAL CONTACTS - HUNGARY

Name Organization	Services offered	Contacts
Police		T: 107 or 112
Ambulance		T: 104 or 112
General Emergency Number		T: 112
National Crisis Management and Information Helpline	In case you have to flee your home; Helping to find a crisis accommodation	T: +36 80 205 520
Nők a Nőkért Együtt az Erőszak Ellen (NANE) Egyesület	For victims or witnesses of abuse (whether verbal, psychological, physical, sexual or economic)	T: +36 80 505 101
PATENT Egyesület jogsegély-szolgálat	Legal help (domestic violence, intimate partner violence or other forms of violence against	T: +36 80 80 80 81

	women and children). Background consultation with a psychologist, social worker. Preparation of petitions (in exceptional cases).	
NANE Support Groups (NANE Támogató Csoportok)		email: info@nane.hu
Victim Support Service Helpline (Áldozatsegítő Szolgálatok)	Support for individual and families in need	T: +36 80 225 225
Court Customer Assistance Service (Bíróági Ügyfélszolgálat)	Fill in the forms Recording an oral request In court procedural matters	e-mail: http://igazsagugyiinformaciok.kormany.hu/jogi-segitsegnyujtas
Ministry of Justice: Specializations (Igazságügyi Minisztérium: Szakrendszerek)	Victim assistance Legal advice Patronage	https://szakrendszerek.im.gov.hu/
National Help Center (Országos Segélyközpont)	Support for individual and families in need	T: +36 1 289 00 56 / +36 30 828 27 78, email: segelykozpont@segelyszervezet.hu
National Crisis Management and Information Helpline (Országos Kríziskezelő és Információs Telefonszolgálat)	For victims of relationship violence For victims of human trafficking Support for children	+36 80 20 55 20

EMMA vonal	Information for mothers	T: +36 80 414 565
Youth mental health first aid (Ifjúsági lelki elsősegély)	Mental support for youth (under 24)	137 - 00
Blue Line for Youth (Kék Vonal)	Mental support for youth (under 24)	chat, email: https://www.kek-vonal.hu ; T: 116 111
IGAZSÁGÜGYI MINISZTERIUM BUDAPESTI ÁLDÓZATSEGÍTŐ KÖZPONTJA	Support for victims of domestic violence (appointment required)	+36 1 550 16 36
FEHÉR GYŰRŰ KÖZHASZNÚ EGYESÜLET:	Listening, sympathetic attention and human comfort after the crime; Providing information on administrative procedures assistance and possible assistance with the procedure with the authorities; Free legal assistance in the case of a particularly serious crime against.	+36 1 312 22 87
LOCAL CONTACTS - BUDAPEST		
Budapest Ecumenical Aid (Budapest Ökumenikus Segélyszervezet)		T: +36 70 504 31 52 email: budapest.krizisambulancia@segelyszervezet.hu

<p>BIZTOS PONT REGIONAL CRISIS OUTPATIENT CLINIC</p> <p>(BIZTOS PONT REGIONÁLIS KRÍZISAMBULANCIA)</p>	<p>Budapest and Pest counties</p> <p>For victims</p> <p>Information on available support services</p> <p>Legal and psychological counselling sessions (individual and couples counselling)</p> <p>For professionals:</p> <p>Information on how to deal with cases of relationship violence</p> <p>Provision of case consultation</p> <p>Organisation of case meetings and case conferences</p> <p>Professional forums</p> <p>Prevention presentations for schools, work communities</p>	<p>+36 70 525 05 36</p>
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NATIONAL CONTACTS - SWEDEN

Name Organization	Services offered	Contacts
ROKS - Riksorganisationen för kvinnojourer och tjejjourer i Sverige	National organization for women's shelters and young women's shelters - provides an overview of all the organizations supporting women in Sweden who are victims of violence, and other health-related issues.	https://www.roks.se/ https://www.roks.se/hittaenjou
Business and Professional Women Sweden (BPW Sweden)	Business and Professional Women Sweden is a local,	http://bpw.se/

	national and international network that works for equality between women and men with a special focus on the labor market.	
Föreningen Tillsammans	The association Together is an association of and for people who have been subjected to sexual violence in any form. By creating a community for individuals who have been exposed and together strengthening each other, they want to be a force for change in society. Together they fight for a society free from sexual violence.	https://www.foreningentillsammans.se/
FQ - Forum, Kvinnor och Funktionshinder	FQ is a feminist and non-partisan cross disability organization who work for equality and the elimination of disabilities.	https://kvinnor-funktionshinder.se/
Kvinnokliniken Göteborg	Göteborgs Kvinnoklinik is an LGBTQ-certified gynecology clinic that is comprehensive in gynecological outpatient care and, among other things, offers advice on contraception, follow-up and treatment of cell changes and day surgery.	https://gbgkk.se/
Unizon	Unizon brings together over 130 women's shelters, girls' shelters and youth shelters that work for an equal society free from violence.	https://www.unizonjourer.se/

NATIONAL CONTACTS - LUXEMBOURG

Name Organization	Services offered	Contacts
VISAVI	Information and consultations for women	Tel.: 49 08 77-1 visavi@fed.lu
Fondation Maison de la Porte Ouverte a.s.b.l. / Centre Ozanam	The FMPO aims to respond, with its "ADULTS" department, in the most appropriate way possible, to the current needs of young mothers (minors and adults), young parents, women and their child(ren) meeting multiple difficulties.	Tel.: 40 60 01 310 ozanam@fmpo.lu
CNFL – National Council of Women of Luxembourg	Beyond social, political and religious divisions, the CNFL today brings together 12 member associations committed to active citizenship and working to build a society of equality between women and men.	Tel.: 54 57 57 login@foyer.sud.lu
Fondation pro Familia	Consultations for women (24 hours a day)	Tel.: 51 72 72 41 / 51 72 72 88 femmes@profamilia.lu

NATIONAL CONTACTS - GREECE

Name Organization	Services offered	Contacts
Police		T: 100
Ambulance		T: 166
Victim Support Line for domestic violence (Γραμμή SOS της Γενικής Γραμματείας Δημογραφικής και	Operates 24/7, all year round. The line is staffed by psychologists and sociologists who provide immediate help in	T: 15900 Email: sos15900@isotita.gr

Οικογενειακής Πολιτικής και Ισότητας των Φύλων.)	emergency incidents of violence.	
Municipal Support Centers Συμβουλευτικά Κέντρα Τοπικής Αυτοδιοίκησης (Κέντρα ανα Δήμο)	The centers provide: a. information on gender equality issues b: social, psychological, legal and unemployment support c: information for hospitality accommodation or support escort to police/prosecutor authorities, mental health centres, etc. d: legal aid.	Find your local Center: https://womensos.gr/symvouleutika_kentra_ota-2/
Information on #metoogreece campaign	Find all important links for women support in Greece	Visit: www.metoogreece.gr
National Psychological Support Line (Τηλεφωνική Γραμμή Ψυχοκοινωνικής Υποστήριξης)	Free 24 hours hotline for citizens for any mental health issues.	10306
Nation Line for OnLine crime (Δίωξη Ηλεκτρονικού Εγκλήματος)		11188
Research Center for Gender Equality ΚΕΘΙ (Κέντρο Ερευνών για Θέματα Ισότητας)		Visit: www.kethi.gr
National SOS Line for children and parents (Εθνική Γραμμή SOS για παιδιά, εφήβους και γονείς)	This hotline is supported by “Chamogelo tou Paidiou” NGO.	1056
Line for Hope from the Women Unions of Heraklion & N.	Hotline to provide emergency support and first aid to victims of	801 11 16000

Heraklion (Γραμμή Ελπίδας Σύνδεσμος Μελών Γυναικείων Σωματείων Ηρακλείου και Ν.Ηρακλείου).	domestic violence.	
Support Line fom women W.I.N. Hellas NGO	Hotline for psychological and legal support (Monday to Friday 08.00 - 16.00)	210 8996636

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