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**FEM4FOREST**

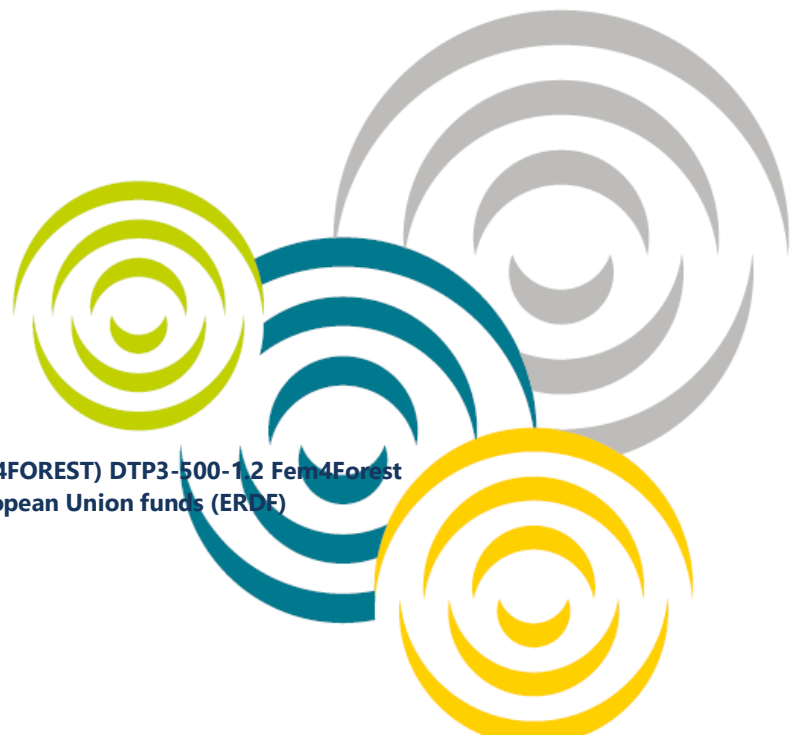
**FOREST IN WOMEN'S HANDS (FEM4FOREST)**

**TRAINING PROGRAM FOR  
WOMEN IN FORESTRY**

Deliverable: D.T3.3.1

Project number: DTP3-500-1.2 Fem4Forest

**FOREST IN WOMEN'S HANDS (FEM4FOREST) DTP3-500-1.2 Fem4Forest  
Project co-funded by European Union funds (ERDF)**



## Imprint

**This document is issued by the consortium formed for the implementation of the Fem4Forest project (DTP3-500-1.2 Fem4Forest) by the following partners:**

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- ✓ Forest Trainings Center PICHL (Austria)
- ✓ NOWA Training Counselling Project management (Austria)
- ✓ Bavarian State Institute of Forestry (Germany)
- ✓ Forest Owner Association Styria (Austria)
- ✓ PRIZMA Foundation for Improvement of Employment Possibilities (Slovenia)
- ✓ Croatian Chamber of Forestry and Wood Technology Engineers (Croatia)
- ✓ Croatian Union of Private Forest Owners Associations (Croatia)
- ✓ Agency for sustainable development of the Carpathian region "FORZA" (Ukraine)
- ✓ Forestry and Environmental Action (Bosnia and Herzegovina)
- ✓ University of Belgrade-Faculty of Forestry (Serbia)
- ✓ University Ștefan cel Mare of Suceava (Romania)
- ✓ Czech University of Life Science Prague (Czech Republic)
- ✓ Association Economy and Democracy (Bulgaria)

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**October 2021**

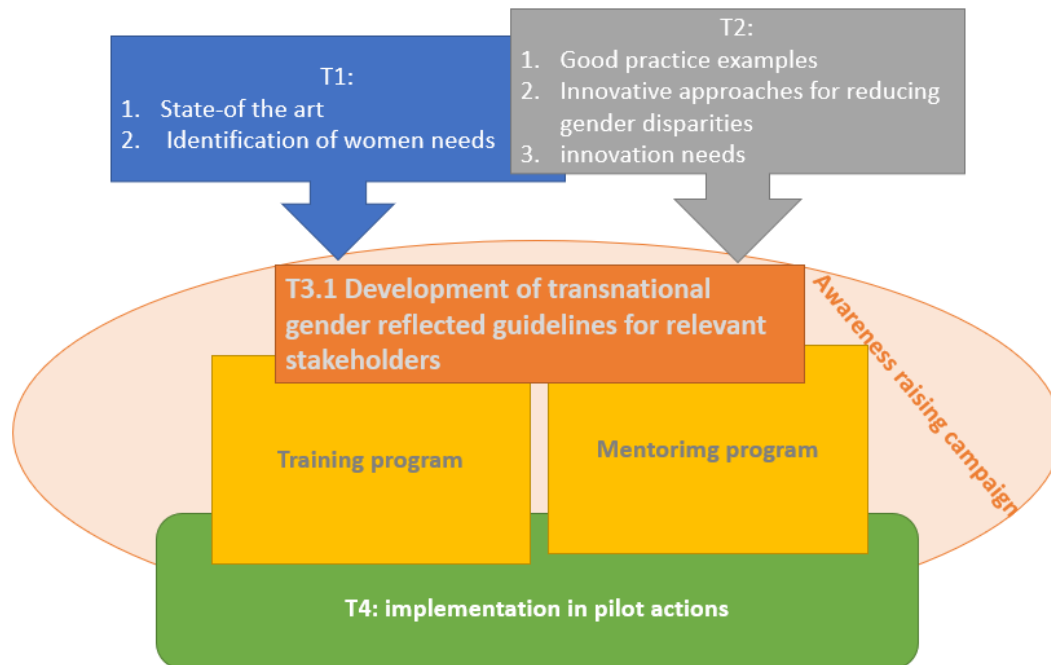
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## 1 Introduction



The Training Program is based on the results of T1 and T2 and on the Transnational Genderreflected Guidelines (T3).

The program is implemented through the pilot activities in T4.

The Training Program is structured in modules that enables the use of selected or all modules, depending on the target group (owners, employees, managers) and connected activity.

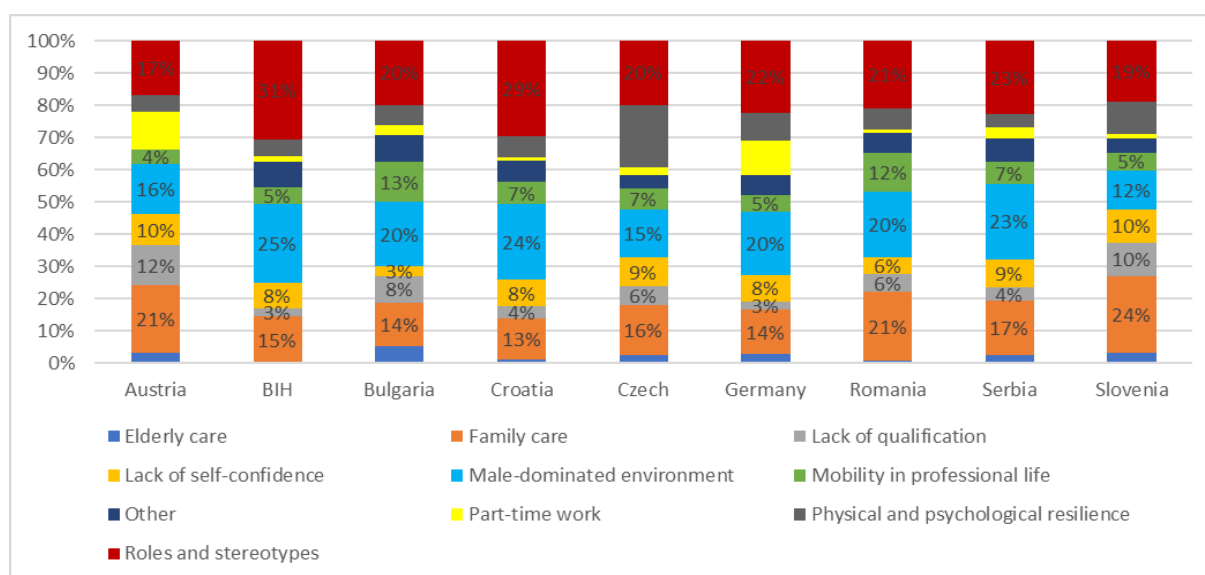
The combination of modules and their content can be adjusted according to national circumstances.

It also enables the use of training materials in e-classrooms and encourages the e-learning among stakeholders in forestry.

## 2 Initial Situation

Women who work in the forestry sector in different positions and fields of activity often experience stereotypical attributions and gender roles as obstacles to their careers in professional life (see figure below).

The Fem4Forest project addresses these challenges with the aim of improving the career opportunities of women in the forestry sector. In addition to women and their framework conditions, the focus is also on the strategies, structures and culture of organizations, companies and forest owners as well as on decision makers, managers and executives, male and female.



### The training program is an active offer for women and men in the forestry sector

- to better assess, expand and confidently present knowledge, skills and potentials of women
- to successfully integrate women into workplaces or work environments
- to support them in development of personal, social and leadership skills
- to encourage women to engage in all fields of the forestry sector

### This is to be achieved by

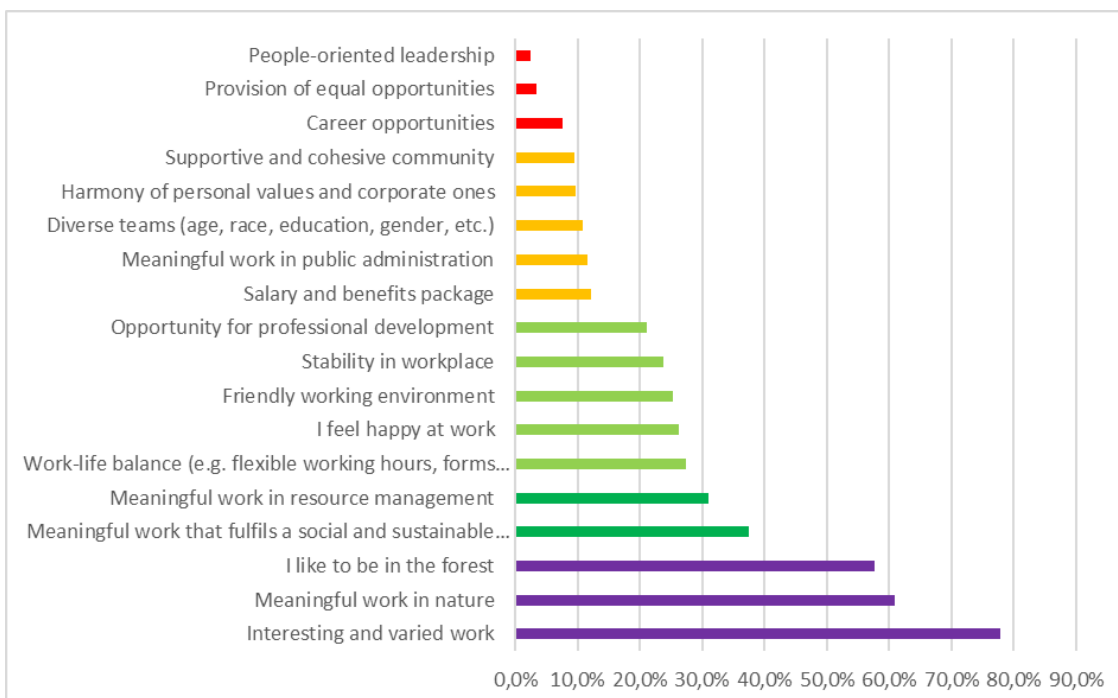
- ➔ awareness raising for decision-makers, executives, employers and employee, male and female, of the topic of equality between men and women with a special focus on the forestry sector
- ➔ improving the availability of resources and structures by inviting and introducing experts, mentors and role models in organizations and companies in order to encourage women and to strengthen them in planning, reflecting and implementing their career paths apart from traditionally known and gender-specific roles

- ➔ empowering women in training and development of their personal, social and leadership skills in order to gain access to leading and achieve leadership positions
- ➔ creating offers for women, which empower them to better assess their knowledge, skills and potential and convert them effectively into professional success
- ➔ enhance self-confidence and use networks in order to be able to perform confidently and successfully in a male-dominated environment

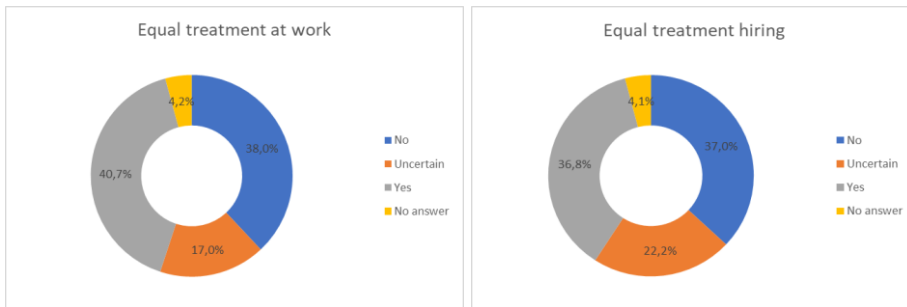
Respondents to the Fem4Forest survey were asked which factors motivate them to work in the forestry sector. The areas of people-oriented leadership, provision of equal opportunities and career opportunities were named by women as the lowest motivating factors for working in the forestry sector.

The question arises whether these factors are actually of such little importance or whether they are seen as unachievable due to the current situation in the sector with regard to equality and career opportunities for women.

However, these statements point out the goals of this project and the need for developing this training program to foster career development of women in the forestry sector and to create structures in which career development for women is possible.

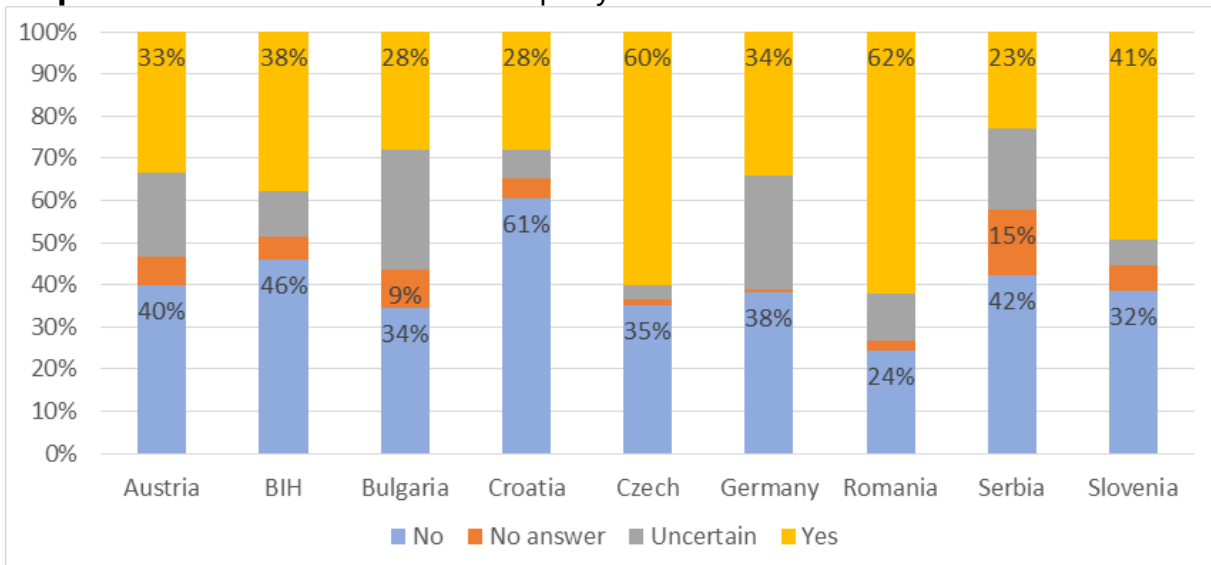


Almost 4 out of 10 say that women and men are not equally treated in hiring and at work.



The different dimensions may vary considerably across the DR.

**Response to: Women and men are equally treated at work**



Only 6 % of the respondents stated that there are special programs in their organization to advance women in their careers.

Almost 70% of the surveyed women are interested to attend training for career development.





#### 4 topics for training were listed in the survey:

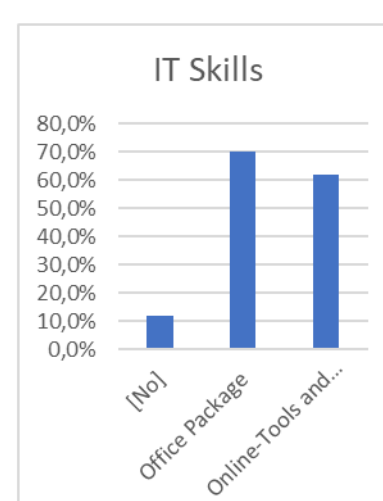
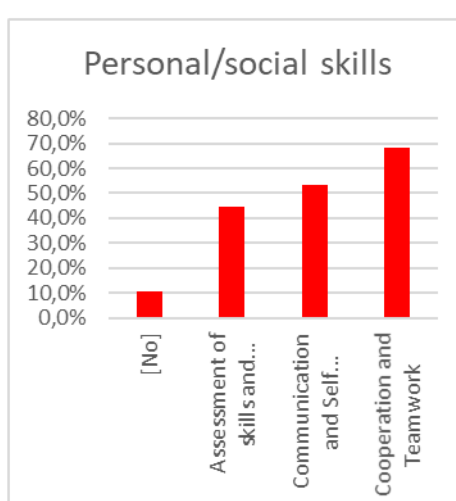
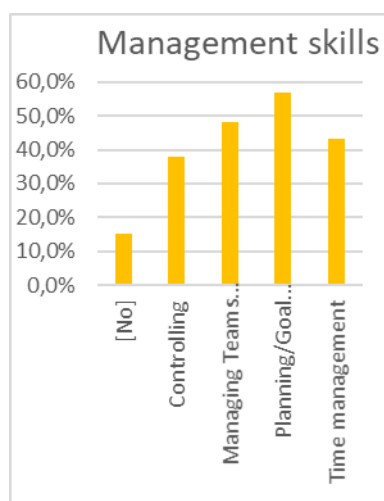
- Forest/ Forestry Expertise
- IT-Skills
- Personal Skills/Social Skills
- Management Skills

In the context of this project the focus is on Management, Personal, Social and IT-Skills. For the sake of completeness, a strong demand for Forestry Training content should also be mentioned here. There is a demand for expanding the forestry knowledge even though 70% of the respondents rate their actual knowledge as good or very good. However, forest knowledge should definitely be promoted in the context of equality in order to position women accordingly in the sector. However, this would go beyond the scope of this project and we recommend developing tailor-made offers including forestry education and training facilities on a national level.

#### Training interests in non-forestry topics

Basically 3 areas can be identified:

- Management Skills
- Personal/Social Skills
- IT Skills

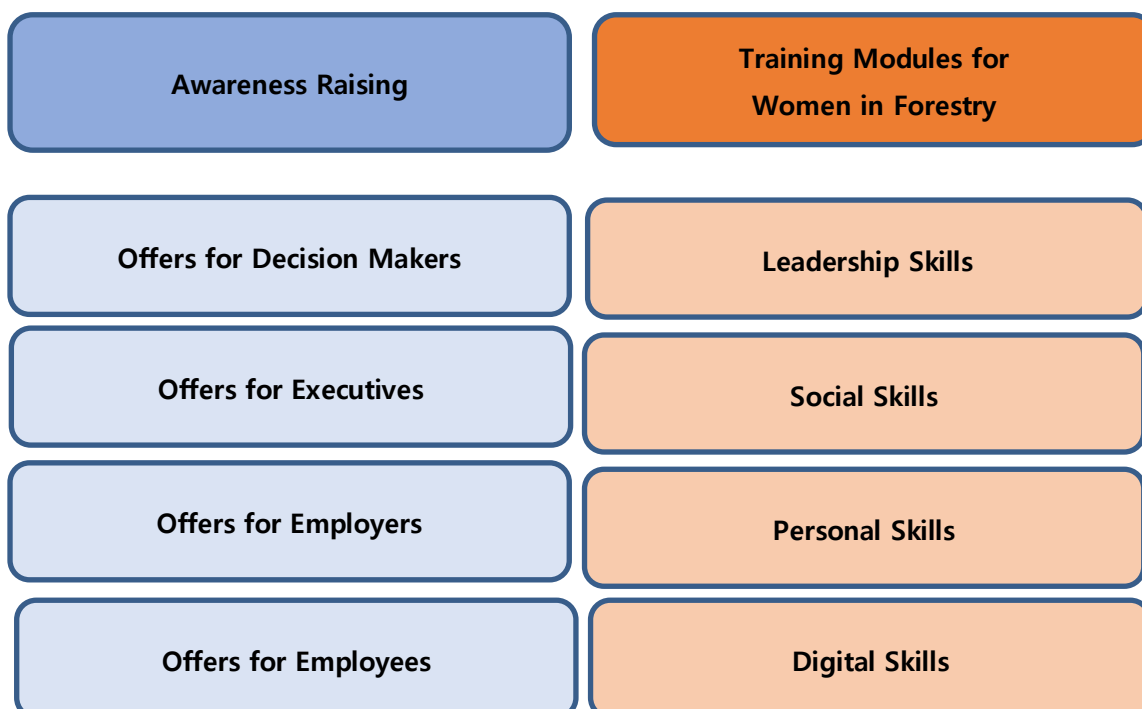


### 3 Gender Reflected Approach

**All offers follow the principle of gender-reflective methodology and didactics. The use of gender-sensitive language and presentation is an obligatory and integral part of the training program.**

- ➔ The Training Program provides a basis which is adapted following the experiences in the pilot activities (AP T4)
- ➔ Content, extent, duration, methods, framework conditions and target group can vary according to the needs in the partner regions / countries
- ➔ Modules are available free of charge
- ➔ The Training Program is structured in a way that, depending on the target group and associated activity, the implementation of selected or all modules (which are explained below) is possible
- ➔ Face to face workshops and e-learning are recommended. The choice of method depends on national circumstances, access of the target group, epidemiological situation and training organizations

### 4 Structure Training Program



## 5 Content Training Program

### 5.1 Awareness Raising

Raising awareness among decision-makers, executives, employers and employees\*, male and female, regarding gender equality, equality-oriented personnel development and organizational development is important to create a common understanding of terms and definitions, but also of necessities and benefits in the context of equality between women and men in the forestry sector.

\* *Decision Makers: People who have decision-making power in companies, organisations and in society, economy, on the labor market, etc.*

*Executives: People who lead employees in organizations and companies*

*Employers: Companies and organizations that employ people (including self-employed and entrepreneurs)*

*Employees: People who are employed in organizations and companies*

- Special focus on terms and structural framework such as working hours, meeting structures, further education, etc.
- Joint development of possible structural changes and alternative solutions incorporating best practices

Successful and equal participation of women in careers and management requires an understanding of the need for different approaches and offers due to various socialization of women and men.

In the case of decision-makers, executives and employers, sensitization aims to bring (interest) groups into discourse with one another and to recognize stereotypes and prejudices. By deconstructing and reconstructing these stereotypes and prejudices, situations in everyday life can be dealt with in a gender-sensitive manner.

Creating a non-discriminatory environment is essential for women's career development. In order to achieve this goal, it is also necessary to sensitize employees and motivate them to participate in the development of an organizational / corporate culture that is oriented towards gender equality.

The plan is to offer small units (1 - 4 hours) that can be carried out individually or in combination.

### 5.1.1 Gender Equality Basics

Here are some examples of the content that the offer may include.

All partners have to fill the offer with tailor-made content corresponding with the situation in their own countries:

- Clarification and definition of terminology (equal treatment vs. equality, gender vs. sex, diversity vs. intercultural competence, private life concepts vs. professional equality orientation)
- Intervention concept and approach of gender mainstreaming; diversity approach in the context of gender mainstreaming

### 5.1.2 Facts and Figures

The offer can cover the following contents:

- Data and facts about the economic and social situation of women and men; socio-political and economic consequences of discrimination in the labor market

### 5.1.3 Use of human resources and potentials in the forestry sector under the Gender Perspective

The offer can cover the following contents:

- Gender oriented potential-recognition and potential-development
- Definition of equality-oriented personnel development
- Values of a workplace free of discrimination

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### 5.1.4 Good practices on gender mainstreaming in the forestry sector

Best practices and role models identified in WP T2 and on national level by partners and stakeholder will be presented and exchange and discussion are initiated.

#### ***Learning goals of Awareness Raising offers***

Executives, employers, decision makers and employees

- ➔ are aware of the fundamental necessity and benefits of equality-oriented access in forestry
- ➔ acquire a basic understanding of key notions regarding to "gender equality"
- ➔ reflect their personal attitude on the topic of equality
- ➔ are able to recognize and use potentials in forestry under a gender perspective

## 5.2 Training Modules for women in forestry

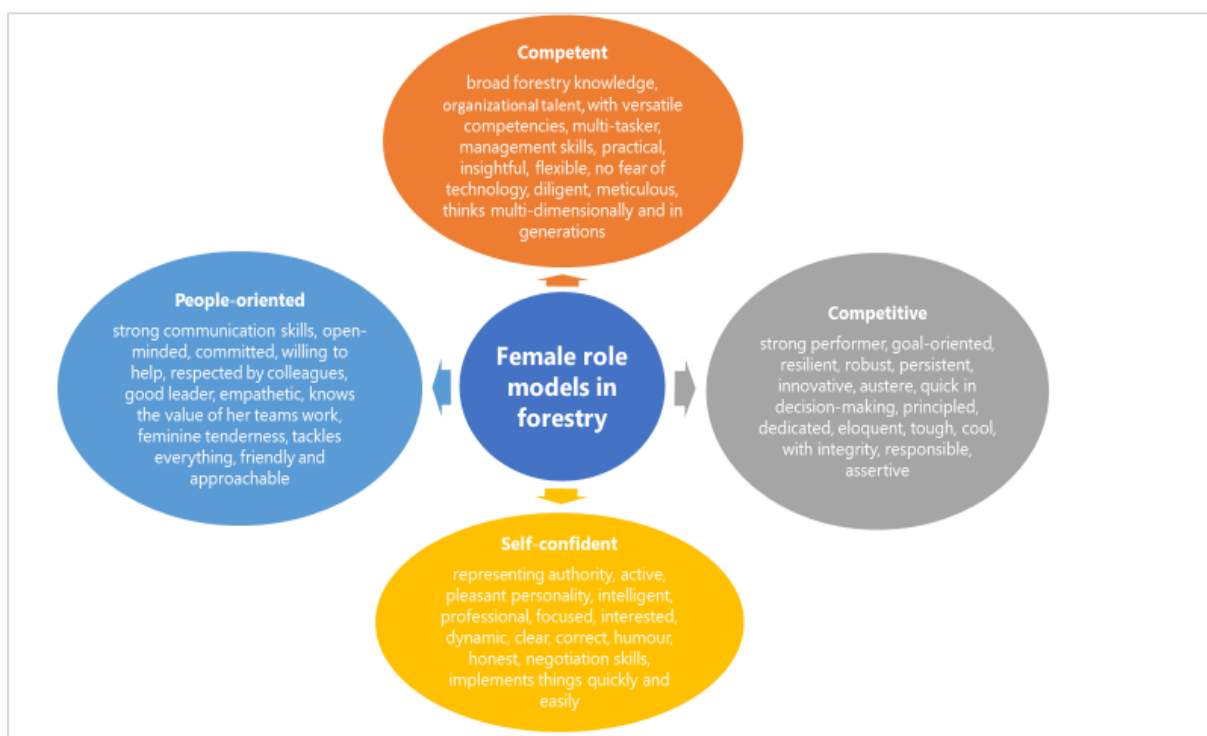
Development and implementation of Training Modules to promote equality between women and men in the forestry sector to increase and strengthen the position of women in all areas of forest work and at all levels of decision making.

- The training modules aims to encourage and empower women to participate in all functions and at all levels of the forestry sector.
- The training modules are an active offer for women to support them in better assessing, expanding and presenting their knowledge, skills and potentials, and successfully integrating them into their workplace or work environment.
- It will support women to develop professional and leadership skills and encourage them to get involved in all relevant areas.

To take this into consideration boosts the expand of innovation capacity and leads to sustainable integration of women in forestry work and at all organizational levels.

***Each partner decides whether they offer the training for women from the forestry sector in general or for women who work in specific areas of the forestry sector.***

Based on the results of the Report “Collected needs of women and wider gender perspectives in forestry sector” four modules are planned, which support women in creating their place in the work field of forestry.



**General learning objectives of the Training Modules:**

- Women reflect on their concepts of life in relation to work and their own careers
- Women successfully use their professional, mental and communicational skills
- Women get the opportunity to work out their own path for their professional future

**5.2.1 Leadership Skills**

*Performing leadership/management tasks in an effective manner*

The professional management of work situations, the own business or of individuals, teams and project groups requires a wide range of skills.

In this module women acquire knowledge about the dimensions of leadership. They get to know the management cycle and deepen existing knowledge in the three leadership tasks of “making decisions”, “planning” and “setting and achieving goals”. They deal intensively with the topic of leadership and gain clarity of goals, functions and roles.

The following contents are part of the module:

- Definition and dimensions of management
- Management cycle model
- Time management
- Planning
- Goal setting
- Monitoring and process control

**Learning goals:**

Participating women

- ➔ Develop clarity in goals, functions and roles
- ➔ Sharpen their knowledge of leadership tasks
- ➔ Are able to perform leadership tasks as planning, setting and achieving goals and making decisions
- ➔ Are able to monitor their business processes

**5.2.2 Social Skills**

*Communicating clearly and tackling conflicts in a solution-oriented manner*

The ability to communicate clearly, authentic rhetoric and solution-oriented handling of conflicts are tools for successfully coping with situations in daily working life.

In this module women acquire basic knowledge of communication and conflict resolution. They reflect on their own style, expand rhetorical skills and learn to give and take appreciative feedback.

The following contents are part of the module:

- Basics of communication and conversation
- Assertive communication
- Dealing with difficult conversational situations
- Conflict management
- Give and take feedback

**Learning goals:**

Participating women

- ➔ Acquire basic knowledge of communication and conflict management
- ➔ Are able to manage difficult conversational situation
- ➔ Development their own conflict management strategy

### 5.2.3 Personal Skills

*Transfer of individual skills and competences into professional requirement*

In this module women have the opportunity to become aware of their skills and competences in the context of work and present them in a professional way.

The following contents are part of the module:

- Personal assessment of skills and competences
- Transfer to professional life
- Self-presentation
- Effective use of cooperation and networks

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**Learning goals:**

Participating women

- ➔ Are aware of their personnel skills and competences
- ➔ Are able to transfer them to their field of work
- ➔ Are able to present them professionally
- ➔ Have a conviction of self-efficacy
- ➔ Know about the importance and handling of networks and cooperation for their professional success

### 5.2.4 Digital Skills

*Acquisition of self-learning strategies in the context of e-learning*

It has to be considered that the levels of the prior knowledge of the participating women can vary widely and there are different and diverse demands.

The content imparted in this workshop enables women to expand their knowledge and skills independently using digital resources in accordance with their individual needs and the requirements of the workplace.

The following contents are part of the module:

- Creation of common basic starting conditions for successful learning with digital media
- Efficient use of search engines
- Use of digital learning platforms (e.g. IT and foreign languages)
- Use of learning programs and apps (e.g. IT and foreign languages)
- Getting to know video portals (educational videos)
- Reflection on professional needs and development of an individual learning plan

### ***Learning goals:***

Participating women

- ➔ Acquire a basic understanding of e-learning
- ➔ Are able to use search engines efficiently and specifically
- ➔ Know different possibilities of digital learning and can use them according to their needs
- ➔ Create a learning plan tailored to their needs and the requirements of the workplace
- ➔ Are able to implement this learning plan independently

## **5.3 Requirements for Minimum Activities**

### ***Awareness Raising***

- ➔ Each Partner Country has to prepare offers for all target groups
- ➔ Each Partner Country has to present all mentioned topics
  - Gender Equality Basics
  - Facts and Figures
  - Use of human resources and potentials in the forestry sector under the Gender Perspective
  - Good practices on gender mainstreaming in the forestry sector
- ➔ The type and scope of the offers are based on the circumstances of the respective partner country

### ***Training Modules for women***

- ➔ Each Partner Country has to select at least 3 different modules
- ➔ Each Partner Country has to prepare at least 1 workshop/module
- ➔ Duration: minimum 4 units per workshop
- ➔ Participants: minimum 8 women per workshop



