We4 Change

Girls and Women Connecting
for Environmental Change

GIRLS AND WOMEN CONNECTING FOR ENVIRONMENTAL CHANGE

HANDBOOK FOR TRAINERS AND YOUTH WORKERS ON RUNNING A SUCCESSFUL WE4CHANGE CHANGEMAKERS EVENT

Funded by the
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Introduction

About the We4Change Handbook

This handbook is the course material for the *We4Change "Train the Trainer" workshop*, organized as part of the *We4Change: Girls and Women Connecting for Environmental Change* project funded under the Erasmus+ programme of the European Union. It 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, to drive active citizenship and empower girls and young women with digital and environmental awareness skills to become the future changemakers of their community.

The handbook introduces the guiding principles of the We4Change concept, values and philosophy, describes the competences that trainers and youth workers, as well as participants will apply for the different activities, and includes all practical information needed to organize a successful We4Change Changemakers Event.

The handbook is complemented by the *We4Change Changemakers Events Curriculum*, which includes a series of training materials to be used when organizing and facilitating the We4Change Changemakers Events.

The events curriculum, as well as all other materials developed by the project are freely available for download at:

http://we4change.eu/educational-resources/

Learning objectives

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 climate change.

Another objective of this handbook is to foster the professional development and enrich the experience and knowledge of trainers and youth workers on the We4Change concept and thematic areas, by enhancing their 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:

✓ the main skills set that (future) trainers and youth workers need to acquire and exercise during a We4Change Changemakers event;

✓ the description of different roles of those involved in carrying out a successful We4Change Changemakers event;

✓ step-by step instructions and practical information on the different phases of organizing the events;

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

✓ suggestions for applying community building activities during the events;

✓ assessment guidelines.

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 participants during the events to create and design new entrepreneurial projects, which have a gender inclusive and innovative character;

✓ promote gender mainstreaming in your existing and future youth work programmes, having as a guide the materials provided the project;

✓ understand your role in 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;

✓ 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 require you to handle complex group dynamics ;

✓ deliver or assist several workshops on themes relevant to this project, such as training in digital literacy, social innovation, entrepreneurship and environmental awareness.

Conceptual framework and competences developed

The We4Change concept, values and philosophy

The We4Change concept was developed to support girls and young women with diverse cultural, social and economic backgrounds to become agents of change. By equipping them with the tools to participate fully in the digital economy and innovative solutions to pressing social and environmental challenges, they can have an active role for economic transformation and contribute to a more equitable and sustainable future. This approach recognizes the critical role that girls and young women play in driving economic and social progress and seeks to create opportunities for them to lead, innovate, and succeed.

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 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.

The success of the We4Change initiative is guided by the following values and principles:

✓ Female-focused: the event is tackling challenges impacting girls and women;

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

✓ Practical & result-oriented: hands-on, output-oriented and digital skills-focused workshops are given during the events;

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

✓ 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;

✓ Language awareness: specific language has been adopted to tackle the unconscious gender stereotypes related to digital entrepreneurship which is also reflected in the materials provided.

We4Change Changemakers events are free, targeted toward beginners, and focus on building skill sets, confidence and community to stream girls and young women and their projects into digital startup incubators and eventually launch their business in order to drive jobs and positive economic transformation at the local, national and global level.

Competences developed by trainers and youth workers

Transversal competences

Offering young people and trainers the possibility to be involved in local community initiatives, but also 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 multiple transversal 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 for the youth work field, with the purpose to foster the professional development of youth workers to become more effective and effective in their work and practices.

Through their active participation to the We4Change Changemakers Events, youth workers and trainers will enhance, among other, transversal competences which are essential both at professional and personal

development. Since the events are focused on areas that promote the development of 21st century competencies (e.g. digital skills training, design thinking and social innovation, environmental awareness, etc.), the skillset that is foreseen to be cultivated by youth trainers is in line with several European Competence frameworks.

Competences are always connected to a specific context (intercultural work, youth work, social work etc.). This handbook focuses first 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 people working in the youth sector to analyze 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:

- ✓ Transparency
- ✓ Confidentiality
- ✓ Attention to content and methodology
- ✓ Voluntariness
- ✓ Participation
- ✓ Empowerment
- ✓ Democratic values and practices[1]

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

- ✓ Facilitating individual and group learning in an enriching environment
- ✓ Designing programmes
- ✓ Organizing and managing resources
- ✓ Collaborating successfully in teams
- ✓ Communicating meaningfully with others
- ✓ Displaying intercultural competence

[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

- ✓ Networking and advocating
- ✓ Developing evaluative practices to assess and implement appropriate change

It is important to underline that these competences should be taken into consideration and adopted together, as they are perceived as an overall system of values, attitudes, beliefs, skills and knowledge that youth workers need to develop and cultivate so as to successfully manage complex situations and tasks.

Additionally, each one of the competences described previously is divided in four parts: *attitudes, knowledge, skills, and behaviours*.

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 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 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 a youth worker can be assessed, and it can be examined whether it is sufficient for his/her work. All aspects are independent and equally important for youth workers' professional development.[2]

Facilitation competences for female-focused learning activities

Facilitation is a transversal skill that is inherently participatory and needs to be further exercised by youth trainers who interact with young female changemakers.

Facilitation requires[3]:

- Attitudes of acceptance, understanding, trust and care and respect. Humor is also an asset.

[2] 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

[3] #Women2030 Master Manual for Training of Trainers: Building knowledge, skills, and capacity to implement gender responsive SDGs. Available at: https://www.women2030.org/wp-content/uploads/2018/02/Mod-3.-Gender-sensitive-Training-and-Coaching-Skills.pdf

- It is important for a facilitator to be aware of her/his personal prejudices and biases (about women and men, poor and rich, sexual orientation, different professions, different religions, as well as cultures other than your own). These will have an impact on how s/he facilitate a group and her/his use of language, jokes and examples.
- Learning through observation, experience, mistakes and good and bad meetings and reflecting on this (also called reflexive learning)
- Intercultural communication, horizontal interactive dialogue among people of different cultures and level of education.
- Before you facilitate, be clear about the goals of the group, the expectations of the facilitator, and the people you will be working with.

To be effective in this role, facilitators must possess a unique set of competencies that are tailored to the specific needs and experiences of women:

- **Empathy**: Facilitators must be able to understand the unique challenges that women face, including issues related to gender, culture, and identity. By demonstrating empathy, facilitators can build trust and create a safe and supportive learning environment where women feel comfortable sharing their experiences and engaging in meaningful discussions.
- **Cultural competence**: This involves understanding the diverse cultural backgrounds of women and being able to create an inclusive learning environment that respects and values these differences. Facilitators must be aware of their own cultural biases and be able to create a learning environment that is sensitive to the needs and experiences of women from different cultural backgrounds.
- **Communication skill**s: Facilitators must be able to communicate effectively and clearly, both verbally and non-verbally, to ensure that all participants can fully engage in the learning activities. This includes actively listening to participants, providing feedback, and asking thoughtful questions that encourage deeper reflection and learning.
- **Knowledge of women's situation**: Facilitators must possess a solid understanding of the social, economic, and political issues that affect women, as well as the specific challenges that women face in different contexts. This knowledge can help facilitators to design learning activities that are relevant and meaningful for women, and to provide valuable insights and perspectives that can help women to overcome these challenges.

- **Leadership skills**: Facilitators must be able to lead and guide participants through the learning activities, while also fostering a sense of community and collaboration. This includes providing direction and structure, as well as empowering participants to take ownership of their own learning and development.
- **Listening**: Focus your mind and listen carefully. Maintain eye contact. Keep looking at the person speaking even if they are not looking at you. Convey acceptance and empathy with body language. Respond to the person speaking by nodding and acknowledging them.
- **Observing**: Watch the group attentively. What is the body language of the participants saying? Are they absorbed or losing interest? Make eye contact with the person who is waiting to speak.
- Ask open-ended questions: Ask questions that are open-ended that invite participation and not those that call for yes and no responses. Examples are: “Would anyone else like to add something to this point?”; “Is there anything else you want to say about this?”
- **Conflict resolution**: Catch conflicts early. You might need to stop the workshop process to deal with it. On sensitive issues begin with sharing of personal experiences rather than opinions. Work with the participants to create processes to address the conflicts. Enable the arguing sides to present their views and to listen to each other.

Communication competences on gender and climate

One of the major divides in societies is gender inequality. The gender pay, pension and employment gaps remain significant in our societies. Women are still low represented in positions of power and decision-making and the gender division of labor keeps attributing women to the responsibility of the majority of the unpaid care work. This different social and economic reality conditions women’s responsibilities, vulnerabilities and opportunities to respond and adapt to climate change. Therefore, all aspects of climate change have a gender dimension: the causes, the impacts, as well as the policies to respond to climate change which can have different effects on women and men.

Women and girls are extremely vulnerable in the face of climate-related disasters. Trainers and youth workers should be aware of critical aspects to avoid biased perceptions when talking about gender and climate change. But how can they better contribute to gender equality, by breaking down existing stereotypes towards such a severe environmental issue that concerns all

people? The following tables suggests some *DOs* and *DONTs*[4] when talking about women and climate change ideas on how to avoid some stereotypes during communication on gender and climate:

Don't	Do
Talk about 'gender' and think 'women', and forget about men.	In particular in the climate change context, it happens very often that gender issues are considered as women's issues. However, we should be aware that social norms of masculinity are leading to behavior damaging to the climate, such as eating meat rather than vegetables, driving big cars rather than traveling by public transport, trusting in technological solutions rather than socio-economical transformation. Therefore, these norms and the resulting behavior must be challenged and overcome.
Talk about gender and forget intersectionality.	It is important to acknowledge and recognise the multiple forms of discrimination that people may face on the grounds of their gender, origin, religion, income, social status, sexual orientation, sexual identity, race or ethnicity, among others. Different systems of oppression often overlap and are compounded and thus a singular focus on one identity can lead away from solving the broader systemic problem.
Talk about 'gender and climate change' and think 'vulnerable women in developing countries'.	We should be aware that injustices exist in all world regions. In Europe, there are also poor people who emit very little greenhouse gases, but are the most vulnerable, among others due to their low income. As mentioned above, in Europe, women still earn less than men, do most of the care work, drive less cars, use more public transport, and are subject to sexual harassment – all these issues have to be considered in climate policy-making.
Say "women are …, men are … women do … men do …."	This suggests that everybody would conform to their respective roles and might lead to stereotyping. Better use 'most women …', 'a

[4] The Greens/ EFA. Communication toolkit on gender and climate. https://www.greens-efa.eu/files/assets/docs/gender_tool_kit.pdf

	majority of men …', 'on average'.
Say "Gender specific"	This could be understood as if an attribute was directly and exclusively linked with one gender, which, of course is not the case, as nobody is completely sticking to his or her gender role. Better use 'gender-typical', as it may better describe the social reality which is more often found with one gender.
Think "Women can rescue the planet"	Often, women are considered as those who'll clean up the world. But would it work, if men continue doing what they are doing, and institutions continue to be dominated by men and masculinity? Better promote a gender approach that addresses gender norms and stereotypes, thereby contributing to the transformation to a low-emission, resilient, inclusive, and socially and gender-equitable society.

We4 Change Toolbox

Learn more about gender equality:

- ✓ Train the Trainer in Gender Equality Curriculum, available at: https://www.jafnretti.is/static/files/utgefid_efni_af_gomlu_sidu/curriculum_genderstrat_final.pdf
- ✓ #Women2030 Master Manual for Training of Trainers: Building knowledge, skills, and capacity to implement gender responsive SDGs, available at: https://www.women2030.org/wp-content/uploads/2018/02/Mod-3.-Gender-sensitive-Training-and-Coaching-Skills.pdf

Skills to be developed by girls and young women during the events

Throughout the We4Change Changemakers events, the focus is on fostering the following skills for girls and young women to address climate change challenges:

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 labor 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 labor market have positive outcomes.

We4 Change Toolbox

Workshop plans with trainer instructions on the following topics can be downloaded for free at:

http://we4change.eu/we4change-changemakers-event-curriculum/

- Build a Translation App with MIT App Inventor
- Build a Landing Web Page
- Design your first 3D object with Thinkercad
- Data visualization with Tableau
- Your project's visual identity with Canva

Other resources:

- More information on key components of digital competence together with resources for educators can be found on the website dedicated to the **European Digital Competence Framework also known as "DigiComp".**

Entrepreneurial mindset

Entrepreneurship has the potential to be a powerful force for economic growth and social change. 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 behavioral 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.

Despite recent progress, there remains a significant gender gap in entrepreneurship, with women starting and growing businesses at much lower rates than men. By developing the entrepreneurial mindset of girls and young women, we can help close this gap and create a more equitable and inclusive entrepreneurial ecosystem, creating new businesses, jobs, and wealth. Providing girls and young women with access to resources and networks can help them overcome some of the barriers that can prevent them from starting and growing businesses. This can include access to financing, workspace, and business support services, as well as opportunities to network with other entrepreneurs and business leaders. Likewise, Providing girls and young women with access to successful female entrepreneurs and business leaders can help them learn from the experiences of others and gain valuable insights and advice. Mentorship programs, networking events, and speaker series are all effective ways to connect girls and young women with role models and potential mentors.

Entrepreneurship also has the potential to be a powerful tool for addressing some of the world's most pressing social and environmental challenges. By developing the entrepreneurial mindset of girls and young women, we can

equip them with the skills and knowledge they need to create innovative solutions to these challenges and make a positive impact in their communities and beyond.

We4 Change Toolbox

Workshop plans with trainer instructions on the following topics can be downloaded for free at:

http://we4change.eu/we4change-changemakers-event-curriculum/

- Sustainable Business Model Canvas
- Get ready to pitch your project
- Mentoring for change

Other resources:

- 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. More information and resources for educators can be found on the website dedicated to the European Entrepreneurship Competence Framework.

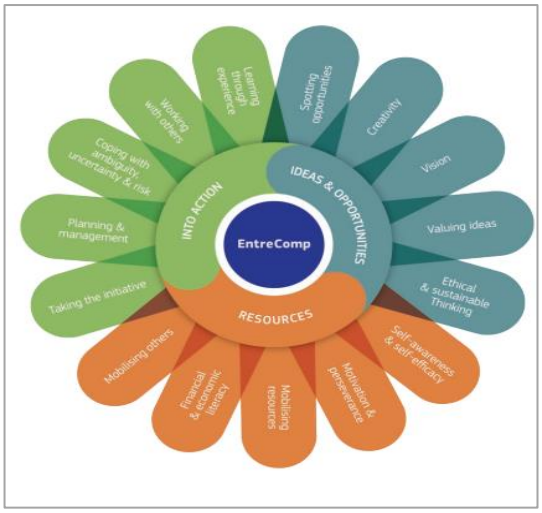


Figure:The EntreComp Framework

Environmental awareness and sustainable thinking

Implementing sustainable practices and creating a more environmentally conscious society can have significant economic benefits, from reducing waste and conserving resources to creating new jobs and industries. By developing the environmental awareness and sustainable thinking of girls and young women, we can help them seize these opportunities and contribute to the growth of a more sustainable and inclusive economy. Moreover, environmental degradation can have serious impacts on human health and well-being, from air and water pollution to the spread of disease. By developing the environmental awareness and sustainable thinking of girls and young women, we can help them understand the connections between the environment and their health, and take action to promote a more sustainable and healthy world. Our actions today will have a lasting impact on future generations, and it is critical that we equip girls and young women with these skills and knowledge to support them make informed choices and take actions that will benefit future generations and ensure a healthy planet for all.

The format of We4Change Changemakers Event implies that every event has a general theme related to climate change and environmental awareness that guides their work throughout their event. We have conceptualized **three specific themes** which are directly aligned with three Sustainable Development Goals: 1. Green Energy, 2. Sustainable cities and green mobility and 3. Sustainable consumption. The three topics are presented in more detail below:

1. **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.

2. **Sustainable cities and green 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.

3. <u>Sustainable consumption</u>:

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.

We4 Change Toolbox

Presentations with trainer instructions on the following topics can be downloaded for free at:

http://we4change.eu/we4change-changemakers-event-curriculum/

- Girls & Women Connecting for Clean Energy

- Girls & Women Connecting for Mobility
- Girls & Women Connecting for Sustainable Consumption

Other resources:

- The European Commission has developed GreenComp, the reference framework for sustainability competences. It provides a common ground to learners and guidance to educators, advancing a consensual definition of what sustainability as a competence entails. More information and resources for educators can be found on the website dedicated to the GreenComp: https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en
- Climate Fresk: a collaborative workshop design teaching the fundamental science behind climate change, empowering participants to take action: https://climatefresk.org/
- Information and resources on the Sustainable Development Goals put forward by the United Nations can be found here: https://sdgs.un.org/goals

Social innovation skills

Social innovation refers to the creation and implementation of new ideas, practices, and solutions aimed at addressing social and environmental challenges in society. It involves the development of novel approaches to solving complex problems that go beyond traditional ways of thinking and conventional wisdom. Social innovation can range from new business models, products and services, to new policies, programs, and practices that promote positive social change. The goal of social innovation is to create a more equitable, sustainable, and inclusive world by addressing the most pressing social and environmental challenges in new and innovative ways.

By developing the social innovation skills of girls and young women, we can equip them with the ability to identify and address these challenges in creative and innovative ways. Social innovation can lead to the creation of new products, services, and markets, which can drive economic growth and create new jobs and opportunities. Girls and young women bring diverse perspectives and experiences to the table, and it is important that their voices and ideas are heard in the development of new solutions to social challenges. By developing their

social innovation skills, we can help ensure that their perspectives and ideas are taken into account and contribute to a more equitable and diverse world.

Toolbox

Workshop plans with trainer instructions on the following topics can be downloaded for free at: http://we4change.eu/we4change-changemakers-event-curriculum/

- Design Thinking

Other resources:

- The Social Innovation Competence Framework of the NEMESIS project provides the conceptual and theoretical underpinning for the development of high-quality social innovation teaching practices. It puts 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: https://nemesis-edu.eu/wp-content/uploads/2019/07/D1.1_NEMESIS-Social-Innovation-Competence-Framework-and-Pedagogical-Model_compressed.pdf

How to organize We4Change Changemakers Events?

What is the goal of the 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.

Prepare before the event

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, customer 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**

Communication and engagement

Designing an effective communication campaign to reach girls and young women requires a strategic and well-thought-out approach. Here are some key steps to consider:

- Define your target audience: based on your experience and focus of your activities, consider who you want to reach, what their interests and needs are, and what motivates them. This information will help you tailor your messaging and approach to ensure maximum impact.
- Develop a clear and compelling message: Your message should be clear, concise, and resonate with your target audience. Consider using storytelling and other creative techniques to engage your audience and bring your message to life.

"We4Change Changemaking events bring girls and young women together with experts, trainers and business coaches, in order to develop digital and

innovation skills, increase civic engagement and unlock their changemaking potential to address climate change and drive environmental transformation."

- Choose the right channels: consider which channels are most effective in reaching your target audience. This could include social media platforms, online advertising, direct mail, or events and outreach programs. Be strategic in your channel selection and choose those that will be most impactful in reaching your target audience.

Communication activities you might want to consider:

- *Plan the timing and schedule of the communication and engagement activities.*
- *Launch event website [date].*
- *Start email marketing [date].*
- *Begin social media promotion [date].*
- *Send press releases [date].*
- *Follow-up communication to registered attendees [date].*

- Measure your results: Regularly monitor and evaluate the results of your campaign. This will help you assess its effectiveness and make necessary adjustments to improve its impact.
- Collaborate with partners: consider working with organizations, communities, or influencers that have a strong connection to your target audience. This can help you reach a wider audience and tap into existing networks and relationships.

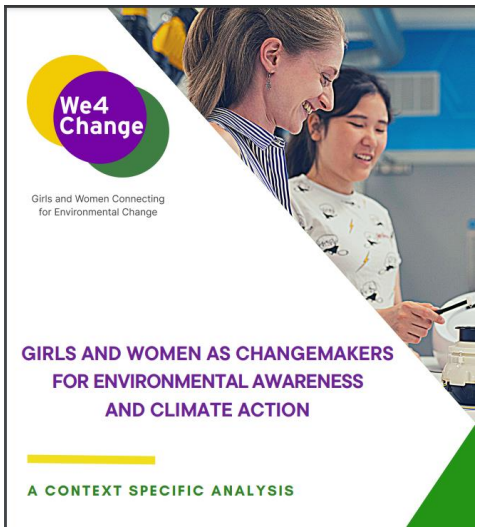
Branding elements

An effective branding for an event is crucial for creating recognition, differentiation, and building a positive reputation. Here are some steps to create an effective branding for an event:

- Define the event's purpose and target audience: The purpose of the event and the target audience should be defined clearly, as this will impact the tone and style of the branding.
- Choose a memorable name and tagline: The name and tagline of the event should be memorable, easy to remember, and accurately reflect the purpose and theme of the event.
-

- Develop a visual identity: A visual identity, including a logo, color palette, typography, and imagery should be developed to help differentiate the event from others and create a consistent look and feel across all communication materials.

We4Change has adopted circles and green, purple and yellow as colors of its visual identity. These elements can always be found on the educational materials developed and social media posts:



Cover of the context specific analysis

Presentation of one of the We4Change educational materials

- Consistency is key: The event's visual identity and messaging should be consistent across all communication materials, including event signage, websites, email communications, and social media platforms.
- Utilize social media: Utilizing social media platforms such as Instagram, Twitter, and Facebook is a great way to reach a large audience and build a community around the event. Social media platforms should also reflect the event's visual identity and messaging.

You can find more branding materials to use for your events at the end of this handbook.

Agenda

An effective event agenda should be clear, concise, and easy to understand, and should provide attendees with an overview of what they can expect to experience during the event.

Below is an example of agenda structure suggested to organize a 2-day We4Change Changemakers-inspired event:

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	

In case you wish to organize it as a one-day event, you will need to use the time more efficiently and reduce the content. However, make sure you leave sufficient time for project work!

A potential agenda for a one-day can look like this:

09:30 – 10:00: Registration and coffee
10:00 – 10:15: Introduction of the event thematic
10:15 – 10:30: Inspirational talk
10:30 – 11:30 : Project proposals, ideation & team selection combined with the Design Thinking workshop
11:30 – 12:30 Workshop 1 (Digital skills topic)
12:30 – 13:30: Lunch break
13:30 – 15:30: Workshop 2 Entrepreneurship topic applied to their projects (see Sustainable Business Model Canvas workshop)
15:30 – 17:00: Project work with a business coach
17:00 – 17:30: Project presentations & Feedback session
18:00 Closing of the event

The role of the organizers during the events

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, jury members & coaches

Inspirational speakers

They 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.

Jury members (optional)

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 role of 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 events 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

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

- Design thinking
- Sustainable business model canvas
- 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;

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 Impactful** – 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 cam offer a short description of the factors contributing to their decision, i.e., why the winning project stood out from the rest; if it is foressen by the organising team, they describe what the prize is for that particular award, and then they announce the name of the project that is awarded.

Sponsorship

Securing sponsorship for an event can be a challenging but important aspect of event planning, as it can provide valuable financial support and increase visibility for the event. Here are some steps you can follow to secure sponsorships for your event:

- Define your goals and target audience: Clearly defining the goals and target audience of your event will help you identify the types of companies and organizations that may be interested in sponsoring your event.
- Research potential sponsors: Research companies and organizations that align with the goals and themes of your event, and determine their level of interest in event sponsorship.
- Create a sponsorship proposal: A well-crafted sponsorship proposal should highlight the benefits of sponsoring your event, including the target audience, reach and visibility, and any relevant statistics or data that support the value of the event.
- Personalize your approach: Personalizing your approach by tailoring your proposal to each sponsor, based on their specific interests and goals, can help to increase the likelihood of securing their support.
- Provide recognition and benefits: Sponsors should be provided with recognition and benefits commensurate with their level of support. This can include advertising, branding opportunities, and access to attendees, among others.
- Follow up and maintain relationships: Following up with potential sponsors, responding to their questions and concerns, and maintaining ongoing relationships with existing sponsors can help to build trust and ensure long-term success.
- Evaluate and adapt: Continuously evaluate the effectiveness of your sponsorship strategy and make changes as needed. This can be done through

gathering feedback from sponsors and attendees, monitoring the return on investment, and tracking the success of sponsorship initiatives.

By following these steps and demonstrating the value of your event, you can secure the support of sponsors and create a successful event.

Selection of participants

Aligned with the values of the We4Change concept the purpose is to make the events as accessible as possible for a variety of girls and young women, with different backgrounds. The events are free of charge and open to all girls and women who want to contribute to prosperous, cohesive and sustainable societies. Participants are not required to have prior digital or innovation skills.

Therefore, a proper selection process is not necessary, but we advise you to add to the registration form the following questions:

- Do you already have a project idea you would like to work on?

Practicalities and logistics

Venue of a Changemaker hackathon event

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)

Organising a We4Change Changemakers 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.

Icebreakers to create links among participants

1st proposed activity: *Common features game*[5]

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*[6]

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, paying special attention to that person, but without this person knowing that it is his/her "secret angel".

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

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 aforementioned activities are designed for in-person events, but they can be also adapted to online events.

We4 Change Toolbox

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

The importance of continuity and Community beyond the events

During their participation to the We4Change Changemakers events, girls and women have the chance to gain innovative skills and competences as also a sense of community and a boost in their 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 organising team, is therefore crucial as a follow-up to the event. This may be greatly facilitated by offering further mentorship or training opportunities for additional coaching as also participation in "pitch" sessions, etc., as a part of the "prizes" awarded at the end of the event.

Moreover, community-building is the main factor for achieving continuity beyond the We4Change Changemakers events through the creation of links between the participants and their community that will contribute to the development of the project ideas from concept to self-sustainable products. Hence, it is necessary to collaborate closely with local partners to continuously improve content and approaches and to provide optimal opportunities for growth by providing a safe, dedicated, and supportive environment for young female participants.

Monitoring and assessment guidelines

Evaluation is an important part of running a successful event as it is used to gather feedback and information from participants or stakeholders about the perceived quality of their participation. It helps to assess whether the program or event has met its objectives, how it was perceived by the participants or stakeholders, and what could be improved in the future.

Evaluation questionnaires can help to identify strengths and weaknesses in a program or event, which can inform decision-making about future investments. They can also help to build relationships with stakeholders by demonstrating a commitment to continuous improvement.

Here is a sample evaluation questionnaire that could be used to gather feedback from participants at an event focused on digital, entrepreneurial, social innovation, and environmental skills for girls and young women:

How did you hear about this event?
Social media (Facebook, Instagram, Twitter, etc.)
Email newsletter
Word of mouth
Other (please specify)

What motivated you to attend this event?
Interest in digital skills
Interest in entrepreneurial skills
Interest in social innovation skills
Interest in environmental skills
Other (please specify)

How satisfied were you with the event overall?
Very satisfied
Somewhat satisfied
Neither satisfied nor dissatisfied
Somewhat dissatisfied
Very dissatisfied

Which of the following sessions did you attend? (check all that apply)
Digital skills workshop
Entrepreneurial skills workshop
Social innovation skills workshop
Environmental skills workshop
Keynote speaker session
Project work
Other (please specify)

How satisfied were you with the content of the sessions you attended?

Very satisfied
Somewhat satisfied
Neither satisfied nor dissatisfied
Somewhat dissatisfied
Very dissatisfied

How satisfied were you with the quality of the speakers and facilitators?
Very satisfied
Somewhat satisfied
Neither satisfied nor dissatisfied
Somewhat dissatisfied
Very dissatisfied

How well did the event meet your expectations?
Exceeded expectations
Met expectations
Did not meet expectations
What did you find most valuable about the event?

What suggestions do you have for improving the event in the future?

Would you be interested in attending a similar event in the future?

Yes
No

Do you have any other comments or feedback about the event?

Thank you for taking the time to provide feedback on this event. Your input is valuable and will be used to improve future events.

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Ready-made materials

Below you can find a series of ready-made materials that you can use to run your event:

- Event flyer
- Participants workbook
- Jury Sheet
- Template for certificate of attendance

We4 Change

Girls and Women Connecting for Environmental Change

ABOUT US

Girls and Women Connecting for Environmental Change aims to contribute to the European Union's Youth Strategy by engaging, connecting and empowering young girls and women with digital and innovation skills, increase civic engagement and unlock their changemaking potential to engage in society and have an active ole in addressing the challenges posed by climate change.

Join the Changemakers Community!

www

we4Chage.eu

empowher

TEKEDU

STIMMULI for social change

ZERO

Funded by the Erasmus+ Programme of the European Union

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CONNECTING, ENGAGING AND EMPOWERING YOUNG GIRLS AND WOMEN TO BECOME CHANGEMAKERS

EDUCATIONAL RESOURCES

We developed a **Handbook for Trainers and Youth Workers** on how to organize a We4Change Changemakers Event to drive active citizenship and to empower girls and young women with digital and environmental awareness skills to become the future agents of change of their community.

The handbook is accompanied by the **We4Change Changemakers Curriculum**, a series of workshop materials and trainer instructions that can be used during the events.

All materials can be found at:

we4Chage.eu

HOW CAN YOU BE PART OF IT?

Organize a We4Change Changemakers Event

Learn to do it yourself

Be part of the We4Change Community

OUR MISSION

ENVIRONMENTAL AWARENESS AND CIVIC ENGAGEMENT

Increase environmental and active citizenship competences

LEADERSHIP AND ENTREPRENEURSHIP

Develop an entrepreneurial mindset to bring sustainable change in the community

DIGITAL SKILLS AND INNOVATION MINDSET

Digital competences as enablers of innovation

Funded by the Erasmus+ Programme of the European Union

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We4Change Fest

GIRLS AND WOMEN CONNECTING FOR ENVIRONMENTAL CHANGE

Changemakers workbook

We4Change Changemakers events are “hack for good” events where girls and young women with an entrepreneurial mindset, trainers and subject experts come together during a two-day intense marathon in order to solve specific challenges posed by climate and environmental change encountered in their communities. The events include hands-on activities, training on digital, innovation and environmental awareness skills, problem-solving and co-creation of prototypes, as well as a pitching session by the changemaking teams.

Agenda

Day 1

9:30: Registration and coffee
10:00 – 11:00: Introduction of the event thematic & inspirational speech
11:00 – 13:00 : Workshop 1 on digital skills
13:00 – 14:00: Lunch break
15:00: Project proposals, ideation & team selection
16:00 – 18:00: Project work

Day 2

9:30: Registration, coffee & review of day 1
10:00 - 12:00 Workshop 2 on Design Thinking
12:00 – 16:00 Project work with coaches (1h of working lunch included)
16:00 – 17:00 Project presentations
17:00 Feedback session and closing ceremony

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The challenge

Women are the most at risk to suffer irreversible effects caused by gender inequalities, accentuated by the current social, economic and environmental situations, reducing their access to and control over (basic) resources, access to education and information, and access to decision-making processes, leading to lost opportunities, lack of self-confidence and interest to be actively involved in society. This different social and economic reality conditions women's responsibilities, vulnerabilities and opportunities to respond and adapt to climate change. Therefore, all aspects of climate change have a gender dimension: the causes, the impacts, as well as the policies to respond to climate change which can have different effects on women and men.

When you think about sustainable consumption and production, smart cities & mobility, energy & resource efficiency, what kind of challenges you noticed in your community?
What are your ideas to tackle those challenges?

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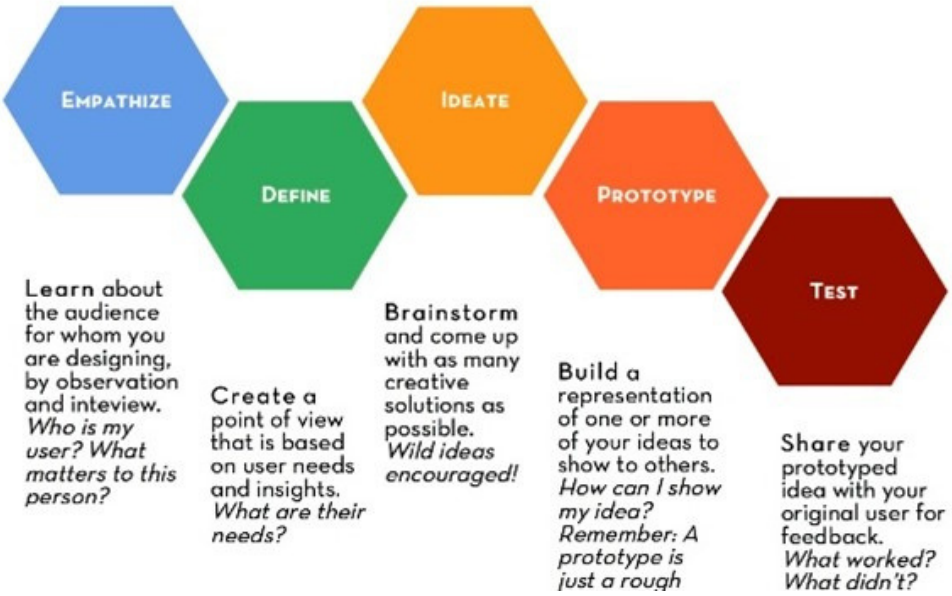
We are all DESIGNERS!



Notes

Sustainable Business Canvas

Projet : ..... Date : .....

SUSTAINABLE DEVELOPMENT GOALS

Key partners

Who are our Key partners?
Who are our key suppliers?
Who can help in negative externalities?
Which key resources are we acquiring from partners?
Which key activities do partners perform?

Motivation for partnerships
Optimization & economy
Lower risk and uncertainty
Acquisition of particular resources and activities

Key activities

What key activities do our value propositions require? Our distribution channels? Customer relationships? Revenue streams? Externalities management?

Categories
Production
Problem solving
Platform/Network

Key resources

What Key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams?

Types of resources
Physical
Intellectual property
Human
Financial

Value propositions

What value do we deliver to the customer? Which one of our customer's problem are we helping to solve? What bundles of products and services are we offering to each customer segment? Which customer needs are we satisfying?

Characteristics
Newness
Performance
Sustainability
Customization
"Getting the job done"
Design
Brand/Status
Price
Cost reduction
Risk reduction
Accessibility
UX

Customer relationships

What type of relationship does each of our customer segments expect us to establish and maintain with them? Which ones have we established? How are they integrated with the rest of our business model? How costly are they?

Examples
Personal assistance
Dedicated support
Self-service
Automated services
Communities
Co-creation

Customer Segments

For whom are we creating value?
Who are our most important customers?

Mass market
Niche market
Segmented
Diversified
Local

Channels

Through which channels do our Customer Segments want to be reached?
How are we reaching them now?
How are our channels integrated?
Which ones work best?
Which ones are most cost-efficient?
How are we integrating them with customer routines?

Channel phases
Awareness: how do we raise awareness about our company's products / services?
Evaluation: how do we help customers evaluate our organization's value proposition?
Purchase: how do we allow customers to purchase specific products & services?
Delivery: how do we deliver a value proposition to customers?
After sales: how do we provide post-purchase customer supports?

Bonus: how do you evaluate the sustainability in each of the phase?

Cost structure

What are the most important costs inherent in our business model? Which Key Resources are most expensive?
Which Key Activities are most expensive?

Is your business more
Cost driven
Value driven

Sample characteristics
Fixed costs (salaries, rents, utilities)
Variable costs
Economies of scale
Economies of scope

Revenue streams

For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues?

Types
Asset sale
Usage fee
Subscription fees
Lending/Renting/Leasing
Licensing
Brokerages fees
Advertising

Negative externalities

How your Value Proposition impact negatively your environment?
Your Partners?
Your Ressources?
Your Channel?

Types
Social
Environmental
Economy

Positive externalities

How your Value Propositions will positively impact your environment? In what manner your Value Proposition target one or multiple UN sustainable goals?

Examples
Decrease CO2 emissions
Improve water quality
Lower pollutions
Improve global health
...

www.sustainablebusinesscanvas.org

The Sustainable Business Canvas has been designe by Loïc Bar and is initially based on Business Model Canvas by Strategyzer.

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Prepare your pitch

1. Clarify your idea
To be able to clearly present an idea, you need to make it perfectly clear in your head

2. Organise your thoughts
Then, organise your thoughts to make sure you will deliver the right message

3. Write your story
Once you know which message you want to pass on, include it into a story to which your audience can relate

4. Practice your pitch
Use your body and your voice to deliver your message and onboard your audience

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Notes

We want to hear from you! Let us know about your experience at the We4Change Changemakers Fest, find the feedback form here: https://forms.gle/51vZ1LVaiNXRr72W7

We4Change: Girls and Women connecting for environmental change is funded by the Erasmus+ programme of the European Union and seeks to contribute to the EU Youth Strategy with a specific female-focused approach, that responds directly to the specific gender-based needs of girls and young women across Europe, offering thus an appropriate and innovative way to empower and engage them in their communities and society-at-large. You can find out more about the project here: ***http://we4change.eu/***

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We4Change Changemakers Event
Jury Evaluation Sheet

Score (0-10)	Criteria	Comments
	1	Establishes the need (market research, numbers, importance, size of problem/opportunity)
	2	Solves the problem (differentiator, nothing similar in the market, better than other offers)
	3	Plan (who, what, when, how: Team, Plan, Budget (Funding Mix, Income streams), Exit Strategy)
	4	Impact / Added-value (world-changing, novel, innovative, ambitious, possible)
	5	Pitch / Presentation (persuasive, interesting, different, engaging, etc.)

Total score:

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CERTIFICATE

OF PARTICIPATION

This certificate is awarded to

For the participation to the We4Change Changemakers Event
Girls and Women Connecting for Environmental Change

REPRESENTATIVE OF ORGANIZATION

DATE

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