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We4Change: Girls and Women Connecting for Environmental Change

Handbook for trainers and youth workers

PREPARED BY
WE4CHANGE PROJECT CONSORTIUM

Intellectual output 2: We4Change "Train the Trainer" Programme

Handbook for trainers and youth workers

Coordinated by

Stimmuli for Social Change

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Asociatia pentru Dezvoltarea Tehnologiilor Informationale TEKEDU

ZERO – Associação Sistema Terrestre Sustentável

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Part 1: About We4Change project and this handbook

Dear trainers and youth workers,

This **handbook** is the course material for the **We4Change 'Train the Trainer' workshop**, part of the second Intellectual Output of the *We4Change: Girls and Women Connecting for Environmental Change* project funded under the Erasmus+ programme.

The training workshop, accompanied by this handbook, seeks to support trainers and youth workers – including those that may have never applied before gender mainstreaming tools – to organize effectively a We4Change Changemakers Event. The aim of these events is to trigger active citizenship and to empower girls and young women with digital and environmental awareness skills to become the future changemakers of their community.

The handbook is complemented by the **We4Change Changemakers Events Curriculum**, which is the theoretical and conceptual backbone for organizing and facilitating the pilot implementation of the We4Change Changemakers Events that aim to bring together girls and young women to provide them with the skills, resources and access to the expertise necessary to develop their entrepreneurial mindsets and inspire them to act for climate.

The events curriculum is freely available for download at: http://we4change.eu/we4change-changemakers-event-curriculum/

Learning objectives of the training programme and handbook

The We4Change 'Train the Trainer' workshop together with this handbook aims to provide trainers and youth workers with all the information necessary to successfully organize 'Changemakers Events' dedicated to girls and young women. It serves as a support package for any trainer, practitioner or expert interested in the field of youth and most importantly in the area of female empowerment and enhancement of young women' 21st century competencies (such as digital skills, active citizenship, social innovation skills etc.). The aim is to incorporate the gender dimension in effective youth policies and programmes both at a national and European level, contributing with practical examples and data for mainstreaming gender into youth policies and practices. The gender perspective is more than essential because today the youth sector remains highly influenced by

gender-based inequalities. Specifically, young women, particularly those from disadvantaged backgrounds, face gender specific challenges related to education, employability, and civic participation and tend to be more exposed and unequipped in front of threatening phenomena, like the climate change.

Another objective of this handbook is to foster your professional development and enrich your experience and knowledge on the project's idea and thematic areas, by enhancing your readiness and consciousness to successfully adopt a gender-based and bottom-up approach during the events and generally during any inspiring activity you may lead in the short or in the long-term and is related to female engagement.

Due to its participatory, transferable, and flexible character, this handbook can inspire and guide any youth worker wishing to replicate the philosophy and methods of We4Change Changemaker events and disseminate in their own way the idea and impact of these events in the future within their organization.

Based on the concrete structure of this practical handbook, you have the chance to learn more about:

✓ a need analysis that summarizes the opinions and perspectives of youth workers who are generally active in the area of youth and women empowerment and who participated in a survey, developed as part of our research activities in the framework of the project, focused on the identification of their needs in relation to the adoption of We4Change curriculum;

✓ the skillset that a current or potential youth worker needs to acquire and exercise today, according to the ETS (European Training Strategy) Competence Model and in line with Competence Frameworks from EU and other initiatives (e.g., *Digital Competence Framework, the European Entrepreneurship Competence Framework, the Social Innovation Learning Framework – SILF*);

✓ your role as trainer during the We4Change events and the practical guidelines to follow for the smooth operation of the events' activities;

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✓ different ideas on how to carry out the We4Change events virtually;

✓ as well as some suggestions for applying community building activities/ icebreakers during the events.

✓ how to get feedback from your participants in the events with the provision of basic assessment questionnaires for the evaluation of the events. These questionnaires are indicative and can be distributed to all participants before and after the events so as to get useful feedback about their expectations and their experience.

Learning outcomes and added value

The We4Change training workshop and this handbook aim to guide and prepare trainers and youth workers to:

✓ support effectively the end-users during the events to create and design new ideas through the We4Change changemaking curriculum and its resources, which have a gender inclusive and innovative character.

✓ promote gender mainstreaming in your existing and future youth work programmes, having as a useful guide all the provided and accessible materials developed by the project.

✓ understand your role to the development of a female civic changemaking culture, with the support of coaching and mentoring techniques.

✓ embed the We4Change methods in your youth work practices through various meaningful and educational materials based on best practices.

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✓ become more creative, effective, empowered, confident, and better connected to the final beneficiaries in order to contribute substantially to local and regional development;

✓ exercise your communication skills while you are interacting with a diverse audience, and you are called to adapt to different situations that requires from you to handle complex group dynamics to keep things running smoothly.

✓ deliver or assist several workshops on themes relevant to this project, such as training in digital literacy, design thinking and pitching.

Part 2: Needs analysis for youth workers' needs and Competence models

2.1 Needs analysis

As integral part of IO2 'We4Change Train the Trainer Programme,' and a key element for its design process, an online survey was carried out the period November 2021 – January 2022 addressed to youth workers, and in general professionals in youth area from the participating countries, to identify and validate their training needs in relation to the adoption of We4Change curriculum and what skills they would like to enhance. In addition, their preferred methods of training as well as further context-specific factors that would lead to better customized teaching materials were captured.

It is important to present at this point the main findings in order to take into account needs and gaps that were pointed out by the people who participated from the project's countries. These findings put emphasis on the bottom-up character of the training programme and were taken into consideration for the development of training content and the workshop's concrete topics.

To begin with, regarding some demographic elements, about 81% of total number of participants of the survey addressed to youth workers are female, while only 16% are male, as the following figure displays:

What is your gender?

- 81% Female
- 19% Male
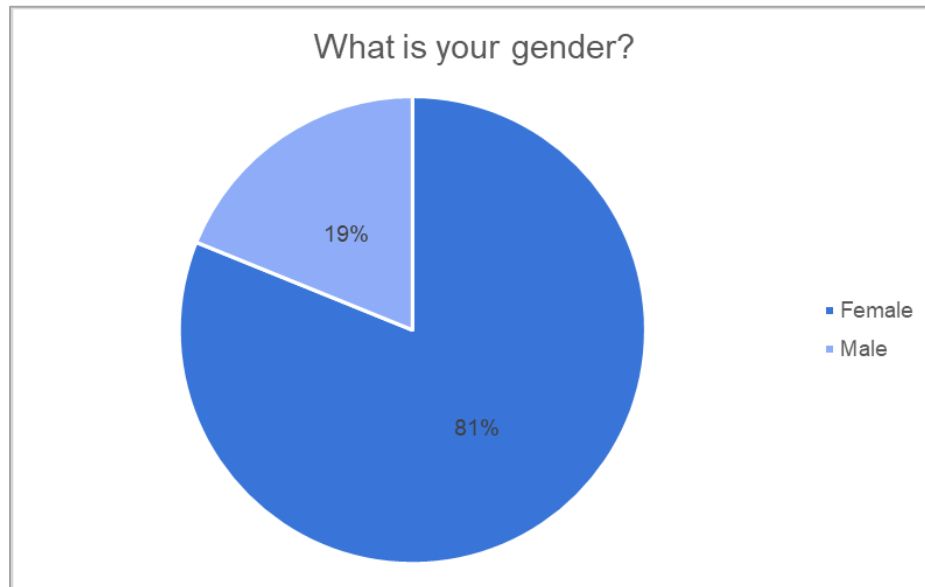
Regarding their educational background and the type of organisation they are involved in at professional level, the majority of participants hold a master's degree and the areas of their work are in the private sector, an NGO (non-governmen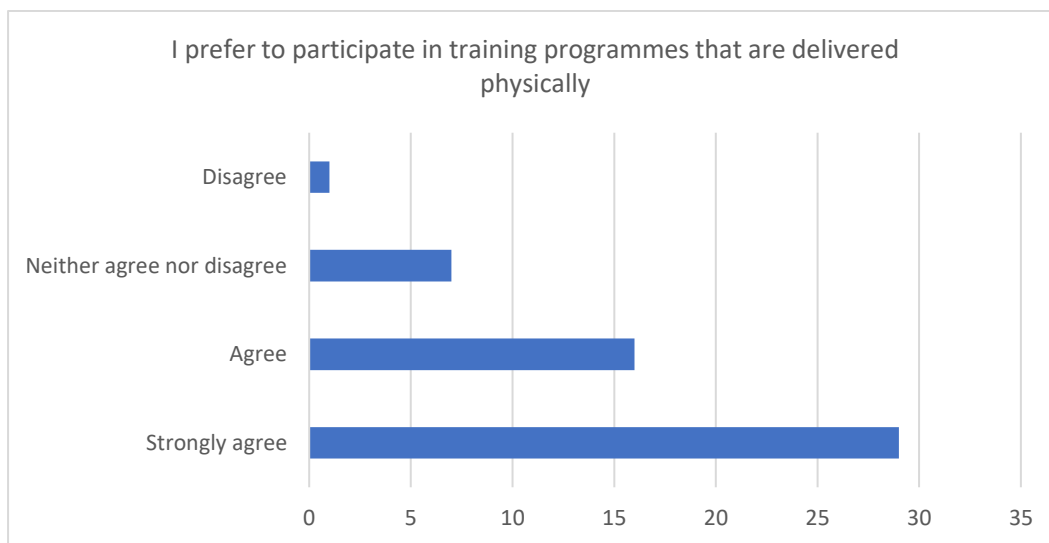tal organisation) or an educational institution. In addition, with regard to their participation in training programmes, seminars or workshops related to capacity building of youth workers, most participants in the survey said that they are not experienced. A strong lack of experience was also captured in the question that focused on their level of participation in any engagement activity or educational training with aim to empower girls/young women from disadvantaged communities. Based on these observations, it seems that there is a need of offering more opportunities and opening new pathways to youth workers in order to be effectively trained as professionals, enrich their knowledge, and improve their engagement with new topics, including the female empowerment that constitutes today one of the hot topics in youth area.

Moving to the following parts of the survey, when asked about their preference in the online training programmes, it seems that most participants disagree with this method, as the figure clearly shows below:

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I prefer to participate in training programmes that are delivered online.

Strongly disagree	
Disagree	
Neither agree nor disagree	
Agree	
Strongly agree	

(Chart: horizontal bar chart, x-axis 0 to 18)
- Strongly disagree: ~9
- Disagree: ~17
- Neither agree nor disagree: ~11
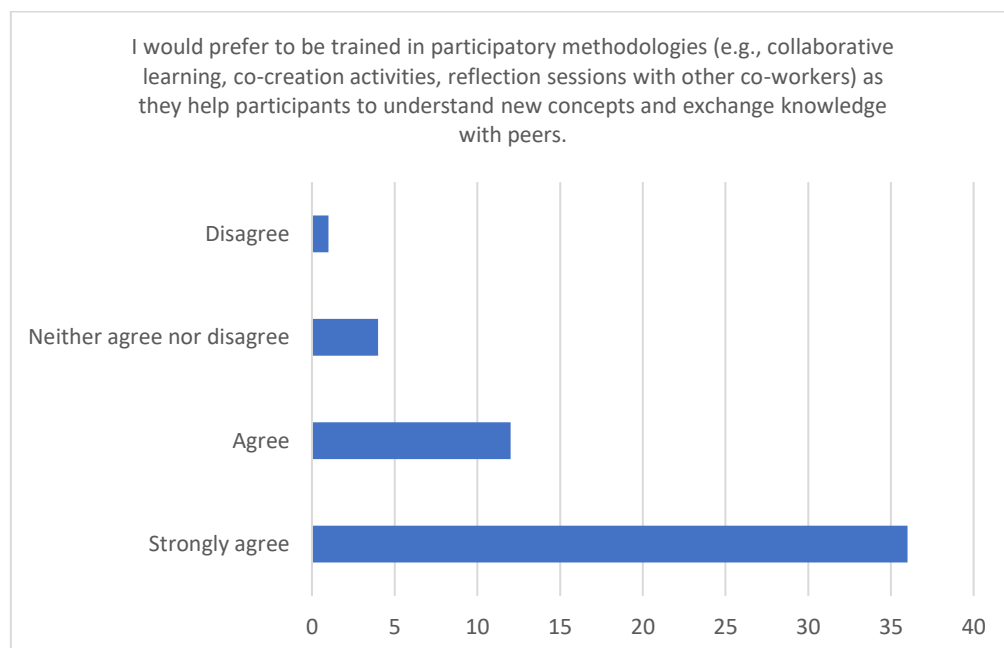- Agree: ~10
- Strongly agree: ~6

On the other hand, in next question about their opinion to participate in physical trainings, most participants strongly agreed that they prefer more this method (the in-person training) in training activities, and this is proven from the following figure:

I prefer to participate in training programmes that are delivered physically

(Chart: horizontal bar chart, x-axis 0 to 35)
- Disagree: ~1
- Neither agree nor disagree: ~7
- Agree: ~16
- Strongly agree: ~29

Apart from the two previous questions for the two separate methods of trainings, the opinion of surveyed youth workers for the training that are delivered in a blended learning method was also captured. Regarding this aspect, around 20 participants prefer both online and offline means of training, while approximately only 6 participants expressed tehri disagreement with such kind of methods in the training programmes' way of implementation, as the figure next clearly presents:

I prefer to participate in training programmes that are delivered through a blended learning approach, combining online and offline means.
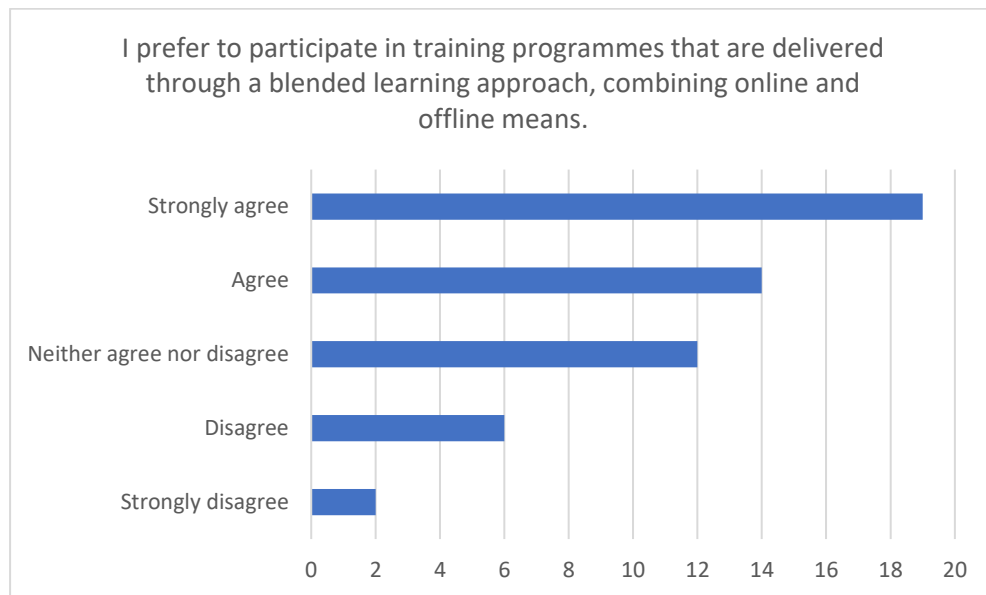
Besides their preference in the way a training programme can be delivered, the surveyed youth workers expressed their opinion and interest in being trained in participatory methodologies. It is really interesting that the vast majority of the participants are very interested in being trained in collaborative and participatory processes (figure below), as such kind of innovative methods and activities contribute to the enhancement of their understanding in new concepts and to the exchange of knowledge and ideas with other colleagues in this area.

I would prefer to be trained in participatory methodologies (e.g., collaborative learning, co-creation activities, reflection sessions with other co-workers) as they help participants to understand new concepts and exchange knowledge with peers.

Finally with regards to the set of skills they need to acquire for inspiring, as potential trainers, young female participants and delivering relevant engagement activities/events in their country or abroad, all the types of competencies in the survey are necessary for the participants, but some of them have a dominant role. Specifically, the **entrepreneurial competencies** are the first most preferred and needed skill by most participants, followed by the youth leadership and changemaking skills. Next, the **skills related to digital literacy** (e.g., familiarization with online tutorials, web-page management skills, online resources management skills) seem to be the third most necessary option for the participating youth workers, while the **competencies related to environmental awareness** and sustainable development follow with a slight difference, but they are considered equally important for a valuable number of participants. Last but not least, another set of skills in which a number of surveyed youth workers considered necessary to be further trained regards the skills that focus on **social innovation and soft skills**.

2.2 Competences of youth trainers

Offering young people and trainers the possibility to have equal opportunities and to join learning mobility projects across Europe as part of their continuous capacity building and lifelong learning journey is more than essential today. Such a process is often accompanied by the cultivation and acquisition of certain competences for the people working with and for young people. At the same time, the EU educational agendas as well as the EU institutions and providers of formal or non-formal learning give a continuous emphasis on this necessity. During the last years, multiple training strategies, capacity building tools and educational materials have been developed by experienced actors in youth work field, with the purpose to help the growth and professional development of youth workers to become more effective and impactful.

Competences are always connected to a specific context (intercultural work, youth work, social work etc.). However, this fact makes it challenging to explore and assess. For this reason, competence development frameworks vary according to target groups, youth workers and work context. This handbook focuses first of all on the '*Competence Model for Youth Workers to Work Internationally',* as core objective of the European Training Strategy in the field of Youth. This model supports training and quality in youth work

and offers the opportunity to create training strategies, training courses and allows to people working in youth sector to analyse their own competences and address their personal challenges, by improving themselves as workers and citizens. In parallel, it is a good basis for peer-support, peer-review and (self-) assessment.

The abovementioned model is adapted to European youth work and the principles of non-formal learning. Some of the core principles behind this competence model are:

- ✓ Young person centeredness (*a focus on young persons and their development*)
- ✓ Transparency
- ✓ Confidentiality
- ✓ Attention to content and methodology
- ✓ Voluntariness
- ✓ Participation
- ✓ Ownership of the development process
- ✓ Empowerment
- ✓ Democratic values and practices[1]

And since the basic principles of non-formal learning were presented, it is time to focus on the 'youth workers' competences'. According to a multidimensional approach that the previous competence model adopts, there are eight (8) competences:

- ✓ Facilitating individual and group learning in an enriching environment
- ✓ Designing programmes
- ✓ Organising and managing resources
- ✓ Collaborating successfully in teams
- ✓ Communicating meaningfully with others
- ✓ Displaying intercultural competence
- ✓ Networking and advocating
- ✓ Developing evaluative practices to assess and implement appropriate change

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[1] Evrard, G. & Bergstein, R. (2016). A Competence Model for Youth Workers to Work Internationally. Salto Youth. Available at: https://www.salto-youth.net/downloads/4-17-3460/CompetencemodelForYoutworker_Online-web.pdf.pdf

It is important to underline that these competences should be taken into considered and adopted together as a whole and not independently, as they are perceived as an overall system of values, attitudes, and beliefs as well as skills and knowledge that youth workers need to develop and cultivate so as to successfully manage complex situations and tasks.

Additionally, each competence is divided in four parts: *attitudes, knowledge, skills, and behaviours*, as the image displays below:
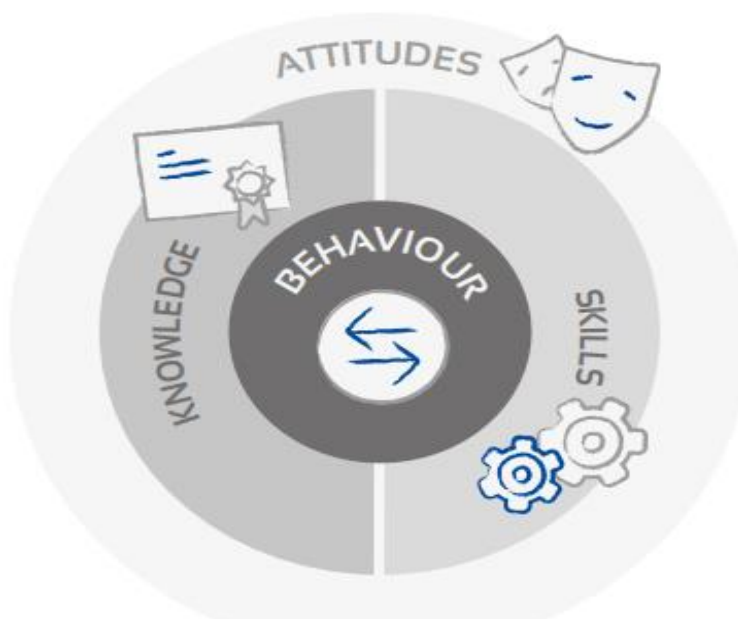
According to the competence model that displays the four dimensions underpinning each competence, the **attitudes** are the pre-requisite, the foundation for the competence development. The feature of an attitude leads to knowledge (gained through experience, books, the Internet, etc.) and specific skills (ability to perform a task, to apply knowledge and turn attitudes into actions). Next, the **knowledge** and **skills** that a youth worker develops will lead to appropriate and contextual behaviour. The part related to the **behaviour** incorporates attitudes and actions, knowledge, and skills. Through behaviour, the competence level of the youth worker can be assessed, and it can be examined whether it is sufficient for his/her work. However, it has been stressed that there is no hierarchy between the various elements mentioned in each competence area (under attitudes, knowledge, skills, and behaviours, respectively) and all dimensions are

independent and equally important for youth workers' professional development.[2]

Through their active participation and training in the "Train the trainer' workshop, the selected youth trainers will enhance multiple competences that are essential both for their professional and their personal development. Since the training will be focused on areas that promote and are related to the development of 21st century competencies (e.g., digital skills training, design thinking and social innovation, environmental awareness, etc.), the workshop's character and the skillset that will be highlighted during the workshop conform to the objectives and skills that are entailed in basic European competence frameworks.

2.3 Skills development for girls and women in We4Change events

As our societies are changing, building fairer and more inclusive economies must be the goal of global and national, but also ours, **the changemakers**. To get there, instilling gender parity across education, health, politics and across all forms of economic participation is essential. Investment in skills-building initiatives is one critical pathway to building girls' and young women's self-confidence and resilience, increasing their access to opportunities, ensuring their equal participation in the labor force, and promoting their empowerment. Ensuring that programs are tailored to meet girls' unique needs and that girls themselves are involved in the design and implementation of such initiatives are central principles to the efficacy and impact of these programs.

Many girls lack access to female role models in their communities, to supportive female adults who are themselves empowered, enabled, and/or meaningfully employed, and to trusted adults to confide in, and to help them navigate the life challenges and roadblocks that prevent them from achieving their aspirations. As such, a future where they have and are able to apply the skills they need to earn an equitable income, become financially independent, start a business, or lead a community initiative, can seem unattainable to many girls.

Because of the gendered risks and barriers girls experience along their pathway toward adulthood, efforts to support girls to develop their skills will be ineffective if they do not also seek to build their self-efficacy to utilize

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[2] Ibid. https://www.salto-youth.net/downloads/4-17-3460/CompetencemodelForYoutworker_Online-web.pdf.pdf

them and minimize the risks that threaten their life trajectories. Girls must, first and foremost, have a physically and emotionally safe environment in which to learn. They must be able to see examples of other empowered females in their community so that they can begin to also imagine themselves as empowered adults. Girls need to know their opinions are valuable. Finally, girls must be provided opportunities to apply their skills in their communities.

Taking into account these considerations, the principles that guide the organization of the We4Change Changemakers events are based on the following best practices:

1. **Female-focused**: the event is tackling challenges impacting girls and women;

2. **Beginner-focused**: no prior experience is requested with technology, start-ups or the topic in question;

3. **Practical & result-oriented**: Hands-on, output-oriented and digital skills-focused workshops are given during the two days of the event;

4. **Socially oriented**: the outputs are projects/business ideas that are addressing social challenges and with a clear societal impact;

5. **Local ecosystem & community**: tapping into the local community helps to deliver solutions that are suited for the local ecosystem and ensure greater support of initiatives beyond the event;

6. **Language**: specific language has been adopted to tackle the unconscious gender stereotypes related to digital entrepreneurship which is also reflected in the adopted branding.

Throughout the We4Change Changemakers events, the focus is on building the following skills for girls and young women:

Digital skills

Digital skills have increasingly become a basis for global competitiveness, boosting jobs and growth. Digital societies require digital competencies if they are to ensure full participation of people in social and working life. The internet has been of paramount importance in working towards high-quality education at all levels, while the COVID-19 crisis has shown that most jobs can be done remotely using technology.

Digital skills and knowledge support the development of digitally literate youth, enabling them to use and understand technology, search for and manage information, create and share content, collaborate, communicate,

build knowledge, and solve problems safely, critically and ethically. Digital skills are key for girls' and young women's successful transition into the 21st century labour market as well as for their ability to safely socialize and engage online. Building digital skills starts early with hands-on exposure to technology to build girls' interest and confidence. Typically, complementing technical skills training with soft skills, engaging role models, and creating structured linkages to the labour market have positive outcomes.

The European Digital Competence Framework

The European Digital Competence Framework[3], also known as DigComp, identifies the key components of digital competence in 5 areas which can be summarised as below:

The DigComp Conceptual reference model

Competence areas Dimension 1	Competences Dimension 2
1. Information and data literacy	1.1 Browsing, searching and filtering data, information and digital content To articulate information needs , to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.
	1.2 Evaluating data, information and digital content To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.
	1.3 Managing data, information and digital content To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.
2. Communication and collaboration	2.1 Interacting through digital technologies To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.
	2.2 Sharing through digital technologies To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.

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[3] More information and resources here: https://joint-research-centre.ec.europa.eu/digcomp_en

	2.3 Engaging in citizenship through digital technologies To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies. 2.4 Collaborating through digital technologies To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge.
	2.5 Netiquette To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.
	2.6 Managing digital identity To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.
3. Digital content creation	3.1 Developing digital content To create and edit digital content in different formats, to express oneself through digital means.
	3.2 Integrating and re-elaborating digital content To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.
	3.3 Copyright and licences To understand how copyright and licences apply to data, information and digital content.
	3. 4 Programming To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task.
4. Safety	4.1 Protecting devices To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have due regard to reliability and privacy.
	4.2 Protecting personal data and privacy

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|	To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a "Privacy policy" to inform how personal data is used.
	4.3 Protecting health and well-being To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion.
	4.4 Protecting the environment To be aware of the environmental impact of digital technologies and their use.
5. Problem solving	5.1 Solving technical problems To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).
	5.2 Identifying needs and technological responses To assess needs and to identify, evaluate, select and use digital tools and possible technological responses to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).
	5.3 Creatively using digital technologies To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.
	5.4 Identifying digital competence gaps To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.

Entrepreneurial thinking

Digital technologies are transforming the way we interact with each other, learn, access services, work, exert our rights as citizens, travel and have fun. At the same time, phenomena such as demographic change, migration, climate change and the threat of food scarcity are putting unprecedented pressure on the planet and humanity. To face up to these challenges and keep pace with change, people need to strengthen their capacity to challenge mainstream thinking, develop relevant skills, and transform new ideas into sustainable solutions for the common good. Being entrepreneurial enables people to act and transform ideas and opportunities into shared value.

Entrepreneurship as a key competence refers less to skills for starting and growing a business and more to "mindset" – the psychological and behavioural traits (e.g. creative thinking, problem solving, opportunity-seeking and risk assessment) typically associated with the entrepreneurial character. From crowdfunding platforms to ecommerce, and from global supply chains to the gig economy, new opportunities are opening up for young entrepreneurs. Equipping girls and young women with the skills they need to thrive in today's digital economy and in the future represents a priority to support them to become resilient, self-reliant, and eventually, the employment leaders in their communities.

European Entrepreneurship Competence Framework

The European Commission has developed EntreComp: the European Entrepreneurship Competence Framework as a reference framework to explain what is meant by an entrepreneurial mindset. It offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others, identifying 15 competences in three key areas that describe what it means to be entrepreneurial.

The EntreComp wheel offers an overview of the different yet interconnected competences. These competences are designed to help you think about the entrepreneurial skills and attitudes that your work involves, they can be used as a guide when designing a new activity and/or a model for you to use or adapt for learning and assessment.
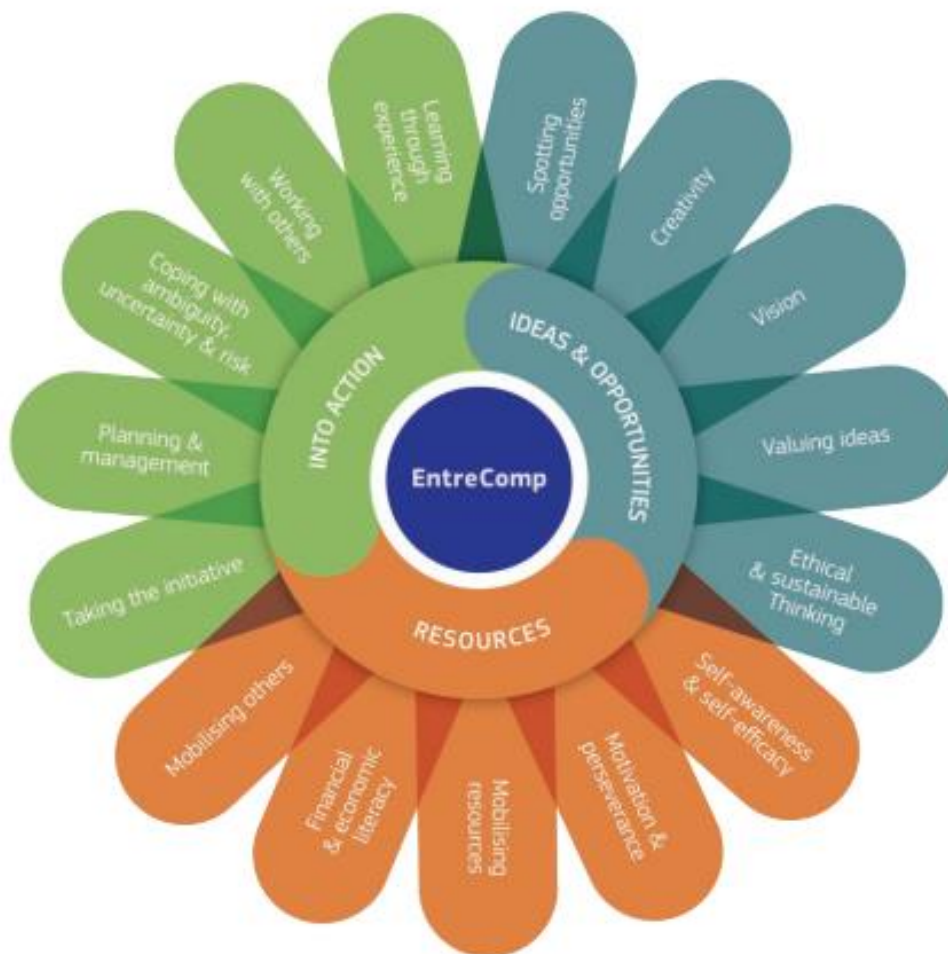
The EntreComp wheel: 3 competence areas and 15 competences

At its very simplest level, EntreComp is made up of 3 competence areas: Ideas & Opportunities, Resources, and Into Action. Each area contains 5 competences, and together these make up the 15 competences that individuals use to discover and act upon opportunities and ideas.

The User Guide to the European Entrepreneurship Competence Framework represents a further step in in informing, promoting and inspiring the development of entrepreneurial learning based on EntreComp. EntreComp can be used to raise awareness about the importance of entrepreneurial learning, appraise and assess entrepreneurship as a competence, set up effective delivery methods and recognise entrepreneurial earning progression.

Environmental awareness and sustainable thinking

***Bridging the past with the present*: from the beginning of environmental movement to GreenComp – the European sustainability competence framework**

In the 1960's, nature conservationist Rachel Carson published the book "Silent Spring" which drew attention to the devastating effects on ecosystems and biodiversity of continued use of pesticides. To this day, Silent Spring is still praised for its scientific rigor, considered a landmark publication for the environmental movement, and widely recognized for kickstarting the social (including women's) grassroot movements of the following decade raising awareness and concern about the impacts of human activities on natural systems.

This gave more emphasis on environmental issues by the global political agenda, which in turn laid out the foundation to the most pressing challenge of the 21st century: Climate change. How we think about and address environmental challenges looks very different from what it did last century, and as knowledge and science advanced throughout the turn of it, so did our understanding of the complex nature of climate change. As of the environmental, social and economic dimension, to its intergenerational and inter-geographical scope, climate change is often regarded as a "wicked problem"[4], i.e., a problem with no straightforward solution, due to its systemic and intersectional nature with other issues.

However, as wicked as it may be, the way forward is to foster and share knowledge and skills to current and future generations, and they embody values aligned with the sustainability guiding principles, in order for them to live up to the challenge. Adding to the challenge comes the scope of approaches that can be partaken, from top to bottom and from policy to action, a lot has been made in terms of guiding principles and frameworks for shaping and reshaping societal action and organization. Examples of such frameworks include the European Green Deal and the Sustainable Development Goals (SDGs).

Formal and non-formal education plays a crucial role on how we help learners develop knowledge, skills and attitudes that promote ways to think, plan and act with empathy, responsibility, and care for the planet and each other. In light of this, a European sustainability competence framework was developed

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[4] Stang, G. & and Balazs, U. (2015). Climate change as a 'wicked problem'. European Union Institute for Security Studies. Retrieved from: https://www.iss.europa.eu/sites/default/files/EUISSFiles/Alert_52_Climate_change.pdf

that identifies a set of sustainability competences to be integrated and fostered in education programmes and promote learning on environmental sustainability.

The development of the European sustainability competence framework (in other words the *GreenComp*) is one of the policy actions set out in the European Green Deal and operates as a catalyst to promote learning on environmental sustainability in the European Union. According to this framework, a set of sustainability competences have been identified to feed into education programmes to help learners develop knowledge, skills and attitudes that promote ways to think, plan and act with empathy, responsibility, and care for our planet and for public health.

The GreenComp Framework[5] identifies four main categories that are interrelated and are complemented with 12 specific competencies that interconnect and interact with each other and should be treated as part of a whole. These competences are summarized on the next table:

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[5] Bianchi, G., Pisiotis, U., Cabrera Giraldez, M. GreenComp – The European sustainability competence framework. Bacigalupo, M., Punie, Y. (editors), EUR 30955 EN, Publications Office of the European Union, Luxembourg, 2022; ISBN 978-92-76-46485-3, doi:10.2760/13286, JRC128040.Available at https://publications.jrc.ec.europa.eu/repository/handle/JRC128040

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Table 1 - *European Union GreenComp competences framework*

Embodying Sustainability values	Embracing complexity in sustainability
➜ <u>Valuing sustainability</u>: Reflecting on personal and societal values and its alignment with sustainability values; ➜ <u>Supporting fairness:</u> Justice and equity amongst past and future generations; ➜ <u>Promoting nature</u>: Acknowledging humans as a part of nature and respecting the needs and rights of other species.	➜ <u>Systems thinking</u>: can be understood as a tool for evaluating options, decision-making and taking action. It is necessary to understand complex sustainability problems and their evolution and how elements interact within and between systems. ➜ <u>Critical thinking</u>: Assessing information and challenge assumptions, understanding how personal, social and cultural contexts influence thinking and conclusions; ➜ <u>Problem framing:</u> Formulate potential challenges within several scopes of space, time, and contextual dimensions and scopes, in order to identify suitable approaches for existing problems.
Envisioning sustainable futures	**Acting for sustainability**
➜ <u>Futures literacy:</u> Envisioning alternative futures that are aligned with sustainability values, social needs and within the planetary boundaries; ➜ <u>Adaptability:</u> Embracing ambiguity and complexity in sustainability challenges, adapting accordingly to uncertainty.	➜ <u>Political agency</u>: Actively participating in the political sphere, mobilizing and taking action for change with the relevant stakeholders, ➜ <u>Collective action</u>: Recognizing the role of communities and civil society in achieving sustainability and acting for change in collaboration

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➔ Exploratory thinking: Fostering creativity in order to envision alternative futures by tapping into different disciplines, traditions and cultures in a transdisciplinary manner.

with others.

➔ Individual initiative: Identifying one's own potential to influence change and taking action in the individual's sphere.

The competences that are included and highlighted in the GreenComp framework provide practical guidance correspond to the set of skills and knowledge that will be fostered during the implementation of the Changemakers events. Drawing on a 'Systems thinking' approach upon the complexity of climate change and its dimensions, the We4Change project was devised in alignment with the SDG framework whose objectives range from the gender equality to collective action for the environmental protection.

The SDGs' framework is as broad as climate change is. The objectives of the We4Change project are transversal, including SDG 5 - Gender equality and SDG13 - Climate Action; The three events, however, are conceptualized into **three specific themes** which are directly aligned with three individual SDGs:

Energy:

What is energy? Energy is all around us and quite literally powers our lives - our devices, our modes of transport, even our bodies. But energy does come with a cost: greenhouse gas emissions. Our energy system is still mostly reliant on burning fossil fuels, which is one of the main drivers of climate change. In this context, the event will focus on how the energy system is fueling climate change, alternative approaches and solutions to address our energy provision and needs on both a collective and individual level. The goal is to explore new approaches and technological solutions to (re)shape the energy system, one which guarantees affordable and clean energy for all.

Future of cities and mobility:

How do you travel from your home to school or work? Where you live in the world greatly affects the answer to this question. The way we move around has radically changed throughout the centuries, and technological progress has revolutionized the planning of cities. The development of individual motorized vehicles allowed another sense of freedom and allowed most people to live in places not so close from school and work. But it did come at a cost, since most vehicles rely on fossil fuels and are one of the most contributing sectors to global greenhouse gas emissions. There is a lot of debate on how we can decarbonize the sector - is the answer on electrifying our cars or finding other sources to power the vehicles? Should we shift away from individual modes of transportation entirely? And how does this affect urban planning and the cities of the future? This event we will explore these questions whilst conceptualizing technological approaches to envision the future of sustainable mobility and cities.

Sustainable consumption:

What we eat, what we wear, what we buy, all of it has a common point of origin: our planet. Everything we consume requires resources that are found in the earth, and since the industrial revolution the consumption rate has increased exponentially. Our economic system is based on the premise that infinite economic growth is possible on a planet with finite resources. Not only are we consuming more than our planet can bear, but there are also questions of access and distribution of these resources amongst all countries in the world. How is the economic system fueling climate change? In this event we will explore how several economic sectors are contributing to the climate crisis, and how it intersects with our lifestyles. We aim to explore individual and collective actions to address equity and fairness across the countries and generations and explore technological based solutions to ensure a new paradigm of sustainability in society.

Social Innovation skills

Social Innovation Competence Framework under NEMESIS project

The Social Innovation Learning Framework developed under the H2020 project NEMESIS presents the philosophy behind the NEMESIS model and provides the conceptual and theoretical underpinning for the development of high-quality social innovation[6] teaching practices. It gives emphasis on the transformative power of social innovation to foster society's capacity to drive social change and value creation for a better, more democratic and sustainable world.

The NEMESIS SILF provides the conceptual underpinnings of the project together with the key competences related to Social Innovation Education (SIE). The table in the next page presents the key elements of the NEMESIS competence framework whereby the three competence categories are shown together with the 14 core competences that are proposed by the NEMESIS Social Innovation (SI) learning framework. In this respect, the NEMESIS learning framework entails a set of Social Innovation competences such as greater empathy, creative, responsible and collective problem-solving, deeper and critical reflection, enhanced civic responsibility and the adaptive and transformative capacity of individuals when coping with failures or uncertainties[7].

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[6] Social Innovation is defined as "new solutions (products, services, models, markets, processes, etc.) that simultaneously meet a social need (more effectively than existing solutions) and lead to new or improved capabilities and relationships and better use of assets and resources. In other words, social innovations are both good for society and enhance society's capacity to act". Definition by Young Foundation (2012), in the following link (p. 13): https://nemesis-edu.eu/wp-content/uploads/2019/07/D1.1_NEMESIS-Social-Innovation-Competence-Framework-and-Pedagogical-Model_compressed.pdf

[7] Kalemaki, I., Garefi, I., Kantsiou S., Protopsaltis, A. (2018). Retrieved from: https://nemesis-edu.eu/wp-content/uploads/2019/07/D1.1_NEMESIS-Social-Innovation-Competence-Framework-and-Pedagogical-Model_compressed.pdf

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Table 2: Key elements of the NEMESIS competence framework

Spiral of Social Innovation	Competence categories	Competences	Rationale
Prompts	Identify opportunities for social value creation	Vision for a better world	*The ability to constructively and responsibly visualise a better and fairer world*
		Responsible and critical thinking competences	*The ability to think critically, responsibly and insightfully and make evaluative judgments*
		Empathy	*The ability to deeply understand and respond to the feelings of others enabling and motivating us to collectively build something better*
		Self-efficacy	*The ability to believe in yourself, identify and assess your strengths and weaknesses without undervaluing the opinions of others*
Proposals	Form new relations	Collective and creative problem solving	*The ability to collectively generate meaningful ideas that create value and trigger social change*
		Embracing diversity	*The ability to bring together creative and different minds and diverse populations to create valuable, responsible and collaborative solutions*
Prototype Sustaining Scaling Systemic change	Take innovative action for value creation	Collective efficacy	*The ability to activate people into achieving joint and/or collective goals*
		Social resilience	*The ability to persevere, stay focused on your vision and be self-directed when witnessing a setback or failure*
		Digital social innovation competences	*The ability to safely, responsibly, collectively and critically using digital technologies and environments*
		Take the leap for value creation	*The ability to act upon your vision and bring social value to your mission*
		Organisation and mobilisation of resources	*The ability to coordinate resources from different sources (human and material resources)*
		Social communication competences	*The ability to effectively communicate and interact with others fostering positive and sustainable relationships and improved performance*
		Reflective learning	*The ability to step back and be able to reflectively and critically analyse what you have achieved in order to learn and improve*
		Collaborative planning and democratic decision making	*The ability to democratically decide upon your future actions and shared vision in a collaborative manner*

The design thinking module, that is an integral part of We4Change curriculum and contains elements of social innovation theory and philosophy, will promote this pedagogical philosophy to inspire target group (girls and young women) to become the future changemakers as their ideas and projects will create social innovation impact.

Part 3: Guidelines for organizing the We4Change Changemakers events

What are We4Change Changemakers events?

We4Change Changemakers events aim to bring together **girls and young women** to provide them with the skills, resources and access to the expertise necessary to develop their entrepreneurial mindsets and inspire them to act for climate. Using a bottom-up and results-driven approach, We4Change Changemakers events directly involve girls and young women in identifying social challenges that impact their communities and support them in developing solutions for the benefit of these communities and of society at large.

We4Change Changemakers events are free, targeted toward beginners, and focus on building skill sets, confidence, community and aim to:

- reach 30-40 girls and young women;
- deliver 3-4 relevant skills-building workshops (digital, entrepreneurship etc.);
- create an average of 8 projects per event;
- produce a minimum of 3-4 viable tech-driven/enabled startup initiatives.

Depending on the profile of the organizing associations, following We4Change Changemakers events, participants might take part in an "incubating" program that delivers additional access to mentors and coaches which increases their odds of launching a successful entrepreneurial activity. Moreover, other actors—from public authorities to civil society and business owners—are directly involved to create an ecosystem in which women can engage beyond the event.

In practice…

… We4Change Changemakers events follow a hackathon-like structure, taking place over a period of two days, usually during the weekends because participants who work or go to school during the week are usually more available then. The event has an intense schedule that includes hands-on workshops for skills building, time for team project work with coaches, but also includes sessions that aim to inspire the participants to develop projects that could have a positive impact on their communities.

Below you will find the structure of the event's agenda to inspire you, followed by practical tips on different elements to help you organize a successful We4Change Changemakers event.

We4Change Changemakers Agenda:

Day 1 (Saturday)	Day 2 (Sunday)
9:00 - 10:00: Registration & Welcome	9:00 - 10:00: Registration & coffee + review of first day
10:00 – 11:00 Opening session: ➢ Introduction of the organization, event mission & goals, thematic and the schedule of the two days; ➢ a presentation of why the chosen thematic is important for girls & young women with examples & data; ➢ 2-3 inspiring talks of women who carry on (entrepreneurial) activities related to the thematic of the event.	10:00 – 12:00: Workshop 3
11:15 – 11:30 Break	12:00 – 17:00 Project work with coaches (1h of working lunch included)
11:00 – 13:00 Workshop 1	17:00 – 18:00 Project presentations & feedback session (or pitch session with a jury*)
13:00 – 14:00 Lunch break	18:00: Closing keynote & Networking dinner
14:00 – 15:30 Ideation session	
15:30 – 17:30 Workshop 2	
17:30 - Project work	

Choosing a theme

Choosing the theme of the We4Change Changemakers event is a critical first step, as it enables organizers to begin communicating about the event to potential sponsors, participants, coaches, speakers, etc. **The theme must be related to climate or environmental action that has the potential to disproportionately impact girls and women and their communities.**

Here are a few tips on how to choose the thematic:

➢ Look for areas that lack tools and services that consider women's needs, where the participants can create positive benefit fairly quickly for their target market;

➢ The theme should be broad enough to have a wide variety of solutions, and will ideally be focused on the latest innovation trends. The related discussions and solutions proposed should positively influence women, moving them towards better well-being and living: design solutions, timesaving, adaptation to new technologies, customers experience, inclusion in any field.

➢ Examples of themes include: affordable and clean energy, sustainable cities and communities, responsible production, sustainable consumption etc.

The title of the event should follow this format: We4Change: Girls and Women Connecting for *theme*

Example: *We4Change: Girls and Women Connecting for Sustainable Cities*

The role of the organizers

The organizer of an We4Change Changemakers event plays an important role both before and after the event. From putting together the concept and schedule of the event, inviting relevant speakers and coaches, to organizing the logistics and being in touch with potential sponsors or other organizations that can be involved in the event, the organizer will also be the main point of reference for the participants following the event, supporting them with relevant information or contact for them to carry their projects further.

Choosing the guests: inspirational speakers, workshop leaders & coaches

Inspirational speakers add to the enriching atmosphere to a We4Change event. They take the message and deliver it with a special perspective that can increase motivation, change the audience's way of thinking and leave participants feeling energized and inspired, believing that they are capable of accomplishing anything important. A We4Change event requires at least three inspirational speakers: two during the Opening Session on Day 1 to set the scene and atmosphere within the selected topic, and one during the Closing Session on Day 2 to inspire follow-up and build on the community created by the event.

Coaches:

During the two days of the event, participants work on the project idea they select during the brainstorming session. During this phase, external coaches will step in to guide and help with project work. The point of project work with coaches is to provide groups with real-life experience and to allow them to get suggestions and advice from an expert in the field. Coaches can be partners of the event organizers, but as noted in the previous section, it is important that coaches come from different backgrounds and domains in order to provide participants with experience from different fields.

The coaches will also be the ones who will give feedback on the project presentations of each team.

*Optional: Jury members

If the project presentations will be organized as a pitching session with an independent jury, the jury will be made up of an average of five people with diverse profiles, ideally representing the criteria evaluated in the Presentation/Pitching Session of the project teams, for example: content expertise in the topic area of the event; expertise in the kinds of technical solutions the teams may propose as outcomes; decision-makers in the public and private sector that can influence support for and access to resources for projects going forward; and functional experts who can support the projects with technical, marketing or other knowledge for developing and building enterprises beyond the event.

The Master of Ceremony

The Master of Ceremony or host of We4Change Changemakers event is a facilitator who is well-informed about the idea and the goals of your event, progress and results, the person who keeps the event moving. It is advisable to have someone who has good communication skills (good body language and vocabulary, and good at reading people and making them feel comfortable), and can create a relaxed yet motivating atmosphere for work and collaboration.

During the event, the host's role is to:

- Give the welcome speech and introduce the event during the opening session;
- Introduce speakers
- Keep event timing and structure
- Facilitate brainstorming, selection of ideas to work on, grouping of participants into project teams, explaining project criteria and presentation/pitching approach
- Introduce coaches (or jury members) and explain presentation rules and judging criteria
- Facilitate the feedback session (or project selection with the jury members).
- Close event with thanks to participants and partners.

The event sessions

The Opening Session

During the Opening Session, the Master of Ceremony briefly welcomes participants and outlines the agenda for the two days of the event. This includes introducing the We4Change concept and the event, thanking potential sponsors, and explaining logistics. Usually, four keynote speeches are held during the entire event: three during the Opening Session at the beginning of the first day and one during the Closing Session at the end of the second day.

During the Opening Session on the first day, the keynote speeches are held after the welcoming address in order to officially launch the event. Each keynote address lasts about twenty minutes and they set the scene for the event, inspiring the participants through their personal examples, giving them the opportunity to learn from and potentially replicate the factors that contributed to the speaker's success.

Choosing the workshops

Hands-on and practical training is an important part of the event because it teaches concrete technical skills useful for developing during the event relevant (digital) solutions. The objective is to promote among girls and young women a "do-it-yourself" attitude to gain confidence in their changemakers competences. The workshops should cover digital and entrepreneurial topics that can be applied to the chosen thematic.

The workshop must be led by a technical expert, ideally with some expertise in the field covered by the event thematic. The workshop is NOT a conference/seminar, but is a "show and do-it yourself" training. All participants need to have their computers and other needs materials. Each workshop lasts ideally between 1.5h to two hours and is led by a workshop leader that can be assisted by another one or two facilitators that have the role of supporting the participants in following the steps

Example of workshop that introduce technical skills:

- Launch a WordPress website in the cloud with AWS
- Build an Android smartphone app with MIT AppInventor
- Visualize data with Tableau
- Storytelling with Virtual reality (VR)

Example of workshop that introduce entrepreneurial skills**:**

- Design thinking
- Digital business model canvas
- Pitching your idea

Ideation and teams grouping

The ideation session takes place after participants have followed the Opening Session and are more

informed about the theme. It consists in a discussion with the participants on potential problems or needs that they identified in their communities or daily lives related to the thematic of the event and the solutions they want to work on and transform into potential businesses.

At this point, they may still feel unsure about actively participating in an ideation (brainstorming) discussion, however. It is therefore the job of the host to step in and tactfully encourage participation. Every idea proposed

within the group is accepted and can be used to start a discussion. The host guides and facilitates the brainstorm, while still enforcing timing and making sure discussion does not drift too far away from the topic.

Ideation steps:

1. START: Initially, the group may be reluctant to speak up, so the host might begin by listing the ideas/problems/solutions related to the event theme that was presented in the keynote speeches at the beginning of the event.

2. 2. INITIAL IDEAS: S/he will then encourage participants who have project ideas on the given topic to articulate them while s/he records each idea visibly on a whiteboard or a digital document (PPT or Word) projected on a big screen for all participants to see. At this point, no ideas are discarded, critiqued or eliminated.

3. ENGAGE EVERYONE: It is important that everyone get an opportunity to speak her mind. If a participant is reluctant to speak, the host should act to elicit a response in a gentle manner, i.e. by gently asking questions that begin with phrases like "What do you think…?" or "Do you have a suggestion on this…?" etc. Reading body language, being gently persistent, and an active listener will contribute to the host's success in facilitating a fruitful project brainstorm. S/he should encourage a collaborative, friendly and results-oriented environment for the brainstorming session.

4. STICK TO THE THEME: While writing the project ideas on the board, the host makes sure to keep the ideas flowing in the right direction and more importantly that everybody feels like their ideas are being listened to. The theme of the event is important, and the MC should determine if an idea is within the guidelines of the theme or if it drifts away too much. In this case, the host might refer back to the theme and invite the participants to suggest ideas more closely linked.

5. GROUP SIMILAR IDEAS: Once the flow of ideas is finished, the host groups similar ideas together and/or suggest potential changes to the ideas, if slightly out of scope, in order to stick to the theme.

6. VOTE FOR VIABLE IDEAS: After all project ideas have been written down on the board, everyone should vote on the ideas. From all gathered ideas, usually, 20+ will be gathered, from which eight or nine ideas should be chosen for further work as projects, depending on the number of participants, with a guideline that each project team have a minimum of three members. The selection of the projects to be created during the event can happen by a simple show of hands or via a more complicated online voting tool, where the eight projects

with the most votes survive. Little stickers can be also used by people to vote for each idea—each participant can get a set number of "votes", like 3. Then it's very easy to see visually which projects got the most vote.

7. GROUP INTO TEAMS: After project ideas have been voted on, each participant should express their preference for the project on which they wish to work for the next two days. The host uses either a simple showing of hands or another method to ensure that each participant is happily engaged with a specific project team. Participants should keep in mind that they will be working on the project idea that they choose for the next two days, so they need to be motivated to do it and be aligned with their interest.

Project work in teams

During the two days of the event, participants work on the project idea they select during the ideation session. During this phase, external coaches will step in to guide and help with project work. The point of project work with coaches is to provide groups with real-life experience and to allow them to get suggestions and advice from experts in different fields. Teams will structure their project ideas so that it aligns with the assessment criteria for the feedback session, and they are encouraged to even build a prototype of the product they are developing using some of the knowledge they learned during the practical workshops, if possible. Coaches are encouraged to spend the same average amount of time with each group and not show a preference for one team over another.

Project presentation & feedback (Or pitch to a jury)

Participants will be informed during the first day that they will present their projects at the end of the event and they will receive feedback on the following criteria:

1: The problem or need identified by the project team as related to the theme of the event;

2: The unique solution or answer to the problem/need proposed by the project team;

3: A short action plan or steps the group identified as crucial to carry out the project, as well as an idea of the team involved, budget, and practical aspects of effectively delivering the proposed solution;

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4: The impact the project idea would have on the community, market or society while addressing the problem/theme area;

5: The quality of the project presentation, i.e. how effectively and convincingly the project idea is presented to the jury.

Alternatively, the presentation can also be organized as a pitching session with a jury with the same evaluation criteria.

When structuring their project presentations, participants must therefore address the first four criteria from a content perspective, and also pay attention to how well they execute the presentation itself. The idea behind this last criterion, the pitch, is that participants understand the value of a good presentation to prepare them for future opportunities to pitch their business idea in front of investors. Each team has five minutes to do their presentation followed by another 5 minutes for questions from the assessment team/jury.

This session is very important as it represents the opportunity for the participating teams to present the solutions they have been working on throughout the weekend and it strengthens their sense of accomplishment.

After all project ideas have been presented/pitched, the jury retreats to a separate room along with the host to deliberate. Three projects will be recognized as covering the best the awards criteria mentioned above in the following categories:

- Most Innovative — For the project reflecting a digital/technical approach or solution that does not necessarily exist in the landscape at present;
- Most Impact – For the project with the most ambitious vision and/or impact on society in addressing the problem addressed by the event; and
- Overall Best — For the project demonstrating an effective and holistic combination of the aforementioned plus other elements that place it above all the rest.

In presenting their feedback and the awards, the assessment team/jury give a short description of the factors contributing to their decision, i.e., why the winning project stood out from the rest; if it's the case, they describe what the prize is for that particular award, and then they announce the name of the project that is awarded.

PRACTICALITIES

Venue

We4Change Changemakers events are best organized in a venue that includes minimum two separate rooms, namely:

- **Space 1:** The most important space for the event is one that is large and multiuse and can function for presentations and speeches, project work, meals and break-out sessions. For project work, the best is a classroom set up with movable tables arranged in a U-shape to facilitate group work, presentations and speeches. The ideal setup consists of at least eight tables with enough chairs to enable groups of 5 to 6 people to work comfortably. The room should also have a table at the front of the room for workshop leaders to sit with a computer and present content, including overhead projections and/or other materials, to the group.
- **Space 2**: A separate smaller room for the assessment team/jury members to discuss their evaluation during the project selection process.

Technical and digital material

- The event location should be equipped with fast internet accessible to all the participants;
- A screen or a projector to show the different presentations throughout the event;
- There should be enough extension cords to keep all computers charged;
- Each participant will need a computer on which to work during the workshops and project work. These can be brought in by the participants themselves, provided by sponsors or partners, and/or shared by other participants, with a maximum of two people utilizing one computer, particularly for digital skills trainings.
- Printed materials: assessment sheets, award certificates, participation certificates; other printed materials as presentations, info sheets for workshops etc.

Catering

Coffee

The catering for both days should include coffee and breakfast in the morning which can be served during registration and be available during breaks.

Lunch and dinner

To make the most out of the time and keep the workflow going, a "working lunch" should be served on the spot and should not last more than one hour. Dinner is optional on the first day depending if participants wish to continue working on their projects during dinner time. Dinner is strongly encouraged on the second day, as it creates a networking opportunity between the event partners and participants and encourages contact beyond the event. This networking dinner can be open for external guests upon registration (with a small charge to cover their food) and should take dietary restrictions into consideration (that can be part of the registration process).

Organizing the event online

Alternatively, the We4Change Changemakers events can be also organized virtually when you would like to reach an audience that is not in the same geography or an in-person event cannot be held. This means planning a virtual event is an opportunity to present your brand to a global audience.

When deciding to hold the event virtually, you should keep the same structure of the We4Change Changemakers event as presented above, with some elements adapted to the virtual space. Here are a few tips to ensure your virtual event runs smoothly:

✓ **Select a suitable and safe web space.** The different types of sessions and activities to be organized during the We4Change Changemakers events require the use of a virtual platform that adapts to their characteristics. Make sure that the platform you select allows all participants to use video and audio functions to interact with each other, to have the option of sharing their screen for the workshops and projects presentations and to be able have parallel sessions for project work in groups. Likewise, look for a platform that can provide a secure space, with login access and greater privacy guarantees.

✓ **Make sure all participants – including coaches and speakers – are well informed on how to access the virtual event at any time**. Share the access link (to each session if they are different) well in advance and send a reminder with it one hour before the event starts. This is a very important detail as you might risk delays of the different sessions or reduced participation if the access information is not clearly specified and easy to find.

✓ **Organize a brief info session on how to use the different functionalities of the online platform at the beginning of the**

We4Change Changemakers event. Don't assume all participants are familiar with the platform you are using for the event. Make sure that at the beginning of the event you brief the participants on what functionalities are available for their use (how and when to turn on and off the cameras and microphones or how to share their screen, for example), how and when to move between the different sessions of the event, which virtual "room" is dedicated to each group for the project work, etc.

✓ **Make all the materials to be used during the event available to be downloaded online.** Dedicate a page on your website or the website where you advertise the event to add all the resources that will be used by participants such as the full agenda, training materials other resources.

✓ **Add different online tools to support project work and make your event more interactive.** Use digital tools that enable remote teams to collaborate (Mirro, Mural, MindMaps are just a few examples) or that create interactivity during the sessions (live polls, interactive Q&A etc.).

✓ **If possible, involve facilitators for the project work in groups.** While synergies between participants happen more naturally during in-person events, online not all participants might feel comfortable to interact with each other from the beginning. If possible, involve more facilitators during the event to support the host, especially during project work time in groups, to encourage and support the communication between group members.

General tips (either for online or physical events):

✓ **Create a positive atmosphere and engage creatively the participants:** Try to spark the motivation of the female participants for the events' topics with a creative way (e.g., by showing them a video, by opening a discussion and sharing thought with drawing or group reflection, by listening other people's narratives on the examined area., etc.).
You will need to engage with participants who have different interests, culture, opinions, and level of background knowledge on the selected topics. Some of them might find the workshop topic of greater personal relevance than others. Some people look forward to learning something new, whereas others are resistant to change.

✓ **Be flexible and calm over potential obstacles**: with any event, there is bound to be last minute scheduling conflicts, technical issues and other unexpected barriers/ unlucky moments. Wherever possible, have backup plans that can be deployed if needed.

✓ **Keep things fun**: the level of commitment needed to put on a Changemaker event can sometimes feel daunting. Helping everyone, including yourself, to have fun can make the overall process easier. Try to do team building activities like having potlucks alongside meetings or attending a fun event together.

✓ **Develop a project timeline**: Use the timeline to develop a general overall plan for planning and implementation of each event. Also develop a more detailed timeline with key deadlines to monitor the progress of the events' operation.

✓ **Manage time in a smart way**: Keep an eye on the time, and make sure everyone is having a chance to contribute. Three or four minutes before your time is up you can:
1. Say thank you for great contribution and remind them to believe in themselves and in their idea.
2. Remind kindly to participants 'you have just a few minutes left, does anyone have anything they really want to say and haven't had a chance before to express it?'
3. **Try to leave time for questions and answers**: answering questions that come up during an activity can benefit other attendees. So, it is recommended to try to allocate the time such a way that after a training session there is a certain amount of time for questions and queries in order to help participants have a full understanding of what they are trained of.

✓ **Build trust and good mood among participants with icebreakers and warm-up activities**: making the participants feel comfortable from the very beginning is more than essential in each activity and workshop, both physically and virtually. Especially if the participants are unfamiliar to each other, it's a good idea to take some time in the beginning of the day to build trust and share some personal information or get involved for few minutes in a funny game.

Below, there are a list of **indicative icebreakers** to create links within a group at the beginning or in the middle of each event:

1st proposed activity: *Common features game[8]*

Divide the whole group in small groups of 3. For 10 minutes, each group will have to find as most common features as possible. It can be anything as long as they all share this common feature. At the end of the 10 minutes, one person from each trio has to share with the rest of the group, the number of common features identified, as well as the funniest of them.

This game allows the group to get very quickly to know each other's.

2nd proposed activity: *Guess who?*

Each participant as to write 3 facts on themselves on a piece of paper. You can either leave them free of choosing which info they would like to share or suggest topics (why are you here? what is your superpower? what are you passionate about ? etc)

Then, fold the pieces of paper, mix them up and redistribute them randomly to each participant. Thanks to the 3 elements written on the piece of paper, they will have to find out who wrote it, as fast as possible, by asking questions to other. Once each person has been recognized, each participant should present to one they found thanks to their piece of paper.

3rd proposed activity: *Hidden talents*

Before the event, reach out to each attendee to collect one funny (or not) hidden talent. Each person taking part in the event should have given his/her hidden talent. When the event starts, distribute pieces of paper with all the talents listed: the objective is for each attendee to be the fastest to recognize which talent belongs to who. It is also possible to do this exercise in small groups: the fastest group to recognize everybody wins!

4th proposed activity: *Secret angel[9]*

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[8] You can find more info about this game through this link: https://www.starfishtaylor.com/team-building-icebreaker/
[9] You can find more info about this game through this link: https://www.twinkl.fr/blog/secret-angel-game

This game works for a group remaining the same for an event going on several day. Basically, each participant will become the secret angel of someone else: during the whole length of the event, the secret angel should look after another participant in particular, paying special attention to that person, but without this person knowing that it is his/her "secret angel".

Write the name of all the attendees on small pieces of paper and redistribute them randomly to the group: if someone picks his/ her name, they should let you know and pick another.

We can reveal the identity of secret angels and the end of the event.

Note: the previous activities are designed for in-person events, but they can be also adapted to online events.

Additional material for warm-up activities:

1. https://www.sessionlab.com/library/energiser
2. https://www.howspace.com/resources/13-online-icebreakers-energizer-activities-and-games-to-make-your-next-workshop-more-engaging

THE IMPORTANCE OF CONTINUITY AND COMMUNITY BEYOND THE EVENT

During their participation to the We4Change Changemakers events, girls and women gain skills, a sense of community, and a boost in self-esteem that they may not have felt previously. To carry on with what they have experienced in the two days of the event, an ongoing collaboration between participants and coaches, speakers or other partner associations, coordinated by the organizing team is therefore crucial as a follow-up to the event. This may be greatly facilitated by offering mentorship, training, opportunities for additional coaching, participation in "pitch" sessions, etc., as a part of the "prizes" awarded at the end of the event.

Community-building, by creating links between the participants and their community that will contribute to developing the project ideas from concept to self-sustainable products, is the main factor for achieving continuity beyond the We4Change Changemakers events. It is necessary to collaborate closely with local partners in order to continuously improve content and approaches and to provide optimal opportunities for growth by providing a safe, dedicated, and supportive environment for participants.

Part 4: Questionnaires for the events' assessment

After the closing of each event in your country, you can distribute short ost-event feedback questionnaires for getting extra feedback from the participants about their experience.

Below, an indicative questionnaire is presented, and you can use it as a whole survey or you can be inspired by some questions of the following structure:

Question 1. ***Which session for the event did you like the most***? (multiple choice)

- The part of digital skills
- The training in climate change and SDGs (clean energy, smart mobility, sustainable consumption)
- The training in design thinking
- The pitching part
- The presentation of my project
- All the above

Question 2. ***How much helpful were the facilities and the rest of team during the event's implementation***? (Likert scale)

Please rate your opinion on a scale from 1(not at all helpful) to 5 (totally helpful)

Question 3. ***What is your level of satisfaction for this event***? (Likert scale)

Rate your preference in a scale from 1 (very dissatisfied to 5 totally dissatisfied)

Question 4. ***What, if anything, did you dislike about this event***? (Short answer)

Question 5. ***How useful was this event for your knowledge and skills***? (Likert scale)

Rate your level of preference in a scale from 1 (not useful at all) to 5 (very useful)

Question 5. ***Did the content and topics of the event meet your expectations***?

Yes

No (tick Yes or no)

Question 7. **What was your favorite experience or moment of the event**?
(Short answer)

Question 8. **Would you want to attend this event again in the future**?
(Tick Yes or No)

Yes

No

Question 9.1 **Did you met any challenges and difficulties during the training of the event or while you were preparing your idea and project**?

Yes

No

Question 9.2. **If yes, please specify, what difficulty/ obstacles you met**:

Question 10. **Is there something that you suggest change, technically or conceptually speaking, in this event**? Feel free to share your ideas and suggestions!

After filling in this post-event small survey, all participants can reflect together on their experience.

Sources

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Icebreakers for the events:

Common features game: https://www.starfishtaylor.com/team-building-icebreaker/

Secret angel: https://www.twinkl.fr/blog/secret-angel-game

Additional sources for icebreakers/ warm-up activities:

https://www.howspace.com/resources/13-online-icebreakers-energizer-activities-and-games-to-make-your-next-workshop-more-engaging

https://www.sessionlab.com/library/energiser

Appendix

1. **Survey for the identification of youth workers' needs (part of IO2)**:
Survey in Greek: https://docs.google.com/forms/d/e/1FAIpQLSfgy-MkPft_tFzluP_M2u-38M_3Cr1gktKGXkjutWHWCVZzfA/viewform

Survey in English:
https://docs.google.com/forms/d/e/1FAIpQLSfC3c3vYc058KWWi6_fhE9x9P9AnfXFMb55mvTrChrGNA4tbw/viewform