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**Fem2forests**

**O 3.2**

# **TRANSNATIONAL FEMALE AMBASSADOR PROGRAM IN FORESTRY**

November 2025

**This document is issued by the consortium formed for the implementation of the Fem2forests project by the following partners:**

- Slovenian Forestry Institute (SFI), Slovenia
- Foundation for Improvement of Employment Possibilities PRIZMA (PRIZMA), Slovenia
- University of Ljubljana, Biotechnical Faculty (UL(BF)), Slovenia
- Bavarian State Institute of Forestry (LWF), Germany
- Forest Trainings Center PICHL (FAST Pichl), Austria
- NOWA Training Counselling Project management (NOWA), Austria
- Agency for sustainable development of the Carpathian region "FORZA" (FORZA), Ukraine
- Forestry and Environmental Action (FEA), Bosnia and Herzegovina
- University of Belgrade-Faculty of Forestry (UNIBG-FOF), Serbia
- University Ștefan cel Mare of Suceava (USV), Romania
- Czech University of Life Sciences Prague (CZU), Czech Republic
- Croatian Union of Private Forest Owners Associations (CUPFOA), Croatia
- Croatian Chamber of Forestry and Wood Technology Engineers (HKIŠTD), Croatia
- Foresta SG (Foresta SG), Czech Republic
- Ukrainian National Forestry University (UNFU), Ukraine

**Lead partner of the project**

Gozdarski inštitut Slovenije/  
Slovenian Forestry Institute



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**November 2025**

***Disclaimer***

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# 1. Requirement and framework for the Female Ambassador Program

## 1.1. Introduction

- ➔ Girls and young women are needed to create a good future for the forestry sector.
- ➔ Girls and young women need role models to take an interest in the forestry sector and make a decision.
- ➔ Role models need tools to act as ambassadors for girls and young women.

This is where this program comes in. The Female Ambassador Program outlines strategies, activities, methods and contents required to engage women as ambassadors in the forestry sector as well as to reach, inform and motivate girls and young women.

Female ambassadors actively approach girls and young women, inform, strengthen and motivate them and act as experts in their respective fields of activity in the forest sector. Female ambassador programs support a framework for young women to exchange and discuss challenges, obstacles and concerns about the role of women in the forestry sector.

This leads to making gender-related challenges visible and discussable for being able to find suitable strategies and implement them. The leading goal of this activity is to make the forestry sector accessible and attractive for young women and girls. Ambassador's as role models, pioneers, lobbyists and multipliers are needed to anchor the topic of equality in forestry in the long term.

## 1.2. Participatory Approach

- ➔ We don't talk about our target group, we talk with them
- ➔ Our target group is the expert in their life situation
- ➔ Multipliers and stakeholders are valuable door openers and have "insider knowledge" about the needs and reaching of the target group

In Fem2forests girls and young women are included as a target group and act as experts of their respective situation in the needs-surveys and in the development of activities and solutions. The participatory approach is the basis for all activities developed in the project and are also used in the Ambassador Program.

The participatory, proactive approach we choose in the training allows us to make maximum use of the enormous diversity and potential of female forestry experts. Throughout the entire training, it is very important to view the participants as experts in their own situations/sector and to work in a process-oriented manner.

### 1.3. Initial Situation

The joint report *"Barriers and needs for inclusion of girls and young women"* pointed out that the forestry sector faces significant challenges, particularly for women, due to gender stereotypes, misconceptions about the profession and concerns about the safety and physical demands of the workplace.

There is a widespread lack of awareness and information about forestry careers in all project partner countries. In particular, students without a forestry background often have limited knowledge of the sector. Many believe that forestry offers limited opportunities, involves mainly hard physical labor and is unsuitable for women. These misconceptions discourage girls and young women from pursuing a career in forestry. The presence of female role models is crucial to inspire and guide girls and young women on their educational and career paths. Role models are vital in helping them develop a vision for their careers and receive concrete assistance in achieving their goals.

Girls and young women need female ambassadors featuring successful women in forestry and guide them on their way.

### 1.4. Goal

The program covers how to address girls and young women and how to present this field of works to them in an interesting way by using gender-reflected methodology and didactics. The program also addresses matching girls and young women and relevant actors in the forestry sector. The common transnational concept forms the basis for national ambassador programs. A framework for the ambassador's program is set up in all participating countries.

This goal is achieved in 2 steps:

➔ **Capacity Building in Transnational Train the Trainer program**

Women working in the field of forestry gain knowledge to act as ambassadors for gender equality in the forestry sector

➔ **Anchor the program in the long term on national level**

Transnationally trained female ambassadors act as multipliers at national level.

**After the transnational training Female Ambassadors in Forestry...**

- enjoy passing on their professional experience
- have the necessary theoretical and practical background
- know about the activities and tasks of an Ambassador in Forestry
- are strengthened in their ability to act and their personal competence
- encourage girls and young women to consider a career in the forestry sector
- contribute to the realization of gender equality at the various levels of the forestry sector

## 1.5. Target Group

Detailed requirements for the target group of the program were developed in a participatory process involving all partners using the 'persona' method.

### **Women working in the forestry sector**

Female Ambassadors promote the forestry sector as a career option for girls and young women and advocate for the integration and sensitization of gender equality in the forestry industry.

They have a forestry background and are female experts with relevant studies or occupation.

They have an enthusiasm for nature and forestry and an understanding of the value of forests and the role they play in maintaining biodiversity and preserving our environment.

What they like about their work is the connection between nature, technology and people.

They should

- ➔ have the motivation to appeal to girls and young women and inspire them to enter the forestry sector
- ➔ be willing to share and pass on professional experience and knowledge
- ➔ be willing to present and explain technical content in an understandable way
- ➔ have a supportive attitude and tolerance towards innovative approaches and different areas in the forestry sector
- ➔ be willing to build networks and contact other women in the forestry sector

#### Required Soft Skills

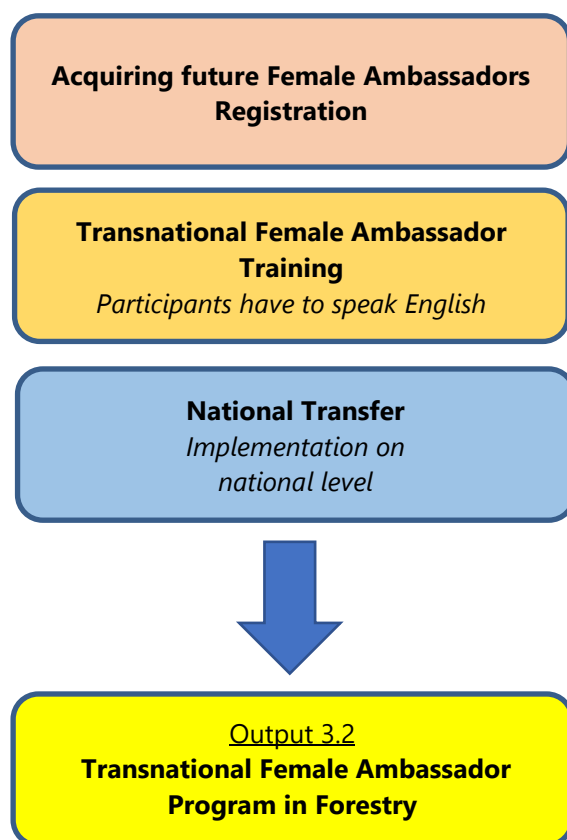
- Communication
- Problem solving
- Emotional intelligence
- Empathy
- Leadership skills

English language skills are required for participation in the transnational training to become a Female Ambassador.

The requirements listed here are common basic requirements that are necessary for the transnational training within the framework of the Ambassador Program.

These profiles can be expanded and adapted to the respective national needs and circumstances in the national implementation of the program.

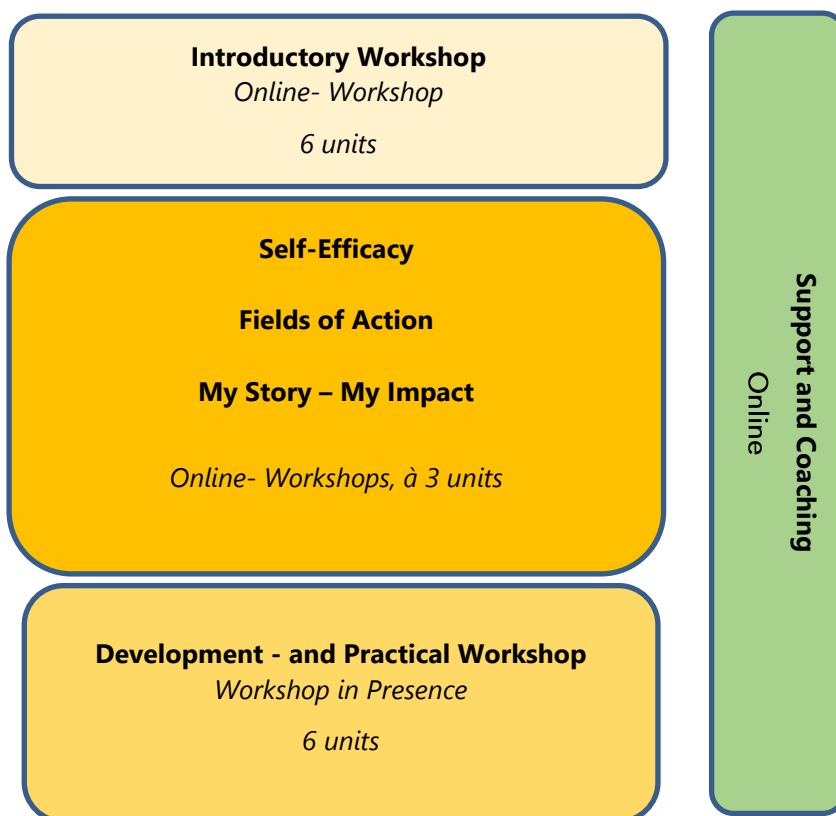
## 1.6. Procedure and Expected Results



## 2. Transnational Female Ambassador Training

Transnationally qualified participants are **Female Ambassadors in Forestry**.  
They act as multipliers on national level (train the trainer principle).

### 2.1. Structure



## 2.2. Content

It is essential to use the individual stories of the forest women as their most important tool. Self-efficacy and awareness of their own strength and impact are key aspects. Convincing the participants, step by step, of the importance of their role as female ambassadors in the forestry sector for the future-oriented participation of girls and young women in the forestry sector, and promoting enthusiasm for active exchange are key success factors in this program.

Feedback of the participants is particularly important, as it forms the basis for next steps in the process of the training.

### Introduction Workshop

- Gender equality
- Participatory approach

### Self-Efficacy

How to become aware of my own strengths and making them visible

- Function & Role
- Female Ambassador - Persona
- Concept, factors, characteristics of self-efficacy
- Methods, interventions, activities...

### Fields of Action

How to reach, inform and motivate girls and young women

- Personal field of action in forestry
- Perceived differences between girls and boys in
  - communication & language
  - behavior & social roles
  - career choice behavior, interests etc.

### My Story – My Impact

How to be effective in my activities

- What makes a good story
- How to express myself
- What do I pay attention to as a Female Ambassador

## Development - and Practical Workshop

How to arrange a transfer to the practice

- Her Stories
- Key messages
- Addressing different target groups
- First steps to national transfer

*Detailed information see Annexes*

## 2.3. Framework

The **Transnational Introductory Workshop** is online and gives the participants the opportunity for interactive exchange, learning and networking. Here, fundamental attitudes and approaches — gender equality and participatory approach — are brought in.

**Content workshops** guide participants from self-assessment and awareness-raising to theoretical knowledge about reaching target groups and procedures and finally designing their own role and effectively planning activities.

These workshops are also implemented online.

In the **Development - and Practical Workshop**, a face-to-face meeting is essential; only then results assurance, transfer, networking and collegial advice can take place effectively.

## 2.4. Annexes

Annex 1:

***Handouts Workshops***

Annex 2:

***Results of the Exchange Workshop – Compilation of Developed Tools,  
Zagreb October 2025***

# ANNEX 1: Handouts Workshops

## Workshop 1: Introductory workshop



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# Transnational Ambassador Program

Introductory Workshop

03.06.2025, ZOOM      nowa



## Why Ambassador Program

- Girls and young women are needed to create a good future for the forestry sector
- Girls and young women need role models to take an interest in the forestry sector and make a decision
- Role models need tools to act as ambassadors for girls and young women

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## Target Group

### Future Female Ambassadors have ...

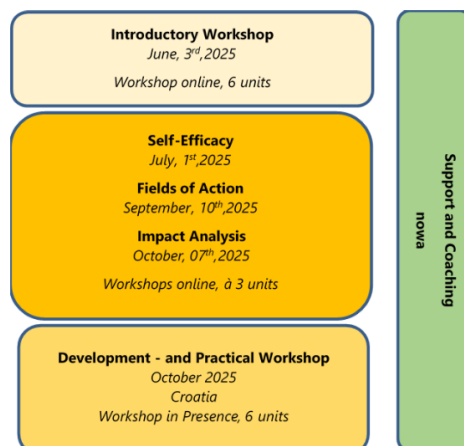
- a forestry background and relevant studies or occupations
- an enthusiasm for nature and forestry and an understanding of the value of forests
- the motivation to appeal to girls and young women and inspire them to enter the forestry sector

## Aim of the Ambassador Training

### After the Transnational Training Female Ambassadors in Forestry YOU..

- enjoy passing on your professional experience
- have the necessary theoretical and practical background
- know about the activities and tasks of an Ambassador in Forestry
- are strengthened in your ability to act and your personal competence
- encourage girls and young women to consider a career in the forestry sector
- contribute to the realization of gender equality at the various levels of the forestry sector

## Train The Trainer - Structure



## Breakout-Sessions

- Who/what motivated me to enter the forestry sector?
- Who/what gave me Information and advice?
- Who supported/encouraged my career choice?
- Who was/is my role model and why?

→ Nominate a spokesperson

→ Bring a summary of key points into the plenary

## Participatory Approach

- We don't talk about our target group, we talk with them
- Our target group is the expert in their life situation
- Multipliers and stakeholders are valuable door openers and have "insider knowledge" about the needs and reaching of the target group

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## Characteristics of participatory processes

- Participatory processes require appreciative interaction, trust in the target group and an attitude of professional ignorance
- As a designer of participatory processes, it is important to be aware of your own thought patterns, prejudices, expectations and stereotypes and not to transfer these to the joint work
- Designers provide space, resources and framework conditions in which free, open exchange, creative approaches and alternative solution design are possible

and that's exactly  
what Ambassadors do

## Women in Forestry

Padlet

**Why are there so few women working  
in the forestry sector ...**

# Women in Forestry

PROPOSAL - 154 - 6 June 2020

Women in Forestry 1

Padlet

|                                                                                                                                                                                                                        |                                                                                                |                                                                                                             |                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| you can not earn (very) much money                                                                                                                                                                                     | long distances -> long days vs. child care                                                     | Workflow pressure                                                                                           | Lack of visibility and role models                                                                                                                     |
| lack of "role models"... girls need somebody they can identify with                                                                                                                                                    | Only male role models in the past.                                                             | lack of job opportunities                                                                                   | -little acceptance among male colleagues                                                                                                               |
| Not chosen when applying for job because of the gender                                                                                                                                                                 | male organizational cultur, male networking, glass ceiling                                     | Why are there so few women working in the forestry sector?                                                  | Because of stereotypes, cultural barriers.                                                                                                             |
| They don't know forestry sector or that jobs even exists                                                                                                                                                               |                                                                                                | stereotypes: that it is mainly for men                                                                      | For a long time forestry was only mens job. Now there are lak of knolage and stereotypes.                                                              |
| stereotypes                                                                                                                                                                                                            | Traditional gender roles                                                                       | Historical stereotypes, low visibility of female role models                                                | lack of information about forestry: e.g. most of people think forestry is just cutting trees                                                           |
| Traditional pattern of the male-dominated sector                                                                                                                                                                       | lack of women interest in technical issues                                                     | Stereotypes: this is practically demanding work it is not safe for women                                    | Stereotypes and unsupportive family                                                                                                                    |
| prejudice of: women and men roles in society<br>women bodies are not strong enough for this work<br>machines are for men (tree planting is women work, tree cutting mens)<br>women interested in strong work are "men" | lack of role models: Few women in visible positions discourage others from entering the field. | Lack of knowledge of possible jobs                                                                          | Because in the past, that was male-dominated field and this transition is still in progress... women still don't have enough knowledge and information |
| even today not that known                                                                                                                                                                                              | "Male profession"                                                                              | -the belief that children and career are incompatible                                                       | rough manners on the constructions sites                                                                                                               |
| low payments in the sector                                                                                                                                                                                             | Sometimes they are not so few but they are not so visible and loud as men                      | lack of information about forestry. very little students - male and female) know that forestry is an option | not fair rules for both gender                                                                                                                         |
|                                                                                                                                                                                                                        | -many prejudices                                                                               |                                                                                                             |                                                                                                                                                        |

# Women in Forestry

Padlet

Why are so few girls interested in education/training in the forestry sector...

# Women in Forestry

evanusch1 - 17 • 3. Juni 2025  
Women in Forestry 2

**Why are so few girls interested in education/training in the forestry sector...**

In Poland there is lots of girls studying forestry (40-50%), they simply do not continue their career there

**Cultural and social norms**

**Peer influence**

traditional division of labor in families

bad promotion of forestry, like we are bad people who only cut trees

Lack of information, they don't know that this option exist

They don't know what forestry offers, they don't have enough information

**no role models**

**similar as previous question... lack of role models, stereotypes, lack of information that forestry is even an option**

**because they believe they have no future in a male sector**

no projects or actions encouraging, not friendly organizational culture, unclear rules at the stage of admitting to the first job, low salaries for young employees

It is not an attractive job. And also stereotypes

missing female role models

No ideas on future employment opportunities

they don't know that the forestry sector exists and women can be part of that

unprestigious job

Female role, no information

**no contact with forestry yet**

forestry sector is not visible in bigger cities

They were raised in a way that girls should be interested in other fields...

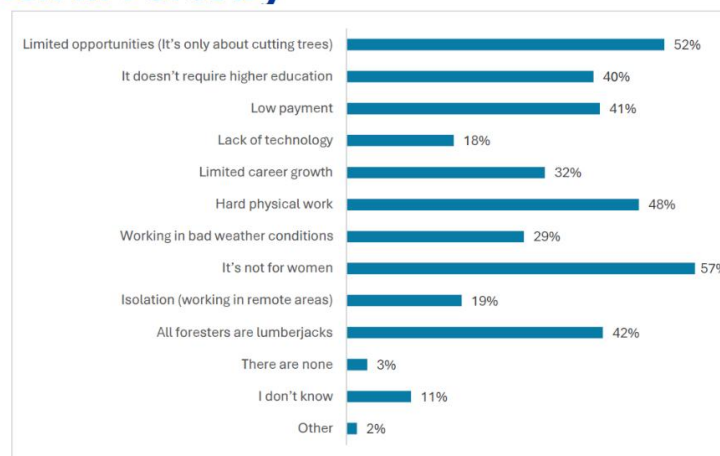
**stereotypes of the forest sector: Men with dogs and chainsaw**

**not financial attractiv**

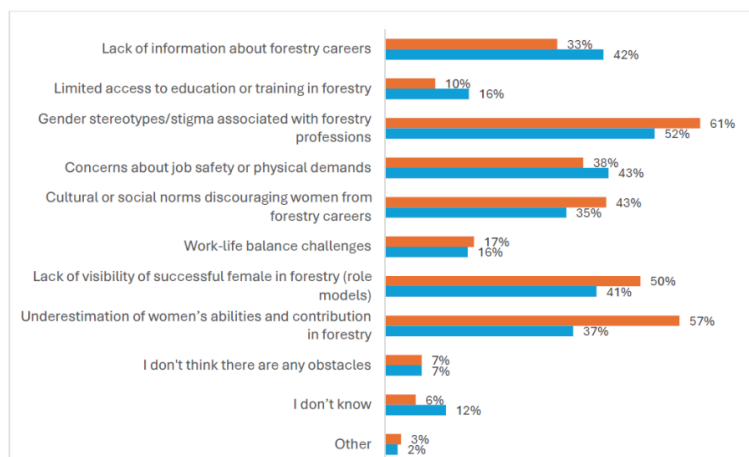
**social expectations**

forestry sector is not economically important in some countries and they look for better opportunities and maybe more diverse career paths

# Women in Forestry



## Women in Forestry



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## Women in Forestry

Recommendations based on the analysis of the findings, outlining actionable steps for stakeholders in the forestry sector:

- **Enhance Awareness and Change Perceptions of Forestry**
- **Promote Gender Equality and Inclusion**
- **Increase Motivation for Careers in Forestry**
- **Strengthen Educational and Career Guidance**
- **Employment Strategies**
- **Supportive Institutional Policies**

Fem2forests D.1.1.1 Barriers and needs for inclusion of girls and young women - Joint report  
<https://interreg-danube.eu/projects/fem2forests/library>

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## Women in Forestry



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## Women in Forestry



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## Women in Forestry



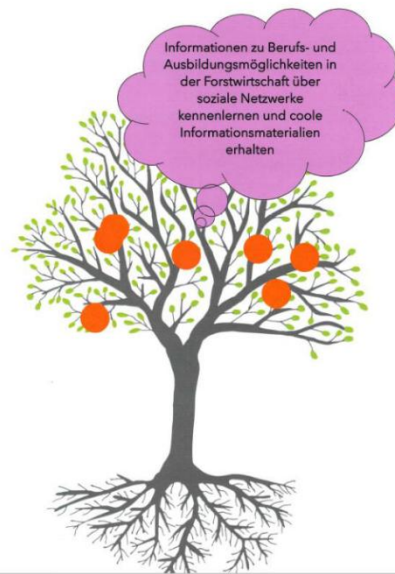
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## Women in Forestry



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## Equality Oriented Approach



Takes into account possible differences and prerequisites between different genders and promotes their participation in all areas.

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## Definition - Sex vs. Gender

### Sex

biological term

### Gender

in contrast to the biological term "sex" the social term "gender" - different roles and norms that are assigned to women and men in our society. Because it is learned and not innate, gender can be changed.

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## Definition - Stereotypes

### Stereotype

A stereotype is a description of people or groups that is present in everyday knowledge. It is memorable and pictorial and refers to a simplified view that is considered typical.

In contrast to prejudice, which expresses a general attitude, stereotypes are part of an unconscious and sometimes even automatic cognitive assignment.

### Gender Stereotypes

attribute certain characteristics and behaviors to people based on their identifiable sex/gender. These attributions are acquired during the whole life and permanently activated through self and external perception, so that they appear "natural".

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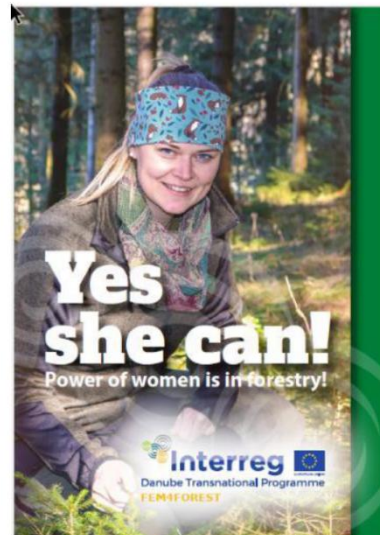


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Diversity as an  
opportunity to think,  
design and build new  
paths together



Women in forestry are like deciduous  
trees in coniferous forests - rare, but  
indispensable for a different and more  
diverse future.

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## Definition - Equality between women and men

### Equal rights

Equality between women and men within a legal system.

### Equal treatment

The right to be treated in the same way in the labor market as other people and groups of people in a comparable situation.

## Definition - Equality between women and men

The participation of women and men in all areas of society based on equal rights and equal resources.

### Equality

is achieved when all structures and decision-making processes are designed in a way that women and men based on their gender roles in relation to

- individual lifestyle
- distribution of power, resources and work

are neither preferred nor disadvantaged.

## Definition – Equal treatment vs. Equality



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## Equality Oriented Approach

### “Homework”

- What differences do we perceive between girls and boys in behavior / speaking / communicating / acting etc. (!!describe without judging!!)
- What differences do we perceive between girls and boys in career choice behavior, interests etc. (!!describe without judging!!)

<https://padlet.com/evajanusch1/differences-girls-and-boys-behavior-wajtazv1k8roamfd>

<https://padlet.com/evajanusch1/differences-girls-and-boys-career-choice-fflifp0ye6uu51vs>

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## Feedback

<https://docs.google.com/forms/d/1ZU119aeEx3UObkR4rl9fc5DPLALJilJpevEaArAKm40/edit>

**THANK YOU!**



## Workshop 2: Self-efficacy



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# Transnational Ambassador Program

Self-Efficacy

01.07.2025, ZOOM      nowa



## Function & Role

### FUNCTION = „WHAT“

#### Functions

- ... are determined (e.g. in job descriptions)
- ... are defined by subject-specific knowledge
- ... protect the individual
- ... are assigned (staffing, elections)

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## Function & Role

### ROLE = „HOW“

#### Roles

- ... are one's own and others' expectations and ascriptions of how functions are performed
- ... are constantly redesigned, mediated, negotiated with others
- ... are socially defined by values and norms

## Female Ambassador - Persona

Breakout Session:

**Describe an ideal-typical person who acts as a Female Ambassador in Forestry**



Name:

Age:

Profession:

## The concept of self-efficacy...

- Goes back to Albert Bandura (1925 to 2021)
- Describes self-efficacy as a person's belief that they can successfully accomplish a specific tasks
- closely linked to self-perception
- States that belief in one's own abilities shapes thinking and behavior
- And significantly influences success and motivation



also called  
self-efficacy  
expectation  
or self-efficacy belief

## Factors of self-efficacy...



## We differentiate between...



## Self-efficacy - characteristics...

- Resilience
- Seizing opportunities
- Facing challenges
- Growing from failures / learning from mistakes
- Perseverance
- Goal orientation
- Realistic goals
- Confidence in one's own problem-solving skills
- Knowing when help / support / expertise is needed
- Knowing one's own scope of influence and creativity
- Knowing the limits of one's own scope of influence and creativity



## Possible methods, interventions, activities...

- Success diary
- Ask how others have mastered/managed such situations
- Where have I experienced similar situations before – how did I master them?
- External encouragement (also accept and seek it out...)
- Recognise skills – name them – trust in your skills



## Workshop 3: Fields of Action

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# Transnational Ambassador Program

### Fields of Action

10.09.2025, ZOOM      nowa

## I, as an Female Ambassador for forestry can...

- ...share information to change public opinion related to forests and forestry
- ...inspire young generations
- ...voice problems and challenges
- ...share my own experience
- ...inspire people to get to know forestry
- ...change opinion of women in forestry
- ...inspire people, especially women and young generations, to believe in themselves and to see forestry as a meaningful, respected profession
- ...be role model
- ...encourage others to take care of nature
- ...suggest solutions
- ...share personal stories
- ...inspire changes
- ...contribute to the forestry sector by bringing new people with new ideas
- ...provide mentoring
- ...share knowledge, experience, and passion to promote sustainable forest management and protection

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## Female Ambassador – Fields of Action

Breakout Session:

**Exchange about your personal Field of Action in Forestry...**

**Think about, how can you act as Female Ambassador there...**

→ 4 persons/group

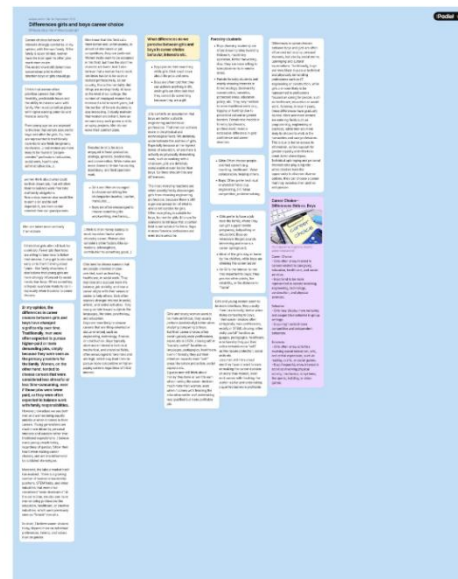
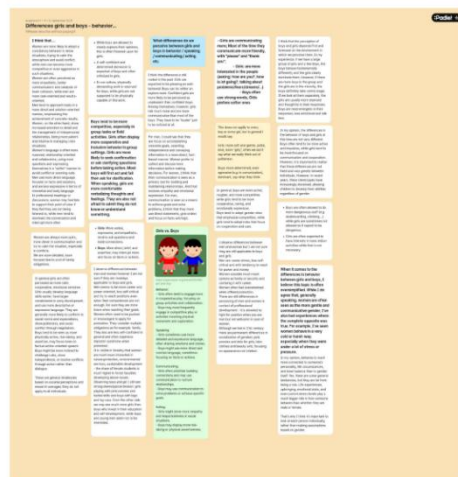
→ 20 minutes

→ Nominate a speaker and give a short summary

## Observe, do not judge...

**We are all used to evaluating and categorizing perceptions and observations very quickly. However, many things get lost as a result. By simply trying to describe perceptions and observations without judging them, we may be able to broaden our perspectives and insights.**

**It's definitely worth giving it a try 😊**



## What differences do we perceive between girls and boys in Communication & Language

### Girls:

More nuanced, empathetic, cooperative, and emotionally expressive. Use polite, relationship-oriented, and indirect language. Often seek confirmation and ask clarifying questions. Talk more and are more communicative when among themselves; often need to "speak louder" to be heard in mixed groups.

### Boys:

More direct, fact-based, solution-oriented. Tend to dominate conversations, interrupt more, and express themselves less emotionally. : More dominant in male-majority groups; behavior adjusts depending on group composition.

## What differences do we perceive between girls and boys in Behaviour & Social Roles

### Girls:

Seen as gentle, polite, and caring. More focused on cooperation, calming conflict, and maintaining harmony. Often more self-critical and hesitant to speak up. Often more focused on balance (career + family), need more encouragement to seek promotions, and show greater attention to detail and sustainability.

### Boys:

Perceived as confident, assertive, competitive, and independent. Allowed to take more physical and social risks. Seen as more career- and power-oriented, confident, and ambitious, even when underqualified.

## What differences do we perceive between girls and boys in Interests & Activities

### Girls:

Expected to prefer indoor, calm, or appearance-focused activities (e.g., dolls, beauty, crafts).

### Boys:

Encouraged to engage in active, risky, and physical activities (e.g., sports, climbing, LEGO).

## What differences do we perceive between girls and boys in career choice behavior, interests etc.

Influencing factors:

Gender stereotypes, family upbringing and social expectations have a strong influence on career choices.

Girls are often discouraged from pursuing technical careers, while boys tend to be more accepted in 'female' dominated professions.

Challenges:

Women often have to work harder to gain recognition in male-dominated fields. Social prejudices and the expectation that women will prioritise family commitments remain obstacles.

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## What differences do we perceive between girls and boys in career choice behavior, interests etc.

Career interests:

Girls tend to choose careers in social, care or education-oriented fields, while boys prefer technical, physical or competitive careers such as engineering, IT or construction.

In forestry, girls are more interested in ecology, nature conservation and education, while boys focus on machine work and timber harvesting.

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## What differences do we perceive between girls and boys in career choice behavior, interests etc.

Behaviour and priorities:

Girls often think more about balancing work and family life, prefer secure and flexible jobs, and value cooperation.

Boys often prioritise salary and career opportunities and are more willing to take risks.

## Female Ambassador – Fields of Action

Breakout Session:

**What specific ideas do we have to be a successful Female Ambassador...**

**3 examples (Word Document)**

→ 4 groups

→ 30 minutes

→ *Nominate a speaker and give a short summary*

## Workshop 4: My Story – My Impact



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# Transnational Ambassador Program

My Story – My Impact

07.10.2025, ZOOM nowa



## Female Ambassador – My Story

**Ambassadors must be good storytellers!**

They must be able to tell their own story in such a way that girls...

- can identify with it
- can learn from it
- become curious
- want to know more
- .....

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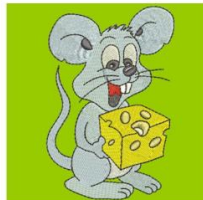
## Female Ambassador – My Story

### What makes a good Story?

- Credibility through facts - **Brain**
- Exciting narrative - **Heart**
- Meaningfulness - **Taking action**

## Female Ambassador – My Story

“The cheese must taste good to the mouse!”



## Female Ambassador – My Story

**We turn our target audience into our biggest fans!**

Target group...

- feels understood in their everyday realities
- sees a reason/need to participate
- is convinced and enthusiastic
- is mobilized
- is actively involved

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## Female Ambassador – My Story



**“The cheese must taste good to the mouse!”**

Address your target audience in “their language”

- Wording
- Images in your head
- Symbolism
- Slogans



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Fem2forests

## Female Ambassador – My Impact

### Express your own opinion!

- Be your own chairperson
- Experiment with yourself
- Pay attention to your body signals
- "I" instead of 'one' or "we"
- Your own opinion instead of questions
- Speak directly

COHN-Rules

## Female Ambassador – My Impact

### Recognize and remove limiting beliefs!

Beliefs are deeply held convictions about yourself, others, or the world...

- "I'm not good enough."
- "Others are better than me."
- "I can't make any mistakes."

These beliefs influence us unconsciously—and can hinder self-confidence.

## Female Ambassador – My Impact

### Mind your body language!

- Let your body speak for itself
- Seek and maintain eye contact with your audience
- Be open (open posture when standing and sitting)
- Be self-confident through an upright posture
- Avoid “frozen” facial expressions

### Mean what you say—then your body language will emphasize it!

- Make sure that your language and body language are consistent
- This makes what you say credible

## What do I pay attention to as a Female Ambassador...

### Selecting Appropriate Content

When planning content, it is important to choose topics and examples that reflect both female and male life realities.

This means representing a range of professional and personal experiences rather than reinforcing traditional gender roles.

## What do I pay attention to as a Female Ambassador...

### Gender-Sensitive Representation of Professional Fields

Examples drawn from various fields of forestry should be presented in a gender-sensitive way. Avoid reinforcing clichés by, for instance, only showing men with chain-saws or women in administration.

Instead, strive to highlight diversity and offer alternatives to stereotypical portrayals.

## What do I pay attention to as a Female Ambassador...

### Gender-Inclusive Language and Materials

Language used should be inclusive and gender-aware. This applies to both spoken and written communication, as well as to all materials you provide. Visual content—including images and graphics—should also depict gender diversity without relying on clichés.

## What do I pay attention to as a Female Ambassador...

### Creating Opportunities for Experience and Participation

A primary goal is to open up spaces where all participants can be actively involved. This requires selecting methods that foster interaction, reduce hierarchies, and allow different approaches.

## What do I pay attention to as a Female Ambassador...

### Gender Perspective in Planning

When planning the structure and flow of an activity, the gender perspective should be taken into account:

- What topics are being addressed, and how?
- Who speaks, and for how long?
- How are roles distributed ?

These questions help identify and challenge unconscious gender roles.

## What do I pay attention to as a Female Ambassador...

### Awareness of the Participants

Participants should be recognized as individuals with diverse experiences and identities. At the same time, the gender dimension must not be ignored, as it is a central part of social reality that affects learning behavior, communication, and self-perception.

## What do I pay attention to as a Female Ambassador...

### Ambassadors are Role Models

Female Ambassadors need to be conscious of their own positioning and impact. A clear and authentic self-presentation can provide orientation and build trust.

## What do I pay attention to as a Female Ambassador...

### Understanding and Addressing “Token” Effects

When a participant is the only person representing a particular gender, background, or identity—a so-called “token” position—there is a risk of overexposure or isolation. Ambassadors should be aware of these effects and take steps to reduce pressure on the individual while fostering group awareness of gender equality.

## My Story – My Impact

### My own “Female Ambassador Story”.....

...think about your own story and let us share it in Zagreb.

**CATCH US WITH YOUR STORY!**

## **ANNEX 2:** Results of the Exchange Workshop – Compilation of Developed Tools, Zagreb October 2025

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# **Transnational Ambassador Program**

Results of the Exchange Workshop  
Compilation of developed Tools  
Zagreb October 2025

21.10.2025, Zagreb      nowa

**In the last workshop of the Female Ambassador in Forestry Programme, participants (finally) got to know all colleagues in person. In line with the participatory approach, they worked together to lay the foundations for their future work as Female Ambassadors and prepare for it using specific tools. The following is a summary of everything that was developed by the participants in this exchange and development workshop.**

# My Story – My Impact

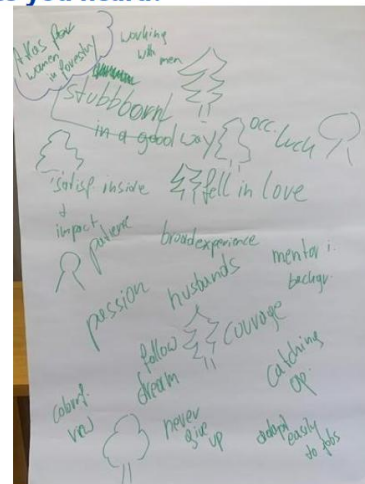
My own “Female Ambassador Story”.....

**CATCH US WITH YOUR STORY!**

# My Story – My Impact

What similarities do you see between the stories you heard?

What catches you?

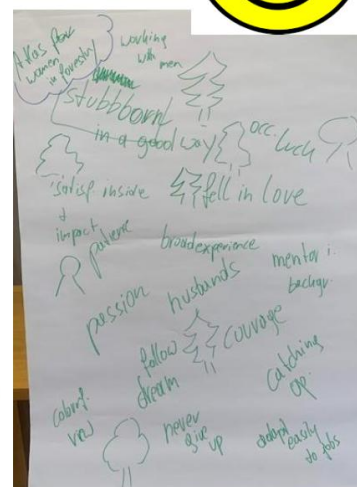


## My Story – My Impact

What similarities do you see between the stories you heard?



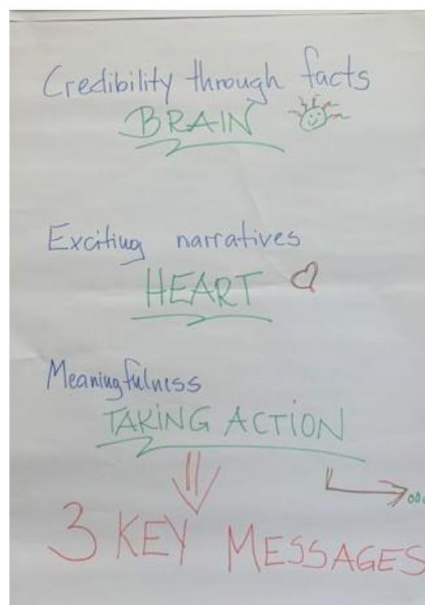
- stubborn in a good way
- inner satisfaction and satisfaction with impact
- passion
- colorful perspectives and diverse view
- broad experience
- occasional luck
- falling in love with forestry
- following dreams
- never giving up
- catching up chances and possibilities
- supporting mentors
- adapt easily to jobs
- supporting husbands / families
- courage
- working with men as challenge and or Opportunity



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## Your Key Messages

- Credibility through facts - **Brain**
- Exciting narrative - **Heart**
- Meaningfulness - **Taking action**



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forest is your

Key of career

Action

Routes

Mothers mind

Air of adventures

2. PLANT  
YOURSELF

3. Follow the steps of  
the leaves to find the  
highmurs of the trees

→ Be brave and unique

→ Follow your ♥

→ Break the barriers

↓  
FORESTS WELCOME  
DIVERSITY

① No matter how dense the forest is, don't give up to find the way you will enjoy

② Women in forestry are rare as a crowns, but determined as an oak.

③ It won't be easy, but never give up on your dreams, you might find them in forest.

## Group work

### Prepare for a performance as female ambassador:

Kindergarten

3 – 6 years, girls & boys

### Prepare for a performance as female ambassador:

Kindergarten, 3 – 6 years, girls & boys

- All children and participating adults stand in a circle.
- The following roles are assigned in advance among the participating adults: forester, wolf, tree, hunters, bird.
- The children walk through the forest with the forester.
- Everyone joins in and walks at a steady pace.
- The following activities in the story are also demonstrated by the forester and the respective roles and the children join in.



## Prepare for a performance as female ambassador:

Kindergarten, 3 – 6 years, girls & boys



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## Group work

### Prepare for a performance as female ambassador:

Career fair

14 -16 years, girls

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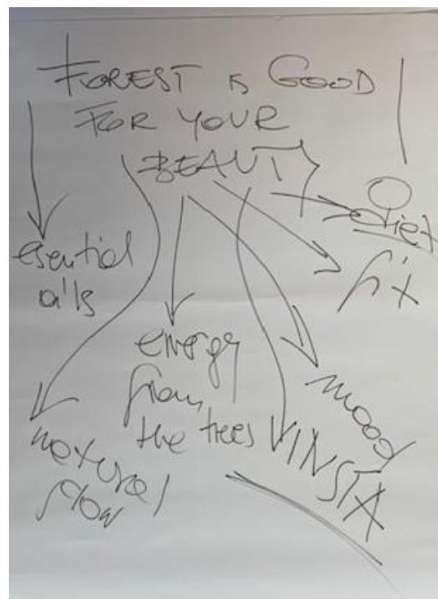
The presentation is accompanied by pantomime performances illustrating the content.

### Prepare for a performance as female ambassador:

Career fair, 14 -16 years, girls

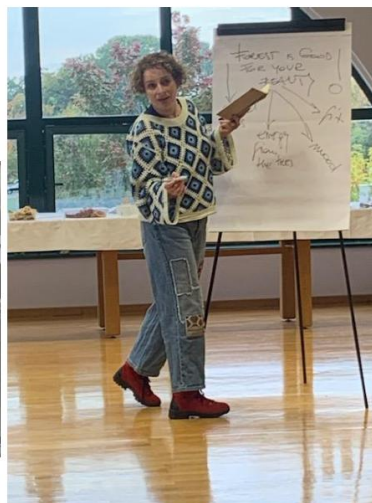
The attractive benefits of working in the forestry sector are presented in an impressive and vivid manner that is appropriate for the age group. The presentation is accompanied by pantomime performances illustrating the content.

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### Prepare for a performance as female ambassador:

Career fair, 14 -16 years, girls



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## Group work

### Prepare for a performance as female ambassador:

Primary school

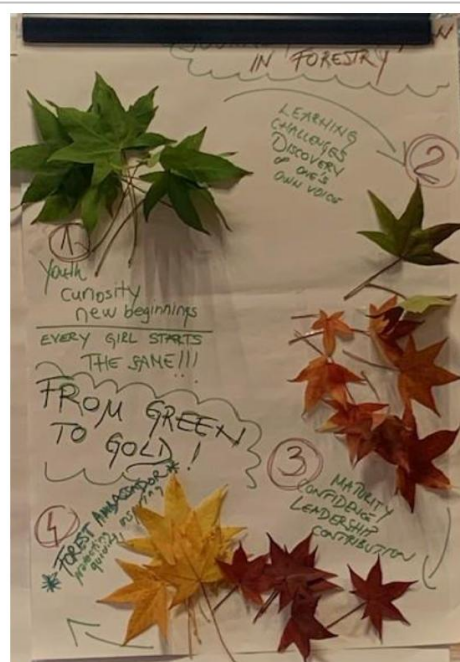
6 - 10 years

its up to you if you work with girls only or mixed groups

### Prepare for a performance as female ambassador:

Primary school, 6 - 10 years

It clearly illustrates how  
important diversity is for the  
forestry sector, both in terms  
of plants and employees.



## Prepare for a performance as female ambassador:

Primary school, 6 - 10 years



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## Group work

### Prepare for a performance as female ambassador:

Parent-teacher conference

Parents of pupils in secondary schools

10-14 years

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### Prepare for a performance as female ambassador:

Parent-teacher conference

Parents of pupils in secondary schools

10–14 years

Ambassadors from the forestry sector tell their stories and provide information about training and career opportunities, especially for girls. Afterwards, parents' questions are answered, prejudices are dispelled, and any fears and reservations are eliminated as far as possible. The forestry sector is presented as a promising field of activity for GIRLS and boys.

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### Prepare for a performance as female ambassador:

Parent-teacher conference

Parents of pupils in secondary schools

10–14 years



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## Group work

### Prepare for a performance as female ambassador:

Forestry School - Open House  
special offer for interested girls

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### Prepare for a performance as female ambassador:

Forestry School - Open House  
special offer for interested girls

- All the girls line up in a row. Questions are asked (see photo on the right).
- If a girl can answer a question with yes, she takes a step forward...

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1. Do you love nature?  
2. Do you want to protect nature?  
3. Do you love adventure?  
4. Do you want ~~live~~ in good environment?  
5. Do you want to look younger than your age?  
6. Are you ready to be ~~at~~ 8 hours ~~in~~ in the forest in raincoat and rubber boots?  
7. Are you ready to ~~eat~~ drink ~~snaps~~ / liquor?  
8. Are ~~you~~ ready to be caught by a hunger and thirst in the middle of the forest.  
9. Are you ready to go to the toilet behind the tree?  
10. Are you ready to fight with a man to take the position?  
11. WELCOME! HAVE A DRINK!  
But still reality is much nicer  
→ forestry is ~~at~~ <sup>about</sup> connecting people with nature  
→ gives you an opportunity for a better world

### **Prepare for a performance as female ambassador:**

Forestry School - Open House  
special offer for interested girls



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## **And now...**

### **...think about your next steps on national level and concrete activities!**

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## Program Structure & Implementation

- Systemic approach and dedicated personnel are needed for successful implementation
- Integrate the program and ambassador activities into existing systems
- Stakeholders and multipliers should support national ambassador programs
- More ambassadors are needed
- Male and Female ambassadors, working together
- Build national and international networks of female ambassadors
- Use Alumni Clubs as a link for ongoing Female Ambassador activities

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## Visibility & Networking of Women in Forestry

- Female foresters need to collaborate, form associations
- Strengthen visibility
- Use and organize meetings of women in forestry to expand the Female Ambassador Program
- Business dinner to motivate and support participation
- Recognize achievements with an award for successful women in forestry
- Highlight the value of women's work in forestry
- Book/compilation of success stories of women in forestry

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## Education & Early Engagement

- It's hard to attract people to forestry – start early in kindergarten and primary school
- Strengthen forest pedagogy and organize special forestry days for girls
- Encourage cooperation with schools and universities, and host open-door days at forestry faculties
- Offer job shadowing and forestry camps to build interest

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## Communication & Public

- Develop promotion materials and social media campaign
- Use podcasts, public forums and online Q&A sessions to raise awareness
- Organize workshops with open access
- Conduct awareness-raising for boys to promote gender equality
- Present the program at final project event and public occasions

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## Collaboration & Partnerships

- Cooperate with schools, universities and forestry organizations
- Link the ambassador program with national women's forestry associations
- Encourage joint activities between male and female ambassadors to foster equality and collaboration