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**Fem2forests**

# **D1.2.2 Compilation of good practice examples of career orientation in forestry**

June 2025

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

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- Foundation for Improvement of Employment Possibilities PRIZMA (PRIZMA), Slovenia
- University of Ljubljana, Biotechnical Faculty (UL(BF)), Slovenia
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- Forest Trainings Center PICH (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
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- 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

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**June 2025**

### ***Disclaimer***

*This paper is produced as part of Fem2forests, an Interreg Danube Region Programme project co-funded by the European Union.*

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# 1 Introduction

Forests are not only our green lungs—they are living classrooms, workplaces, and homes for future careers. Across the Danube region, we are witnessing a growing recognition of the vital role that women and young people can play in shaping a more inclusive and sustainable forestry sector. The Fem2forests initiative was launched to turn this recognition into action.

Through this initiative, we are proud to present a diverse collection of practices that inspire, empower, and activate change. These good practices are centered around career orientation, demonstrating how it can serve as a powerful tool to broaden the career choice spectrum, offer innovative perspectives on decision-making processes, and support the development of career paths for girls and young women in forestry.

Career orientation is not a one-time intervention—it is a lifelong process. Many of the practices showcased here begin as early as kindergarten, planting seeds of interest and awareness, and continue through primary, secondary, and vocational education, helping individuals make informed decisions at every life stage. By engaging learners early and continuously, these practices help counteract stereotypes and spark curiosity about the world of forestry.

This collection includes both practices aimed at specific target groups, and those designed for the general public—all with the common goal of creating a clearer, more relatable picture of careers in forestry. From classroom workshops to immersive forest experiences, from digital tools to community engagement, the approaches are as diverse as the region itself.

Based on shared challenges and distinct national contexts, this document offers a common ground for innovation, shaped by a gender-aware and participatory approach. It reflects the potential of inclusive career orientation to help forestry evolve into a more dynamic, equitable, and future-facing sector.

This document is not only a celebration of success stories—it is an invitation to replicate, adapt, and innovate. Let us root the future—together.

## 2 Overview of the Danube region context

Across the Danube region, countries share similar structural challenges in promoting careers in forestry: limited visibility of the sector, prevailing gender stereotypes, and a lack of early exposure to forestry-related careers. The forestry sector is still perceived by many as male-dominated, physically demanding, and offering limited career prospects, particularly for women and young people. These perceptions contribute to a narrow career choice spectrum and a limited talent pipeline entering the sector.

However, the region also shows a rich tapestry of innovative approaches and reforms underway to address these challenges. National strategies increasingly emphasize the importance of early and continuous career education, lifelong learning, and inclusion. While the approaches vary, many countries are striving to embed forestry-related content into formal and non-formal education, involve diverse stakeholders in guidance processes, and develop role models that reflect a modern, inclusive image of forestry work.

The Fem2forests initiative identified the following shared priorities and emerging trends across the region:

- The importance of embedding career education systematically across all levels of the education system, starting from early childhood.
- The need to ensure the availability of gender-sensitive materials, guidance methods, and training.
- The necessity of collaboration between families, schools, employers, and community actors to create meaningful, real-life oriented career learning environments.
- The benefit of connecting forestry with larger societal challenges such as climate change, biodiversity, and sustainable development to increase its appeal.

These insights underscore the urgency of developing innovative, inclusive, and flexible good practices that respond to specific national conditions while offering a foundation for mutual learning and exchange across borders. The Fem2forests project aims to contribute to this effort by making visible what works and why.

### 3 Methodological approach

The identification of good practices was grounded in a participatory and multi-source methodology. Practices were identified during close collaboration with stakeholders through national mappings, expert interviews, round tables, and field visits. The process emphasized capturing diverse insights from across the Danube region and ensuring relevance to real-world forestry career orientation needs.

To be recognized as a good practice, each initiative had to fulfill established standards defined by the Fem2forests partnership. Specifically, a practice was required to meet at least 6 out of 9 qualitative criteria, based on a clearly defined set of indicators:

- Relevance to the forest(ry) sector
- Awareness-raising and advocacy
- Inclusivity
- Student-centric focus
- Practical exposure
- Stakeholder engagement
- Orientation toward sustainability
- Use of innovative methods
- Scalability and transferability

A transnational exchange process ensured that the selected practices reflect diverse national contexts while maintaining a shared focus on inclusive, gender-responsive, and effective career guidance.

## 4 Good practice examples

This chapter presents a selection of good practices identified through the Fem2forests initiative, showcasing diverse approaches to forestry-related career orientation across the Danube region. These practices reflect the commitment of institutions and stakeholders to promote inclusive, gender-aware, and future-oriented guidance, particularly for girls and young women. While rooted in different national contexts, they share core values of early engagement, experiential learning, and sector collaboration. The following section highlights common patterns and notable differences that emerged from the collection of practices.

### Similarities:

- *Early engagement:* Many practices begin outreach in kindergarten or primary school.
- *Experiential learning:* Hands-on activities such as workshops, field visits, and forest exploration are common (e.g., Summer Forestry Camp, Forest of Experiments, Think Green Picnic).
- *Promotion of forestry careers:* Most initiatives aim to raise awareness of the diverse opportunities in forestry and related fields.
- *Collaboration:* Programs often involve multiple stakeholders including universities, research institutes, NGOs, and industry partners.
- *Scalability:* Several practices are adaptable across regions and sectors.

### Differences:

- *Target groups:* Some target broad audiences (e.g., families or general public), while others focus specifically on female students or young women.
- *Gender focus:* Practices like the Austrian mentoring program explicitly target women, while others maintain a gender-neutral approach or have no dedicated gender strategy.
- *Methods:* Vary from mentoring (Austria) to digital media campaigns (Ukraine), structured camps (Slovenia), and single-day exposure (Germany).
- *Intensity and duration:* Ranges from one-day events to year-long mentoring programs.
- *Integration into curriculum:* Some practices are embedded in education systems, while others function as extracurricular or promotional events.

## Overview of the presented good practice examples:

### 4.1 Austria

- Holz macht schule (Wood makes school)
- Career opportunities and paths of women in the Austrian forestry and timber industry – long-term study – mentoring program

### 4.2 Bosnia and Herzegovina

- Your job – youth employment program in Bosnia and Herzegovina
- Let's do it - A million seedlings in one day

### 4.3 Czech Republik

- Lesní pedagogika – Forest Pedagogy
- The Forestry Exposition »Lesárium«

### 4.4 Germany (Bavaria)

- Girls' Day
- BayernMentoring

### 4.5 Croatia

- Promotion of Forestry Profession in High Schools
- The Open Doors Day of the Croatian Forest Research Institute

### 4.6 Romania

- Caravana pădurii / Forest van
- Green Week and Alternative School

### 4.7 Serbia

- Scientific Picnic "Think Green"
- Forest Pedagogy – Learning about the Forest

### 4.8 Slovenia

- Forest of experiments
- Summer Forestry Camp
- Comprehensive Career Counseling

### 4.9 Ukraine

- Promoting video for the younger generation: Welcome to the World of Woodworking and Furniture Technologies
- Diia.Education (Diia.Osvita)

## 4.1 Austria

### HOLZ MACHT SCHULE («WOOD MAKES SCHOOL«)

*Implementing organization(s): proHolz Styria*

*Location: Styria (partly beyond), Austria*

#### Purpose and objectives

##### Main goal(s) of the practice:

- Meta-aim: Anchoring the topic of forests, wood, climate protection and related areas such as bioeconomy and the associated job profiles in the minds of the next generation
- Enable optimal technical and pedagogical-didactic communication through the development and implementation of free teaching and learning materials (digital, print and haptic)
- Transport information and materials directly to the target groups via further training, training courses (especially via teacher training colleges), conferences/congresses/events and workshops
- thereby arouse interest in the sector and the associated jobs / job profiles

##### Target group(s):

(Prospective) teachers, pupils, kindergarten children

#### Description of the practice

##### Detailed description of activities or methods used during the practice:

According to the motto 'Sensitise - Inform - Motivate', the target groups are made aware of the topic of forest/wood/climate protection (e.g. at events, via emails, etc.).

Awareness is also raised at workshops held directly in schools, at further education and training courses at teacher training colleges and colleges for elementary education and at regional meetings of representatives of the education regions.

Why is this sensitisation phase necessary? Experience and studies have shown that many teachers and pupils have very little connection to the topic of forests/wood/climate protection. Therefore, the first step is to sensitise them to the topic itself - only then are they open to information (e.g. about job profiles) and motivated to take action (e.g. internships in the wood industry).

The materials and activities are regularly presented throughout Styria and are used directly in workshops, training and further education (the programme is individually tailored to the target groups).

In addition to the classic teaching methods (experiments etc.), there has been a cooperation with a mobile wood workshop for many years, which builds workpieces with the children and young people and thus draws their attention to the craft trades (and also encourages discussions about where the processed wood comes from and who harvested it).

There is close cooperation with the Styrian IBOBB network of vocational orientation teachers. Regular events and meetings are organised here (e.g. the annual IBOBB fair).

**Duration and timing:** Start: approx. 2010 - will be continuously expanded

**Resources utilised** (*financial, human, material*): Approximately 2.5 FTEs at proHolz Styria, numerous external network partners who are integrated into the activities as needed.

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

The activities with children, young people and (prospective) educators are carried out exclusively by female scientists (PhDs in biology or molecular biology, forest educators and forest owners). These are important role models for girls and young women. In all activities, special emphasis is placed on gender-appropriate language, choice of images, etc. In workshops and other activities, special attention is paid to girls / young women (e.g. they are actively approached on site and encouraged to join in / try things out).

**Awareness raising** (*how the practice raises awareness of forestry careers*):

Raising awareness of the topic of forests/wood/climate protection and the subsequent basic information creates an essential basis for young people to subsequently consider careers in the forestry sector.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

As mentioned, many years of experience and studies show that the general public, and especially children and young people, often have relatively little knowledge about forests and wood. This starts with terminology (including job titles such as forest technician, forester, wood technician, etc.) and extends to prejudices (e.g. that the forest area in Austria is getting smaller and smaller and that forest management is bad for the climate). If these gaps are not actively addressed, there is little chance that young people will engage with the forestry and timber industry (professionally).

**Innovative features:** (*unique or creative aspects of the practice*)

There are innovations above all in the type of teaching and learning materials (teaching methodology). For example, digital elements such as augmented reality or learning apps ('app in wood') are deliberately used in addition to haptic/printed materials.

## (Up)Scalability and allocation

### How well can this practice be adapted and scaled to a different level?

All materials can be used regionally, nationally and internationally (some with linguistic/content adaptations) if appropriate funding is available.

### Recommendations for adaptation in other settings (if relevant):

/

## Conclusions, supplements

### Insights or lessons gained from implementing the *practice* (if available):

Career guidance doesn't work without basic information about forestry and wood. To attract people to forestry and wood-related careers, fundamental research on the topic is necessary.

Start career guidance early enough – ideally in kindergarten. By age 12, it's usually too late.

### Overall opinion of the practice's contribution to career orientation:

In order to convey career information sustainably, a “variety of materials” is necessary: digital/experimental materials that can be used in school, websites/online information as an additional source of information and real-life encounters (e.g. company visits, internships, etc.) and much more.

## Additional information

Supporting documents ( <i>reports, publications, website links</i> ):	<a href="http://www.holzmachtschule.at">www.holzmachtschule.at</a> <a href="http://www.papiermachtschule.at">www.papiermachtschule.at</a>
Contact information for further inquiries ( <i>practice owner</i> ):	proHolz Styria, Petra Seebacher <a href="mailto:seebacher@proholz-stmk.at">seebacher@proholz-stmk.at</a>

## CAREER OPPORTUNITIES AND PATHS OF WOMEN IN THE AUSTRIAN FORESTRY AND TIMBER INDUSTRY — LONG-TERM STUDY – MENTORING PROGRAM

*Implementing organization(s): University of Natural Resources and Life Sciences, Vienna) (Department of Landscape, Water and Infrastructure - Institute of Landscape Planning) in cooperation with Austrian Research Centre for Forests (BFW), Forstliche Ausbildungsstätte Pichl (FAST Pichl) and NOWA*

*Location: Austria*

### Purpose and objectives

#### Main goal(s) of the practice:

The careers of women in forestry and timber production are often challenged by stereotypical gender attributions. Therefore, encouraging women to join the forestry and timber sectors requires promoting them, showing them the daily realities of the work and inspiring them to pursue their careers. Through mentoring, women develop strategic career plans, expand their networks, increase their visibility. The research project “Career Opportunities and Paths of Women in the Austrian Forestry and Timber Industry — Long-Term Study” organizes three mentoring cycles for women in the Austrian forestry and timber industry. Each round includes around 15-20 women and their mentors, who work together for 12 months. Mentees acquire knowledge from mentors and benefit from training courses and career workshops. Similarly, the training of mentors on the topic of gender-reflected mentoring is an important part of the program. This supports a broader understanding of gender and the empowerment of women in the forestry and timber industry. This knowledge potentially has an impact on the mentor’s institution serves as a catalyst for further measures to promote women and equal opportunities to promote “gender mainstreaming”.

Therefore, the objectives of the project are to contribute to the empowerment and promotion of (young) women to enrich the forestry and timber industry sector, to raise awareness of the issue of women’s empowerment, equal opportunities and gender in the Austrian forestry sector and timber industry, in science, administration and private sector.

#### Target group(s):

Mentees:

- Women who are working in the forestry sector and timber industry (Austria)

- Women who are enrolled in an apprenticeship or degree program in the forestry sector and timber industry
- Women who are forest (or agricultural farm with forest) owners
- Women who are seeking to reintegrate into the forestry and timber production industry

Mentors:

- Women and men who are experts in the forestry sector and timber industry and who are willing to share their knowledge and experience and learn about gendered aspects in mentoring

## Description of the practice

### Detailed description of activities or methods used during the practice:

The project organizes and evaluates three rounds of mentoring (face-to-face mentoring). Within each cycle, around 15-20 Mentees and Mentors work together and form a supporting relationship. At the beginning of the process, the mentoring pairs are encouraged to reflect upon the goals and develop targets, by establishing an agreement on objectives. Within 12 months, the pairs meet at least three times in person to initiate the necessary steps to reach the goals. Both mentees and mentors are accompanied by the project team. Mentees have the opportunity to meet and exchange in form of networking events, they participate in two career workshops (organised by NOWA) and are offered to join selected trainings (at BOKU University, FAST Traunkirchen and FAST Ossiach). Mentors are accompanied by NOWA and take part in the training program "Art of mentoring", to gain deeper insights into gender-relevant aspects within the forestry and timber sector. The training consists of an onboarding event (Kick-off in person), three online meetings and a reflective workshop in person.

The evaluation takes place in the form of online surveys, interviews and in-person workshops.

**Duration and timing:** Project duration: 01.03.2023 to 29.02.2028; 3 rounds of mentoring; 12 Months each mentoring round

**Resources utilised** (*financial, human, material*): Financial: € 250.000 (mainly personal costs; workshops)

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

The mentoring project encourages women to gain insights into everyday working life, to establish contacts and to network. The mentees gain personal insights through the one-

to-one relationship and have the opportunity to clarify questions specific to their personal professional development.

Mentors gain insights about gender-specific topics and the relevance of inclusion.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

The exchange of forestry career paths mainly takes place within the mentoring relationship. The participants also receive short portraits in order to network.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

In particular, the aim is to empower women at the start of their careers and to encourage them to pursue a career. They have the opportunity to build networks, which will potentially accompany them throughout their lives. Equal opportunities and the empowerment of women in the forestry and timber sector are an enrichment for the sector.

**Innovative features:** (*unique or creative aspects of the practice*)

An innovative aspect is the gender-specific training course for mentors (organized by NOWA). It conveys tools and strategies, which are useful in their mentoring relationship as well as in their professional lives. The focus on gender-specific mentoring is a distinctive feature of this program.

### **(Up)Scalability and allocation**

**How well can this practice be adapted and scaled to a different level?**

Upscaling is limited to the interest of the participants or the mentors (interest and time resources).

**Recommendations for adaptation in other settings** (*if relevant*):

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### **Conclusions, supplements**

**Insights or lessons gained from implementing the *practice*** (*if available*):

Networks are still important for starting a career, especially in the forestry and timber industry. The contact with their mentors helps to expand the mentees' network. The mentoring relationship strengthens the mentees' self-confidence and helps them to formulate goals and find a direction. However, the mentees must find their own path, but they receive valuable support from their mentors.

The mentees need encouragement to actually seek support from their mentors. In the first round, the mentees were rather hesitant in this regard. In the future, they will be encouraged to engage more actively.

In addition, mentees are given the opportunity to take part in training courses and career workshops and to network with each other. However, in order to take advantage of this opportunity, sufficient time resources and commitment must be available.

From our experience, it appears that the selection and matching process as well as onboarding and regular exchanges contribute significantly to a successful mentoring relationship and the achievement of objectives.

**Overall opinion of the practice's contribution to career orientation:**

Orientation for their own career begins with the task of reflecting on and formulating their own goals at the start of the mentoring relationship. The mentors support them in setting realistic goals, which are attainable within the mentoring-period of 12 months. The meetings with the mentors contribute to the achievement of goals, and mentees gain insights into the mentors' organizations.

A significant way to gain insights into career paths is through the workshops organized by NOWA. In addition, mentees have the opportunity to exchange ideas with their peers and learn about their career paths and expectations.

**Additional information**

Supporting documents <i>(reports, publications, website links):</i>	Website link: <a href="https://boku.ac.at/lawi/ilap/projekte/frauenmentoring-forstwirtschaft">https://boku.ac.at/lawi/ilap/projekte/frauenmentoring-forstwirtschaft</a> Documents: <a href="https://dafne.at/projekte/mentoring-forst">https://dafne.at/projekte/mentoring-forst</a>
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## 4.2 Bosnia and Herzegovina

### YOUR JOB – YOUTH EMPLOYMENT PROGRAM IN BOSNIA AND HERZEGOVINA

*Implementing organization(s): Caritas Bosnia and Herzegovina, Caritas of the Diocese of Mostar-Duvno and Trebinje-Mrkan, Caritas of the Diocese of Banja Luka, in collaboration with the Austrian Development Agency, Caritas Austria, Medicor Foundation, and Renovabis*

*Location: Bosnia and Herzegovina (cities: Mostar, Čapljina, Banja Luka, Stolac, Čitluk)*

#### Purpose and objectives

##### Main goal(s) of the practice:

The *Your Job* program was designed to significantly enhance the employability of young people in Bosnia and Herzegovina. The program focuses on providing professional training, career counselling, and entrepreneurship support. It helps young people acquire the practical skills and competencies needed in high-demand sectors of the labour market, while simultaneously connecting them with potential employers. This approach ultimately aims to reduce youth unemployment and encourage young people to pursue fulfilling careers in their home country, avoiding the common pattern of migration in search of better job prospects.

##### Target group(s):

- Unemployed young people aged 15 to 29 (male, female),
- Individuals registered with employment services,
- Individuals seeking vocational training or entrepreneurship opportunities.

#### Description of the practice

##### Detailed description of activities or methods used during the practice:

The *Your Job* program provides a comprehensive approach to youth employment through various components:

- **Vocational training:** Offering hands-on, market-oriented training in fields such as CNC operation, solar panel installation, IT, cosmetics, etc. This equips participants with practical skills highly sought after in the labour market.

- **Internships and apprenticeships:** Young people gain real-world experience through partnerships with employers, which facilitates smooth transitions into full-time employment.
- **Entrepreneurship support:** The program provides financial assistance, training, and guidance to young entrepreneurs, enabling them to start their own businesses and generate self-sustaining employment.
- **Soft skills training:** Workshops focused on communication, teamwork, time management, leadership, and problem-solving, all of which are critical for success in the workplace in any profession.
- **Career counseling and mentorship:** Personalized career advice helps young participants of the program understand their strengths, opportunities, and how to effectively navigate the job market.

**Duration and timing:** 2019 to date. Timing of the practice adapts to the needs of the participants and labour market.

**Resources utilised** (*financial, human, material*):

- Financial: Multiple donors (EU, Sweden, Caritas Austria, and others),
- Human: Career counselors, trainers, and mentors,
- Material: Training materials, online platforms, and workshop spaces.

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

The program is designed to be highly inclusive, offering equal opportunities to young people from diverse backgrounds, including those from marginalized or disadvantaged communities. It actively promotes diversity, focusing on reducing social and economic barriers, including inclusion of girls and young women.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

While not directly targeting the forestry sector, the *Your Job* program could be easily adapted to raise awareness about careers in forestry and environmental sustainability. By incorporating specialized modules on sustainable forestry, eco-tourism, and environmental conservation, the program can help young people explore the potential of these careers. Interactive workshops and informational campaigns can also highlight the environmental impact and long-term career opportunities available in the forestry sector.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

The program could be highly relevant to the forestry sector by integrating:

- Training in forestry-related thematics and skills,
- Internships with forestry companies and conservation organizations,
- Providing financial support to young entrepreneurs in forestry and forestry related fields,
- Career counselling tailored to diverse forestry professions.

**Innovative features:** (*unique or creative aspects of the practice*)

- Individualized career counselling tailored to each participants' needs,
- A structured matching system connects young people with employers based on their skills and interests,
- The program plans financial support for young entrepreneurs to start businesses.

### **(Up)Scalability and allocation**

**How well can this practice be adapted and scaled to a different level?**

The *Your Job* program is highly adaptable and has the potential to scale effectively, not only within Bosnia and Herzegovina but also in other countries facing similar challenges with youth unemployment. Its focus on vocational training, entrepreneurship, and career counselling is universally applicable and can be modified to suit different regional contexts, industries, and cultural settings. Specifically, the program's scalability to the forestry sector is promising, as it could be easily tailored to meet the needs of those interested in forestry careers.

Recommendations for adaptation in the forestry sector:

- Establish strategic partnerships with forestry companies, conservation organizations, and government agencies in forestry,
- Develop training modules (forest management, forest protection, biodiversity, and sustainable forest-related industries and job markets, etc.),
- Incorporate environmental awareness campaigns to educate young people about the importance of forests and the job opportunities they provide,
- Design programs that specifically attract girls and young women into the sector, helping to overcome gender imbalances.

## Recommendations for adaptation in other settings *(if relevant)*:

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## Conclusions, supplements

### Insights or lessons gained from implementing the *practice* *(if available)*:

- A tailored approach to career counseling and training significantly increases employment rates.
- Practical internships and direct employer connections improve long-term job placement.
- Financial support for entrepreneurs leads to sustainable self-employment opportunities.

### Overall opinion of the practice's contribution to career orientation:

*Your Job* serves as a strong model for youth employment programs and can be successfully adapted to forestry careers. By integrating forestry-specific training and employer engagement, it could become a valuable tool in promoting sustainable employment in the sector.

### Additional information

Supporting documents <i>(reports, publications, website links)</i> :	Reports and publications available on Caritas BiH website: <a href="https://www.caritas.ba/">https://www.caritas.ba/</a>
Contact information for further inquiries <i>(practice owner)</i> :	Official website: <a href="http://www.yourjob.ba">www.yourjob.ba</a>

## LET'S DO IT—A MILLION SEEDLINGS IN ONE DAY

*Implementing organization(s): Citizens' Association "Ruke" from Sarajevo in collaboration with the Citizens' Association "Mozaik prijateljstva" from Banja Luka*

*Location: Bosnia and Herzegovina*

### Purpose and objectives

#### Main goal(s) of the practice:

- Plant 1,000,000 tree seedlings—initiate a large-scale reforestation effort to restore ecosystems and combat environmental degradation.
- Engage 20,000 volunteers - ensure active community participation by involving at least 20,000 volunteers in environmental protection initiatives.
- Raise awareness and educate the public - implement a wide range of educational activities, including eco-educational programs, media campaigns, roundtables, and promotions to raise awareness about the importance of forest ecosystems and environmental protection.
- Promote nature conservation - foster a deeper understanding of the critical role nature plays in our lives and the future of upcoming generations.
- Unite people, especially youth - connect individuals and empower youth, demonstrating that through collective efforts, we can create a better future and improve the living conditions for everyone.

#### Target group(s):

- Volunteers: At least 20,000 individuals who will actively participate in tree planting and other environmental activities.
- Youth: Engaging young people in environmental education, promoting responsibility towards nature, and involving them in the project.
- Schools and universities: Educational institutions that can participate in eco-educational programs, tree planting efforts, and awareness campaigns.
- Government and public sector: Local, regional, and national government bodies supporting environmental initiatives, enforcing laws, and protecting forests.
- Private sector: Companies supporting the project through sponsorship, resources, and volunteer participation.
- Environmental NGOs: Non-governmental organizations focused on conservation and sustainability, working to raise awareness and implement environmental solutions.

- Media: Public and private media outlets (both electronic and print) to spread awareness, promote the project, and educate the public on the importance of forest ecosystems.
- General public: Citizens, particularly those unaware of the value of forests, to help raise awareness and highlight the importance of protecting the environment.
- International community: Global partners supporting the initiative, providing expertise, resources, and promoting environmental awareness.

## Description of the practice

### Detailed description of activities or methods used during the practice:

Volunteers will plant 1 million tree seedlings across various locations in Bosnia and Herzegovina, targeting reforestation of forest areas and beautification of urban spaces. Over 20,000 volunteers are envisaged to actively participate in planting trees, helping to raise awareness about environmental issues and the importance of forests. The campaign includes a range of educational activities aimed at increasing public awareness about the significance of forest ecosystems. These programs will cover topics such as the role of forests in air and water purification, soil protection, and climate regulation. Media campaigns, roundtables, and promotions are organized to spread the message about environmental conservation, highlighting the need for a collective effort to protect natural resources. The initiative is organized by local NGOs, government sectors, businesses, schools, universities, and international partners, ensuring a broad base of support and participation.

**Duration and timing:** The campaign started in 2013, with the aim to implement the massive planting efforts in a single day. Since then, the events are taking place yearly, usually in October. This concentrated timeline demonstrates the efficiency and commitment of all involved, highlighting the urgency of addressing environmental issues like deforestation. The timing is strategic, as it encourages many volunteers, creates a media buzz, and aims to plant trees during an optimal season for growth.

**Resources utilised** (*financial, human, material*): This campaign leverages a wide array of resources. Financial support comes from a combination of government funding, private sector sponsorship, and international donations. The human resources are primarily volunteers, with at least 20,000 people expected to participate in the planting event. These volunteers include not just local community members but also students from schools and universities, as well as staff from partner organizations. Material resources include seedlings (1 million in total), tools for planting, transportation logistics, and educational materials for raising awareness about the environmental importance of forests. The

support of local and national media outlets helps amplify the message, ensuring that the campaign's reach extends far beyond the volunteers directly involved in the activities.

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

The "Let's Do It – A Million Seedlings in One Day" campaign promotes inclusivity and diversity, particularly by engaging girls and young women in environmental conservation efforts. Here's how it fosters inclusion:

- Encouraging equal participation: The campaign actively invites girls and young women to participate in the tree planting and educational programs, ensuring that they have the opportunity to contribute alongside their male counterparts. This fosters a sense of equality and participation in environmental stewardship.
- Promoting empowerment through leadership roles: The campaign provides opportunities for young women to take on leadership and organizational roles. By involving them in planning, execution, and educational outreach, the initiative empowers young women to take an active role in environmental protection and community development.
- Educational opportunities: Through the campaign's educational activities, such as eco-educational programs, roundtable discussions, and media campaigns, young women can learn about the importance of forests, environmental sustainability, and the impact of climate change. This knowledge empowers them to advocate for environmental change in their communities.
- Creating a safe and supportive environment: The campaign ensures that the events are safe and welcoming to all genders, encouraging girls and young women to engage in outdoor activities that may traditionally be male-dominated. The focus is on creating an environment where everyone feels comfortable participating, regardless of gender.
- Inspiring future leaders: By involving young women in such large-scale environmental initiatives, the campaign seeks to inspire them to become future leaders in both environmental and community development sectors, helping to break down gender stereotypes.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

The "Let's Do It – A Million Seedlings in One Day" initiative plays a key role in raising awareness about the importance of forestry and environmental protection. By organizing a large-scale tree planting campaign across Bosnia and Herzegovina, it highlights the significance of forests beyond just timber production, bringing attention to their vital role in the ecosystem. This increased awareness helps spark interest in forestry careers, especially among young people, who might not have previously considered this field. The

event's educational activities also shed light on the value of sustainable forest management, which could inspire future generations to pursue careers in forestry, conservation, or environmental sciences.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

This practice is incredibly relevant to the forestry sector as it directly addresses the need for forest regeneration, preservation, and education. By planting one million seedlings, it actively contributes to replenishing the nation's forests, improving biodiversity, and combating environmental degradation. The project also serves as a platform for educating the public, particularly young people, about the importance of forests in maintaining ecological balance. It creates awareness about the multiple roles of forests, from providing oxygen and medicinal resources to preventing soil erosion, which are all crucial for sustainable forestry practices. Moreover, it strengthens the partnership between government, NGOs, and local communities, which is essential for sustainable forest management.

**Innovative features:** (*unique or creative aspects of the practice*)

One of the most innovative aspects of the campaign is the simultaneous, nationwide effort to plant trees in one day, engaging thousands of volunteers across the country. This large-scale volunteerism, paired with educational programs and media campaigns, sets a high standard for collective action. The initiative stands out by not only focusing on the physical planting of trees but also by fostering a deeper public understanding of the ecological functions of forests. The use of diverse partners, from local NGOs to international organizations and media outlets, shows a holistic approach to addressing environmental challenges. The involvement of young people, particularly through educational programs, ensures that the next generation is equipped with the knowledge and passion to continue this work.

## **(Up)Scalability and allocation**

**How well can this practice be adapted and scaled to a different level?**

This practice, focused on large-scale volunteer tree planting and environmental education, can be adapted to different settings with consideration to local needs and resources. Scaling the practice involves adapting the event to various ecological, social, and economic contexts while maintaining core objectives—reforestation, public awareness, and volunteer engagement.

In urban settings, for example, the focus might shift more toward planting in public parks and green spaces, where immediate community impact is more visible. In rural areas, the practice could concentrate on reforestation efforts to combat deforestation and enhance biodiversity. To scale this practice effectively, it is crucial to form partnerships with local governments, NGOs, schools, and businesses to gather the necessary resources, manpower, and outreach channels.

To ensure successful scaling, clear strategies for volunteer mobilization, resource allocation, and logistics are necessary. Technology can play a role in streamlining coordination, allowing for the tracking of seedlings, participants, and locations. It is also important to establish educational programs and media campaigns tailored to the specific region, engaging local stakeholders and ensuring the message resonates with the community.

### **Recommendations for adaptation in other settings** *(if relevant):*

- Tailor the planting efforts to local environmental priorities (e.g., reforestation, urban greening).
- Utilize local educational institutions for volunteer training and outreach.
- Leverage digital platforms for volunteer coordination and campaign promotion.
- Adapt educational programs to address regional environmental issues and cultural nuances.
- Form strategic partnerships with businesses, governments, and international organizations to support the initiative.

## **Conclusions, supplements**

### **Insights or lessons gained from implementing the *practice*** *(if available):*

Božidar Mihajlović, President of CA "Ruke," emphasized the campaign's success, noting that 56 municipalities and 3,450 volunteers planted 84,886 seedlings. Trees were planted on landslides, barren forest areas, parks, and schoolyards damaged by floods, contributing to a lasting environmental transformation in Bosnia and Herzegovina.

Milan Gligorić, President of CA "Mozaik prijateljstva," highlighted the critical role of trees in preventing landslides and soil erosion. Given the country's recent devastating floods, this year's campaign focused on recovering the most affected areas. He stressed that trees help mitigate the impact of heavy rainfall, making them vital for environmental stability.

Vanja Gavran, Head of Corporate Communications at HT Eronet, reinforced the importance of corporate social responsibility in environmental protection, affirming the company's continued support for Let's Do It.

This initiative demonstrated the power of collective action, engaging volunteers, businesses, and communities in large-scale reforestation. It also highlighted the need for strategic planning in addressing ecological challenges such as flood recovery and erosion prevention. The campaign serves as a model for impactful, volunteer-driven environmental restoration.

**Overall opinion of the practice's contribution to career orientation:**

This practice serves as a powerful tool for career orientation, especially in the fields of forestry, environmental science, and sustainability. By involving young volunteers, particularly women and marginalized groups, it opens up career pathways in environmental conservation. The hands-on experience of planting trees and participating in educational activities can inspire future professionals to pursue careers dedicated to environmental protection, ecological restoration, and sustainable development. The campaign demonstrates that environmental stewardship can be a viable and impactful career choice for individuals at various stages of their education and professional development.

**Additional information**

<p>Supporting documents (reports, publications, website links):</p>	<p><u>Soon, the "Let's Do It – One Million Seedlings in One Day" action</u>  <u>The action "Let's Do It – One Million Seedlings in One Day"</u>  <u>Tomorrow begins the action "Let's Do It – One Million Seedlings in One Day"</u>  <u>The results of the volunteer action "Let's Do It – One Million Seedlings in One Day powered by HT Eronet" have been presented</u>  <u>Let's Do It – One Million Seedlings in One Day</u></p>
<p>Contact information for further inquiries (practice owner):</p>	<p>Citizens' Association "Ruke"          Address: 24 Juna No. 18, 71320 Vogošća, Bosnia and Herzegovina          Email: <a href="mailto:info@ugruke.com">info@ugruke.com</a>          Phone number: +387 61 374 310          Citizens' Association "Mozaik prijateljstva"          Address: Ul. Cara Lazara 20, Banja Luka, Bosnia and Herzegovina          Email: <a href="mailto:mozaikprijateljstva@gmail.com">mozaikprijateljstva@gmail.com</a>          Phone number: +387 51 268-608</p>

## 4.3 Czech Republik

### LESNÍ PEDAGOGIKA (FOREST PEDAGOGY)

*Implementing organization(s): Specific forests/forest localities, depending, e.g. also CZU ([fld.czu.cz/cs/r-6828-projekty-a-spoluprace-s-praxi/r-8191-spoluprace-se-ss/r-10288-lesni-pedagogika](http://fld.czu.cz/cs/r-6828-projekty-a-spoluprace-s-praxi/r-8191-spoluprace-se-ss/r-10288-lesni-pedagogika))*

*Location: Czech University of Life Sciences Prague and other, Czech Republik*

#### Purpose and objectives

##### Main goal(s) of the practice:

Forest pedagogy introduces forest visitors to the forest ecosystem, sustainable forest management, the meaning of forest management and the benefits that forests bring to humans. Its basic principle is the perception of nature with all senses, which is mediated by specially trained foresters (foresters with pedagogical knowledge and experience) directly in the forest environment. There are also competitions for students that belong under the forest pedagogy, such as YPEF, where the local and national round is being organized at the Faculty of Forestry and Wood Sciences, CZU). The aim of this competition is to raise awareness, particularly among young people but also among society, of the importance of forests and to emphasize the significance of forestry today. The forest pedagogy can also be done in cooperation with several subjects and it can be oriented on specific topic (e.g., Experience The Forest – Zažít les).

##### Target group(s):

Children (preschool, school). But the forest pedagogy as such is not limited to kids and can be targeted to adult audience as well.

#### Description of the practice

##### Detailed description of activities or methods used during the practice:

Foresters with pedagogical knowledge and experience teach about forests and forestry directly in the forest.

Standard events – take place in the forest. Forester guides a group of participants, most often the first school class, according to age and requirements of the group, for a time interval from 2 to 4 hours.

Information events – aim at informing the public about the existence of forest pedagogy. They can be held outside the forest in connection with various exhibitions and fairs or on other occasions and can be considered invitation to standard events of forest pedagogy held in the forest.

In Czechia, cca 300 000 kids experienced the forestry pedagogy in 2023 (see webpage [lesnipedagogika.cz](http://lesnipedagogika.cz)).

The benefit of forestry pedagogy in Czechia is that it is currently going under “Uniform procedure for implementing forest education among forestry entities in the Czech Republic” and its Action Plan (2022-2026), that has also its short-term and long-term goals.

**Duration and timing:** Depending on the course settings.

**Resources utilised** (*financial, human, material*): usually resources of the organization.

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

Gender is not yet indicated there as a separate topic; however the intention is to attract young kids and school kids and increase interest in forestry in general, also as a career path.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

Directly by showing examples, using role models in the forest environment. Forest pedagogues themselves must be foresters by education and also go through an accredited course (basic/upper-level) guaranteed by Ministry of Agriculture of the Czech Republic.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

It describes forestry in the natural environment and allows kids to learn from their young age.

**Innovative features:** (*unique or creative aspects of the practice*)

Outdoor learning, practical elements.

### **(Up)Scalability and allocation**

#### **How well can this practice be adapted and scaled to a different level?**

The system is structured in Czechia, has roots in European cooperation (PAWS). Basically, it can be conducted in other countries with following the similar settings.

**Recommendations for adaptation in other settings** (*if relevant*):

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### **Conclusions, supplements**

**Insights or lessons gained from implementing the practice** (*if available*):

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#### **Overall opinion of the practice's contribution to career orientation:**

It will help to inform in a non-violent way about forestry and the activities that take place in the forest, what are the features of sustainable forest management. Can be directly

oriented at schools and included in curricula. Because it involves kids directly, it can form their attitudes to forestry and environment from a young age and can help to provide them important information when they are deciding for their future profession.

### Additional information

Supporting documents ( <i>reports, publications, website links</i> ):	<a href="#">Ke stažení - Lesní pedagogika.cz</a> Experience The Forest - Zažít les
Contact information for further inquiries ( <i>practice owner</i> ):	Always depending on the organization (see, e.g., <a href="#">Subjekty zapojené do LP - Kontakty - Lesní pedagogika.cz</a> )

## THE FORESTRY EXPOSITION “LESÁRIUM”

*Implementing organization(s): Lesy ČZU (Czech University of Life Sciences)*

*Location: Kostelec nad Černými lesy, Czech Republik*

### Purpose and objectives

#### Main goal(s) of the practice:

To “experience” forest by combining informative and interactive showcases. It is a combination of indoor and outdoor elements to experience the forest with all senses. The exhibition focuses on presenting all the important functions of the forest, such as water retention, soil protection, wood and oxygen production, increasing biodiversity, carbon storage and many others, as well as showing what modern forestry looks like today.

#### Target group(s):

All, but especially families with children, students, school children, the public and forestry professionals.

### Description of the practice

#### Detailed description of activities or methods used during the practice:

The Lesárium educational trail was opened in 2024 as part of the See, Feel, and Experience the Forest at Kostelec nad Černými lesy Castle project and is part of the indoor exhibition at the castle called Lesárium. The project was implemented in cooperation with the Czech University of Life Sciences, the Faculty of Forestry and Wood Sciences of the Czech University of Life Sciences, the Natural History Museum (Kopavogur, Iceland) and the Za Radost z.s. association.

Text panels, interactive elements and audiovisual stimuli with presentation of authentic forest environment. The indoor exhibition also includes a research room for children, which is also connected to an outdoor trail with fifteen different interactive elements.

This outdoor trail is described as follows and contains 15 stops:

- Forestry memory game (32 rotating cards to learn about the forest, but also train your memory, perception, and orientation)
- Photo wall with a forester
- Forest fires (rotating panels with information)
- Foresters and innovation (information board)
- Wood use and wood products (information board)
- What lives in the forest (rotating card)
- Forest bioeconomy (colorful board, frottage)
- Educational dendrophone

- Trees as houses (information board)
- The journey of a drop of water (information board)
- The forest internet (information board)
- Drought and bark beetles (information board)
- The journey of wood (information board)
- Forests and protected areas (information board)
- What grows in the forest? (information board)

**Duration and timing:** Opened in 2024, open 1/6 – 30/9 (Fri-Sun, 10-16). Visiting upon preference. Individual excursions or group excursions upon request.

**Resources utilised** (*financial, human, material*): Collective of authors from Lesy ČZU and Faculty of Forestry and Wood Sciences CZU. Financed from project „Vidět, cítit a zažít les na zámku v Kostelci nad Černými lesy“, z Fondů EHP-CZ-ICP-4-027 (Iceland Liechtenstein Norway grants).

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

Gender is not yet indicated there as a separate topic; however the intention is to attract all age groups and increase interest in forestry in general, also as a career path.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

The presentation is designed to give every visitor the opportunity to experience the forest with all their senses. It shows the forest, but also the forest-related topics and activities which show where (at what forestry positions) the knowledge can be utilised.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

It describes the forest sector by presenting core information on what is being done there, integrates challenges in the sector, presents innovative solutions and topics (e.g., bioeconomy, CT scanner, hydrogels etc.).

**Innovative features:** (*unique or creative aspects of the practice*)

It is an experience for different target groups, “to experience the forest with all senses”.

## **(Up)Scalability and allocation**

**How well can this practice be adapted and scaled to a different level?**

Similar activity can be conducted in other countries, probably in close connection to forest pedagogy activities. Resource needed: suitable location, finance, human resource (preparation – professional staff, regular ongoing promotion, maintenance etc.).

**Recommendations for adaptation in other settings** (*if relevant*):

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## Conclusions, supplements

Insights or lessons gained from implementing the *practice* (if available):

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### Overall opinion of the practice's contribution to career orientation:

It will help to inform in a non-violent way about forestry and the activities that take place in the forest, and it also presents innovative topics and creates space for your own experience. Enables experiences for different age groups including children and students.

### Additional information

Supporting documents ( <i>reports, publications, website links</i> ):	<a href="https://www.fld.czu.cz/en/r-11220-news-homepage/the-lesarium-exhibition.html">https://www.fld.czu.cz/en/r-11220-news-homepage/the-lesarium-exhibition.html</a> (in English), <a href="https://www.fld.czu.cz/cs/r-6828-projekty-a-spoluprace-s-praxi/r-12093-aplikovane-vystupy/r-12096-ostatni-vystupy/r-21125-expozice-lesarium-lesy-pro-zivot">https://www.fld.czu.cz/cs/r-6828-projekty-a-spoluprace-s-praxi/r-12093-aplikovane-vystupy/r-12096-ostatni-vystupy/r-21125-expozice-lesarium-lesy-pro-zivot</a>
Contact information for further inquiries ( <i>practice owner</i> ):	Ing. Zdeněk Macháček, Ph.D. (director of Lesy ČZU), Ing. Radim Löwe, Ph.D. (vice-dean at FLD CZU). <i>Ideally first contact Petra Palátová</i> ( <a href="mailto:palatovap@fld.czu.cz">palatovap@fld.czu.cz</a> )

## 4.4 Germany (Bavaria)

### GIRLS'DAY

*Implementing organization(s): Competence Center Technology-Diversity-Equal Opportunities e. V. (kompetenz)*

*Location: Germany*

#### Purpose and objectives

##### Main goal(s) of the practice:

The Girls'Day / Boys'Day is an action day that aims at promoting gender-neutral career orientation for boys and girls. Here, they get to know professions that are not mainstream for their gender and companies have the chance to gain future young professionals for their sector. The Bavarian Ministry of Forestry is planning to design a Girls'Day with focus on forestry professions.

##### Target group(s):

High school students

#### Description of the practice

##### Detailed description of activities or methods used during the practice:

During the action day institutions and companies introduce professions to girls and boys in an interactive manner, this can be either digital or in presence. Programs especially designed for either girls or boys can be used to overcome gender stereotypes in career guidance.

##### Duration and timing: one day

**Resources utilised** (*financial, human, material*): Information material for exhibitors (companies) and participants (students), organization staff, workshop leaders, IT support (if the activities are digital), funding for all of the above.

##### Inclusivity (*how the practice promotes diversity and inclusion of girls and young women*):

Girls'Day / Boys'Day are about the unequal distribution of women and men in certain professions like forestry, which is still a male dominated area. By giving girls a practical insight into the professional field of forestry during a Girls'Day they can be inspired to pursue a career in forestry and learn to overcome potential gender stereotypes.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

Forestry professions cover many areas of work and there are many career opportunities that youngsters are not aware of. During the Girls' Day forestry employers can inform in detail about these opportunities and thereby raise awareness and promote forestry professions.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

A Girls' Day can give companies and other employers in the forestry sector the opportunity to attract young women for the sector. The action day promotes effective career advertising for forestry professions.

**Innovative features:** (*unique or creative aspects of the practice*)

Employers have the possibility to highlight career opportunities in the forestry sector and be more target group-oriented than on regular job fairs. Participating students benefit from the highly interactive career orientation program during the Girls' Day.

### **(Up)Scalability and allocation**

**How well can this practice be adapted and scaled to a different level?**

The practice can be scaled to the regional and local level to promote gender-neutral career orientation among youngsters from rural areas.

**Recommendations for adaptation in other settings** (*if relevant*):

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### **Conclusions, supplements**

**Insights or lessons gained from implementing the *practice*** (*if available*):

A study conducted after the Girls' Day in 2022 has shown its effectiveness: After participating in the Action Day 21 % of participating schoolgirls could imagine taking up a career in information technology or computer science, compared to just 12 % beforehand.

[www.girls-day.de/daten-fakten/girls-day-befragungen/2022-wirkungsstudie](http://www.girls-day.de/daten-fakten/girls-day-befragungen/2022-wirkungsstudie)

**Overall opinion of the practice's contribution to career orientation:**

Girls' Day is an effective and highly interactive method for career orientation.

## Additional information

Supporting documents (reports, publications, website links):	<a href="http://www.bafza.de/engagement-und-aktionen/girlsday-und-boysday/">www.bafza.de/engagement-und-aktionen/girlsday-und-boysday/</a> <a href="http://www.stmas.bayern.de/erwerbsleben/berufsorientierung/">www.stmas.bayern.de/erwerbsleben/berufsorientierung/</a>
Contact information for further inquiries (practice owner):	<a href="mailto:info@girls-day.de">info@girls-day.de</a> <a href="http://www.kompetenzz.de">www.kompetenzz.de</a>

## BAYERNMENTORING

*Implementing organization(s): University of Applied Sciences Weihenstephan Triesdorf (HSWT)*

*Location: Bavaria, Germany*

### Purpose and objectives

#### Main goal(s) of the practice:

The state-wide BayernMentoring program offers female students at Bavarian universities of applied sciences support and guidance in their professional development - primarily in STEM fields of study and careers (mathematics, computer science, natural sciences and technology).

The aim of the program is to support female students at the start of their studies, provide career guidance and targeted support and enable them to successfully complete their studies. Personal career planning and individual personal development are central to the programme.

BayernMentoring is offered at all 17 universities of applied sciences in Bavaria.

#### Target group(s):

Female students at Universities of Applied Sciences

### Description of the practice

#### Detailed description of activities or methods used during the practice:

In the BayernMentoring program at the University of Applied Sciences Weihenstephan Triesdorf (HSWT) female forestry students are assigned to a "mentor", who is an experienced forestry professional who provides "one-to-one" guidance to them. The mentor passes on her experience and advises, accompanies and supports the student in her professional and personal development. In addition to the mentoring partnership, students and their mentors are offered a framework programme for personal and professional development.

**Duration and timing:** 12 months

#### Resources utilised (financial, human, material):

Human: qualified mentors, motivated mentees, programme coordinators at universities

Material: Information material

Financial: Funding to run the programme at each participating institution

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

The BayernMentoring program of HSWT is also carried out in the Faculty of Forestry. Here, experienced forestry professionals support young women in their career path and help them to overcome potential gender biases. Through their mentors female forestry students get networking contacts and valuable guidance to start a career in forestry.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

By being in close exchange with their mentors, who are forestry professionals, students get the chance to get first-hand experiences that their mentor has made in her forestry career.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

The Bavarian Forestry Sector is facing a shortage in labour force, therefore young forestry professionals are needed more than ever. BayernMentoring supports young women to pursue a career in forestry and therefore offers a valuable contribution to increase skilled labour force in the sector. Furthermore, mentoring gives potential employers the opportunity to make contact with qualified young talent.

**Innovative features:** (*unique or creative aspects of the practice*)

“Mentoring can stimulate creativity and innovation by providing a safe and supportive space for learning, experimenting, and feedback. Mentors can challenge mentees to think outside the box, explore different perspectives, and generate novel solutions.” Source: [www.linkedin.com/showcase/skills-mentoring/](http://www.linkedin.com/showcase/skills-mentoring/)

## (Up)Scalability and allocation

**How well can this practice be adapted and scaled to a different level?**

Mentoring could also be adapted to vocational schools of forestry that at the present do not offer it to their students.

**Recommendations for adaptation in other settings** (*if relevant*):

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## Conclusions, supplements

**Insights or lessons gained from implementing the *practice*** (*if available*):

The BayernMentoring program has established itself since 2005 as an innovative and effective instrument for supporting female students, which is reflected in the steadily increasing number of female participants.

Source: [www.lakof-bayern.de/downloads/bayernmentoring/bm\\_broschuere.pdf](http://www.lakof-bayern.de/downloads/bayernmentoring/bm_broschuere.pdf)

## Overall opinion of the practice's contribution to career orientation:

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### Additional information

Supporting documents ( <i>reports, publications, website links</i> ):	<a href="https://www.lakof-bayern.de/foerderangebote/haw/bayernmentoring">https://www.lakof-bayern.de/foerderangebote/haw/bayernmentoring</a>
Contact information for further inquiries ( <i>practice owner</i> ):	Central coordinator of BayernMentoring: <a href="mailto:johanna.ertl@oth-regensburg.de">johanna.ertl@oth-regensburg.de</a> At HSWT: <a href="mailto:frauenbeauftragte.weihenstephan@hswt.de">frauenbeauftragte.weihenstephan@hswt.de</a>

## 4.5 Croatia

### PROMOTION OF FORESTRY PROFESSION IN HIGH SCHOOLS

*Implementing organization(s): Faculty of Forestry and Wood Technology*

*Location: Entire Republic of Croatia*

#### Purpose and objectives

##### Main goal(s) of the practice:

Increase awareness among young people, especially young girls, about the forestry sector. To show young people how to acquire the practical skills and competencies needed in high-demand sectors of the labour market, while during higher education simultaneously connecting them with potential employers.

##### Target group(s):

Young people, age 17 to 18, especially young girls

#### Description of the practice

##### Detailed description of activities or methods used during the practice:

Presenting the Faculty of Forestry and Wood Technology in high schools. Introducing young people to various aspects of forestry science and profession.

**Duration and timing:** 2015 up to date

**Resources utilised** (*financial, human, material*):

- Financial: Faculty of Forestry and Wood Technology,
- Human: employees of Faculty,
- Material: small gifts to high school students.

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

The program is designed to be highly inclusive, offering equal opportunities to young people from diverse backgrounds, including those from marginalized or disadvantaged communities. It actively promotes diversity, focusing on reducing social and economic barriers, including the inclusion of young girls.

**Awareness raising** *(how the practice raises awareness of forestry careers):*

This program is designed to easily raise awareness about careers in forestry and urban forestry, nature conservation, and environmental protection.

Presenting specialized modules on sustainable forestry, eco-tourism, and environmental conservation, the program can help young people explore the potential of these careers.

**Relevance to the forest(ry) sector** *(why is (or could be) practice relevant to forest(ry) sector):*

This program is highly relevant to the forestry sector and is directly involved in it as its mission is to increase student enrolment at the Faculty of Forestry and Wood Technology.

**Innovative features:** *(unique or creative aspects of the practice)*

The Faculty of Forestry and Wood Technology offers three different undergraduate studies that can provide individualized career counselling tailored to each participant's needs. During studies, young people, especially young girls, can be connected with employers based on their skills and interests. During studies, scholarships are part of the support for young people in their careers path.

**(Up)Scalability and allocation**

**How well can this practice be adapted and scaled to a different level?**

Promotion of the forestry profession in high schools is highly adaptable program and has the great potential because its focus on vocational training, entrepreneurship, and career counselling.

The program is applicable to suit different regional contexts, industries, and cultural settings. The program is tailored to meet the needs of those interested in forestry careers.

Faculty of forestry and Wood Technology has established strategic partnerships with forestry companies, conservation organizations, and government agencies in forestry, to provide job opportunities especially for young girls and young women, helping to overcome gender imbalances.

**Recommendations for adaptation in other settings** *(if relevant):*

/

## Conclusions, supplements

**Insights or lessons gained from implementing the *practice* (if available):**

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**Overall opinion of the practice's contribution to career orientation:**

Promotion of the forestry profession in high schools is a program tailored to the needs of those interested in forestry careers and to provide job opportunities especially for girls and young women, helping to overcome gender imbalances.

### Additional information

Supporting documents ( <i>reports, publications, website links</i> ):	
Contact information for further inquiries ( <i>practice owner</i> ):	Faculty of Forestry and Wood Tecnology <a href="https://www.sumfak.unizg.hr/">https://www.sumfak.unizg.hr/</a> Assistant professor Andreja Đuka, PhD <a href="mailto:aduka@sumfak.unizg.hr">aduka@sumfak.unizg.hr</a>

## THE OPEN DOORS DAY OF THE CROATIAN FOREST RESEARCH INSTITUTE

*Implementing organization(s): The Croatian Forest Research Institute (CFI)*

*Location: Jastrebarsko, Croatia*

### Purpose and objectives

#### Main goal(s) of the practice:

Through various educational workshops, screenings, lectures, guided tours, poster presentations and an exhibition, giving numerous visitors the opportunity to learn more about scientific research presented in an interesting way.

#### Target group(s):

The Institute has a long-standing practice of organizing events called The Open Doors Day which hosts a large number, in recent years around 1,000 children and students of different ages, as well as their teachers.

Traditionally, as every year, an art and literary competition is organized as part of the event for children, in which kindergarten children and students from all over Croatia participated. The works of the winners were exhibited in the Institute's premises, and the winners were awarded prizes.

### Description of the practice

#### Detailed description of activities or methods used during the practice:

Lectures and workshops on various topics, such as why climate changes are happening, what is the role of forests, the role of humans and their connection to the forest, the relationship between plants and fungi, how and why we measure trees... Workshops for children aimed at introducing them to trees and forestry professions. Guided tours of nurseries adapted to high school age, and practical examples of how to plant plants for slightly younger ages. Institute employees and scientists demonstrate their work in various segments of forestry professions, even on how to climb a tree. Various workshops, guided tours and demonstrations arouse the great interest of all groups of children, forming their perception of the jobs and the career in the forestry sector.

**Duration and timing:** One day every year

**Resources utilised** (*financial, human, material*):

- Financial: The Croatian Forest Research Institute, with the supporters, such as Croatian Chamber of Forestry and Wood Technology, City of Jastrebarsko and many others,
- Human: employees of the CFI,
- Material: small gifts.

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

The program is presented in such a way that there are no obstacles to a man or a woman performing certain tasks. It actively promotes diversity, focusing on reducing social and economic barriers, including the inclusion of young girls. In fact, the institute employs more women than men.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

Interactive workshops and informational workshops can also highlight the environmental impact and long-term career opportunities available in the forestry sector. This way, children become interested in forestry careers and go home with new knowledge about them. This program is designed to easily raise awareness about careers in forestry and urban forestry, nature conservation and environmental protection.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

This program is highly relevant to the forestry sector and is directly involved in the forestry. This way, children get an idea of what the profession is like, how they can contribute, and what other professions there are related to forestry. They often go home saying that they will do this when they grow up.

**Innovative features:** (*unique or creative aspects of the practice*)

Every year the Institute successfully achieves a partnership with some of the national parks, nature parks or public institutions in the field of nature protection, but also with the Croatian Chamber of Forestry and Wood Technology Engineers. Traditionally, as every year, as part of the event for children, an art and literary competition was organized, in which kindergarten children and students from all over Croatia participated. The works of the winners were exhibited in the Institute's premises, and the winners were awarded prizes, which usually arouse great interest and satisfaction from the awarded participants. This event also arouses the great interest of the institute's employees, the number of workshops and ideas that they want to present to the children increase every year.

## (Up)Scalability and allocation

### How well can this practice be adapted and scaled to a different level?

This practice attracts more and more children and schools every year, the children have a lot of fun, learn a lot and get a vision of what forestry is. Sometimes it seems that one day is not enough, but a lot of effort has been put into the organization and there should be more events like this.

### Recommendations for adaptation in other settings (if relevant):

/

## Conclusions, supplements

### Insights or lessons gained from implementing the *practice* (if available):

[2024 Program](#)

[2025 Program](#)

### Overall opinion of the practice's contribution to career orientation:

The Open Doors Day of the Croatian Forest Research Institute represents a strong model of professional orientation for children and students and can be successfully adapted to forestry careers. It could become a valuable tool in promoting forestry sector and it's great contribution to career guidance.

## Additional information

Supporting documents ( <i>reports, publications, website links</i> ):	Reports and publications available on CFI website: <a href="https://www.sumins.hr/">https://www.sumins.hr/</a>
Contact information for further inquiries ( <i>practice owner</i> ):	<a href="https://www.sumins.hr/">https://www.sumins.hr/</a>

## 4.6 Romania

### CARAVANA PĂDURII / FOREST VAN

*Implementing organization(s): EcoAssist within Plantăm fapte bune în România project*

*Location: Romania*

#### Purpose and objectives

##### Main goal(s) of the practice:

The main goal of this practice is to bring forest to schools, and to hold interactive workshops covering planting, awareness-raising, and knowledge acquisition.

##### Target group(s):

Primary, secondary and high schools

#### Description of the practice

##### Detailed description of activities or methods used during the practice:

The main activities within the “Caravana pădurii” are:

- How to Plant a Tree (each child will plant a tree in a pot and will take it home with him to look after it) — in this way, the feeling of responsibility will increase.
- Recognising the trees by type of leaves
- Woody workshop: the pupils and students are learning about the wood, bark and annual rings;
- Branchy workshop (recognising the trees by sprouts and saplings): the pupils and students are learning about how to recognise the trees without leaves, flowers and fruits;
- Digital workshop: students will access the additional info about forest and trees with an QR code.

**Duration and timing:** The practice is implemented to the entire year but with an intensive of activities in March - April, and September – November.

##### Resources utilised (*financial, human, material*):

- Financial resources: private companies (OMV, Petrom companies)

- Human resources: staff from the NGO EcoAssist within Plantăm fapte bune în România project (7 people with degrees in forestry, biodiversity and environmental sciences)
- More than 1000 videos about forest

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

Both girls and boys are participating in the activities, and they are trained by people with experience in the forest, with a degree in forestry or biodiversity.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

By bringing the forest to schools—especially those without sufficient resources or experts with appropriate knowledge about forests or environments—the practice increases awareness of forestry vocations.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

“Caravana pădurii” raises the possibility of a better education and respect of the environment by developing various programs or practices; “Caravana pădurii” also helps more students choosing a career in forestry since, as young people, they are the “forest squad”.

**Innovative features:** (*unique or creative aspects of the practice*)

Slogans:

*“We bring forest to you!”*

*“We bring forest on wheels to schools!”*

The innovative aspect is that schools call the van, and they drive directly to the school to teach children and pupils about forests and trees.

**(Up)Scalability and allocation**

**How well can this practice be adapted and scaled to a different level?**

The program started in August 2024, and so far, the practice has had a positive impact. More than 40 schools from 23 counties contacted the organisation to bring forest to their schools in 2024. Additionally, as of the beginning of the year 2025, 32 schools have reached out to them, and over 4300 children and students have participated in workshops.

The organisation's goal is to visit every Romanian county and keep on until it reaches at least 2000 students and 50 schools by 2024-2025.

**Recommendations for adaptation in other settings** *(if relevant):*

The initiative is still in its early stages, but members of the organisation are sure that it will be a long-term success.

The organisation has various plans for the future, including:

- Forest Theatre games,
- Scanning the trees with the cell phone in which children will practise and build on notions of geometry in space, “matched” with forests.
- Using the know-how from the Faculty of Forestry from Suceava – using the VR technologies
- Audiobook focused for primary schools

**Conclusions, supplements**

**Insights or lessons gained from implementing the practice** *(if available):*

n/a

**Overall opinion of the practice's contribution to career orientation:**

From elementary school until the children reach high school, the practice obviously emphasizes learning about forests. This helps the children to become more conscious of the value of forests and their proper interpretation. If the project is a great success, the children will have a better perspective of the possible career paths it could offer.

**Additional information**

Supporting documents <i>(reports, publications, website links):</i>	<a href="https://www.facebook.com/caravanapadurii">https://www.facebook.com/caravanapadurii</a> <a href="https://www.youtube.com/@PlantamFB">https://www.youtube.com/@PlantamFB</a>
Contact information for further inquiries <i>(practice owner):</i>	caravanapadurii@gmail.com

## **GREEN WEEK AND ALTERNATIVE SCHOOL**

### **“ȘCOALA VERDE” / “ȘCOALA ALTFEL”**

*Implementing organization(s): Ministry of Education and Research*

*Location: Romania*

### **Purpose and objectives**

#### **Main goal(s) of the practice:**

The Green Week and Alternative School programs are two national programs, that are part of the broader Green School framework, which aims to bring eco-education into schools through direct contact with nature, experiential learning, student involvement in solving environmental challenges, and the dynamic energy of non-formal activities. They are designed to raise awareness of environmental issues but must remain distinct. Each program addresses distinct aspects of sustainability, ensuring they complement each other while reaching a broader audience and enhancing understanding of environmental conservation. Both programs shouldn't overlap, this means 5 day are related to Green week and 5 days to Alternative school.

#### **Target group(s):**

The activities are addressed to preschool children, primary, secondary and high school students, and their parents/families.

### **Description of the practice**

#### **Detailed description of activities or methods used during the practice:**

The Alternative School program aims to support the development of learning competencies and social-emotional skills among preschool children and students.

On the other hand, the Green Week program is in line with the provisions of the report “Climate Change and Environmental Education in Sustainable Schools,” prepared by the Presidential Administration working group; the National Strategy on Environmental Education and Climate Change 2023–2030, approved by GD no. 59/2023; and the National Strategy for Sustainable Development of Romania 2030, approved by GD no. 877/2018. The Green week is approved by Ministry Order no. 3629/02.02.2023.

Eligible activities within this program are:

- Participation in environmental and climate change education field trips, including field research trips (reserves, sites of Community importance - protected plants/animals);
- Landscaping of the school's green space/arrangement of mini-botanical gardens or mini-gardens/arrangement of hanging/rooftop gardens on the school or related buildings;
- Greening actions, waste collection
- Setting up a 'green corner' inside the school
- Participation in local, county or national ecology/environmental protection/environmental education competitions;
- Organization of urban mini-tables on environmental education and climate change;
- Participation and organization of exchanges of experience with other schools in the community or in the country in the field of environmental and climate education;
- Participation of teachers in training courses in the field of environmental and climate change education, followed by the application of new knowledge and skills in the classroom;
- Setting up of dioramas, terrariums and aquariums.

The main objectives within the Green week school are:

- (1) Developing the skills of preschoolers/students in inter- and trans-disciplinary investigation of the surrounding reality;
- (2) Involving preschoolers/students in exploring/investigating the natural environment;
- (3) Improving the relationships/cohesion between school staff, family and preschoolers/students, including their collaboration in forming responsible environmental behaviour;
- (4) Solving local environmental problems and informing/awareness raising of local community members on climate change and environmental protection.

**Duration and timing:**

The Green Week program has a duration of 5 consecutive working days during the school year and is carried out on the basis of a plan, at the decision of each educational institution, according to the provisions of the order of the Minister of Education on the structure of the school year, valid for the school year in question.

Activities are to be carried out between September and May.

**Resources utilised** (*financial, human, material*):

The Programme is funded by the Government based on standard documents and submitting. The funding is available to state schools with legal personality in the country, of pre-school, primary, secondary and high school level, on the basis of registration with the ISJ/ISMB (County School Inspectorate)

Almost 20,000 euros are available for each county (41 in total) from Environment Funds, and for the entire year 2024-2025 there are allocated 100.000.000 lei (approximately 20 million Euro).

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

Primary schools – girls and boys are coming to Faculty of Forestry learning about forest and biodiversity.

Secondary schools – girls and boys are involved in projects, such as volunteering for planting or greening activities.

College – girls and boys are involved and invited to participate to conferences with topics related to forest, nature, environment, and protection.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

Both programs indirectly raise awareness about forestry careers - while visiting the faculty of forestry and other institutions related to forests/environments, they have the possibility to see what exactly they can study, what the conditions are, who the teachers are, what equipment the institutions have and so on.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

The Green week is a programme dedicated more to nature, forests, environment protection and Alternative school is a programme focused more on self-development.

Green week is relevant to forestry because it supports environmental education and sustainable development, both of which are essential for responsible forest management. Moreover, it teaches students the importance of ecosystems, biodiversity, and the role forests play in climate regulation, carbon storage, and water cycle stability. This builds a generation that values and protects forests.

**Innovative features:** *(unique or creative aspects of the practice)*

Given that the effects of climate change are becoming increasingly evident on a global scale, it is imperative that young generations are aware of the impact that human activities have on the natural environment and that each of us can contribute to the protection of the natural environment. In this way, the activities of this program can contribute to the awareness of the impact of human activities on the environment, as well as to the formation of an ecological behavior of students.

The program contributes to the development of interdisciplinary environmental investigation skills by carrying out activities with an environmental focus.

An important aspect in this context is that pupils need to understand climate change in a global context, to use basic environmental and climate change concepts and to explore the environment to learn about it.

**(Up)Scalability and allocation**

**How well can this practice be adapted and scaled to a different level?**

Since 2023 the program has worked well and each year, at the Faculty of Forestry there is a high number of children and students coming to know more about the forest. The program is implemented at the national level, in each county.

**Recommendations for adaptation in other settings** *(if relevant):*

Adapting Săptămâna Verde ("Green Week") to other settings in Romania—such as kindergartens, high schools, rural schools, vocational institutions, or even community centers—requires flexibility, inclusivity, and relevance.

Feedback from schools, NGOs, and educators reveals both strengths and challenges in its implementation. Recommendations for improvement: develop a national guidebook with recommended activities and subject; train the teachers on environmental and climate education, offer microgrants or small budgets to implement meaningful projects with long-term goals, integrate with educational outcomes not just events, but reflection, follow-up, and documentation.

**Conclusions, supplements**

**Insights or lessons gained from implementing the *practice*** *(if available):*

What Faculty of Forestry saw is that kids between 7-10 years old are more curious about knowing the forest and activities related to forest.

The strengths of the activities were the following: the clarity of the objectives of the activities carried out, the realistic nature of the proposed objectives, the high interest of students in outdoor activities, the promotion of products produced in certain competitions, the freedom of initiative of students, the collaboration with partner institutions, and the efficient use of available resources.

The lower interest of students in indoor activities and the lack of tools for more complicated teaching activities are the found shortcomings.

**Overall opinion of the practice's contribution to career orientation:**

While the *Green Week* and *Alternative School* programs are not explicitly designed to promote career orientation, they **indirectly contribute** to it in meaningful ways. Through visits to institutions like the Faculty of Forestry, students, especially those in secondary school and college, gain exposure to real-world academic and professional environments related to forestry, environmental science, and sustainability. These visits allow students to observe facilities, meet professionals, and learn about study programs, which can spark interest in environmental and forestry-related careers.

Furthermore, hands-on activities, such as ecological projects, planting, and participating in environmental competitions, nurture curiosity, responsibility, and awareness—traits valuable in any career, especially green jobs. However, the report clearly mentions that career orientation is not the core focus of these programs, but rather a positive side effect of the experiential and environmental exposure provided.

The practice supports career orientation in a subtle but effective way—by immersing students in real-life contexts and institutions, it creates opportunities for them to envision potential career paths in forestry and environmental sciences, even though this is not the primary goal.

**Additional information**

Supporting documents ( <i>reports, publications, website links</i> ):	Methodology for implementation of Green week: <a href="https://bit.ly/423xkwy">bit.ly/423xkwy</a> Methodology for implementation for Alternative school: <a href="https://bit.ly/3Eeopit">https://bit.ly/3Eeopit</a>
Contact information for further inquiries ( <i>practice owner</i> ):	<a href="https://saptamanaverde.edu.ro/ro">https://saptamanaverde.edu.ro/ro</a>

## 4.7 Serbia

### SCIENTIFIC PICNIC "THINK GREEN"

*Implementing organization(s): Faculty of Forestry - University of Belgrade and Center for the Promotion of Science and Art "Fenomen" (Science Festival)*

*Location: Arboretum of the Faculty of Forestry - University of Belgrade, Kneza Višeslava 1, Belgrade, Serbia*

#### Purpose and objectives

##### Main goal(s) of the practice:

This event aimed to:

- Inspire people to reduce their negative impact on the surroundings with simple changes, to focus on nature and protect it, and make sustainable development part of our daily lives.
- Provide information about forestry, biology, ecology, sustainable development, etc.
- Promote science.
- Promote the faculty of forestry, as well as other faculties (faculty of biology, faculty of agriculture, faculty of Physics, etc.).

##### Target group(s):

This event was intended for everyone, primarily children and the young, who should master ecological subjects and become aware of their surroundings and the influence they have on them. Apart from workshops for children of school age, a number of activities were organized for the youngest and a program for secondary school students and university students, as well as families.

#### Description of the practice

##### Detailed description of activities or methods used during the practice:

Visitors could see 18 interactive scientific presentations, workshops, and exhibitions with 130 scientific communicators.

There were presented different scientific stories focusing on biology, forestry, ecology, and sustainable development, through interactive exhibits, workshops, and guided tours in collaboration with faculties, institutes and civil society organizations. Most of the

workshops were designed for children aged seven and older (children from primary and secondary schools), but there were also various workshops for children of preschool age.

Through group work, discussions and practical activities, students acquired knowledge about forestry, biology, ecology, biodiversity and related topics.

- As the host, the Faculty of Forestry demonstrated how nature is defended by knowledge through interactive exhibits and workshops. The program consisted of five parts, through which visitors had the opportunity to learn about ways to protect river flow and flood defence, with numerous inhabitants who make their shelters within and on trees, as well as how the age of a tree is determined and stories told by tree rings about climate change, why biodiversity is important and how to conserve it, but also the characteristics of wood as one of the most prevalent materials today.
- Visitors learned about the importance of biodiversity through the program of the Biological Research Society "Josif Pančić," "With whom do we share the environment." The visitors had the opportunity to learn about the importance of species conservation, the environment, as well as urban and wild ecosystems in Serbia and around the Planet.
- The Faculty of Biology presented an interactive exhibit "Speaks everything that is alive, communicates every level!" about means of communication between all living beings, from microorganisms to complex organisms such as plants and animals.

**Duration and timing:** May 17<sup>th</sup> and 18<sup>th</sup>, 2024, from 11:00 to 19:00

**Resources utilised** (*financial, human, material*):

The human resources required for the event included the involvement of 35 students from the Faculty of Forestry. In addition to the student's involvement, 20 professors and associates also organized the event and the workshops.

The resources included the equipment for practical activities within workshops, the place for the event (Arboretum), and awnings, stage, stands, etc.

The financial resources are provided through various donations and sponsorships.

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

The event is designed to include all primary and secondary school students, regardless of their gender. Through interactive and practical methods, both female and male students had the opportunity to acquire new knowledge and skills, helping to overcome the stereotypes about forestry as a male-dominated profession.

Through the promotion of different study programs of the Faculty of Forestry, and some results of the scientific research work, it was promoted that women can also find their own path and achieve a successful career in forestry.

Young women (female students from the Faculty of Forestry) were engaged, together with their male colleagues, in the organization of the event, and practical workshops, and they promoted the Forestry as good choice for education and career. Among 35 student volunteers, 25 were women and 10 were men.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

More than five thousand people visited the Scientific Picnic. The event rallied a large number of students, teachers, and professors, as well as families.

This event played an important role in raising awareness among primary and secondary school students about forestry as a possible career path and the importance of this sector. Through interactive workshops, students are introduced to various aspects of the forestry profession, including ecology, nature conservation, role of forests in climate change mitigation, sustainable use of forest resources, sustainable development, etc.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

The relevance to the forestry sector:

- Increased interest in forestry careers: encouraging primary and secondary school students to consider education in forestry and think about the possibilities of future career and this field.
- Raising awareness of forestry as a possible career path and the importance of this sector, through various workshops and promotion of study programs.

The picnic is organised in the Arboretum of the Faculty of Forestry, a protected natural area, which points out the importance of nature conservation and sustainable use of natural resources.

**Innovative features:** (*unique or creative aspects of the practice*)

The innovative aspect of the event lies in the integration of traditional education with modern methods, such as practical workshops and active student participation.

It was innovative to organize this event as a picnic in the Arboretum of the Faculty of Forestry, where all the visitors felt comfortable and surrounded by nature while learning how to protect it and use it sustainably. It represents a unique natural good with a specific purpose and has an exceptional botanical and landscape-architectural value that students and professors nurture with love.

The event partner “Yettel” (telecommunications operator) presented the story “FOREST.net” about the miraculous, plant languages that we have only just begun to discover, it was about the incredible theory of an underground network that connects the forest into a community where different trees exchange resources and care for each other.

The choir of students of the Faculty of Forestry sang during the event, which showed that there is also a good atmosphere among the students at the Faculty of Forestry, both female and male students.

## **(Up)Scalability and allocation**

### **How well can this practice be adapted and scaled to a different level?**

This best-practise model can be easily adapted and extended to some other locations.

A total of 17 institutions were presented their workshops and exhibitions, which points out that this event could be organise in some other institution, or include just some of them in the same place, to be more focused on specific topics (e.g. including only Faculty of Forestry, Faculty of Biology, Faculty of Agriculture and several institutes from these fields).

Similar, but small event could be organized to promote of the Faculty of Forestry and forestry sector during the manifestation “Open days at the Faculty of Forestry”, to show the laboratories, and some collections which are presented in the main building, and organise the workshops in the arboretum and laboratories.

### **Recommendations for adaptation in other settings** *(if relevant):*

Similar event could be organized in other open space, e.g. Botanical garden, or some indoor place, e.g. Science Technology Park, etc.

## **Conclusions, supplements**

### **Insights or lessons gained from implementing the *practice*** *(if available):*

Perhaps some of the children who attended this event are too young to consider a career in forestry and education at a secondary forestry school or forestry faculty, but their parents have learned about the opportunities this profession offers and can inform their friends and colleagues. It is important that such events continue to be traditionally organized.

## Overall opinion of the practice's contribution to career orientation:

This event plays an important role in motivating young people to consider forestry as a career by providing them with concrete knowledge, practical skills and an awareness of the importance of conserving nature, preserving forests and sustainably use resources.

It provided information to young people about the diverse opportunities that forestry offers.

Event such this is of great importance to familiarise primary and secondary school students with forestry as a potential career option, but also to start the awareness raising about the significance of this sector from preschool ages.

Protection of the human environment is imperative, both for companies and individuals, and education is the best way. This is precisely why this event is important, as it brings ecological topics closer to children and the youth in an interesting and understandable way and provides guidelines for the preservation of nature, including forests as one of its most important component.

## Additional information

Supporting documents ( <i>reports, publications, website links</i> ):	<a href="https://www.politika.rs/scc/clanak/613315/Bogat-program-Naucnog-piknika-u-Arboretumu-Sumarskog-fakulteta">https://www.politika.rs/scc/clanak/613315/Bogat-program-Naucnog-piknika-u-Arboretumu-Sumarskog-fakulteta</a> <a href="https://www.blic.rs/vesti/beograd/naucni-piknik-u-beogradu/gj9ssjj">https://www.blic.rs/vesti/beograd/naucni-piknik-u-beogradu/gj9ssjj</a> <a href="https://festivalnauke.rs/o-naucnom-pikniku/">https://festivalnauke.rs/o-naucnom-pikniku/</a> <a href="https://www.facebook.com/events/arboretum-%C5%A1umarskog-fakulteta-kneza-vi%C5%A1eslava-1-belgrade-serbia/nau%C4%8Dni-piknik-2024-/1687764358421464/">https://www.facebook.com/events/arboretum-%C5%A1umarskog-fakulteta-kneza-vi%C5%A1eslava-1-belgrade-serbia/nau%C4%8Dni-piknik-2024-/1687764358421464/</a> <a href="https://www.sfb.bg.ac.rs/poziv-za-otvaranje-naucnog-piknika-misli-zeleno/">https://www.sfb.bg.ac.rs/poziv-za-otvaranje-naucnog-piknika-misli-zeleno/</a> <a href="https://www.sfb.bg.ac.rs/wp-content/uploads/2024/05/Arboretum-postavke-Naucni-piknik.jpg">https://www.sfb.bg.ac.rs/wp-content/uploads/2024/05/Arboretum-postavke-Naucni-piknik.jpg</a>
Contact information for further inquiries ( <i>practice owner</i> ):	Prof. Dr Snežana Belanović Simić, <i>vice dean for science and international cooperation</i> Univeristy of Belgrade - Faculty of Forestry e-mail: <a href="mailto:snezana.belanovic@sfb.bg.ac.rs">snezana.belanovic@sfb.bg.ac.rs</a> Ana Petrović, founder/owner at Festival nauke and Noć muzeja e-mail: <a href="mailto:ana@nocmuzeja.rs">ana@nocmuzeja.rs</a>

## FOREST PEDAGOGY – LEARNING ABOUT THE FOREST

*Implementing organization(s): Forestry school, Kraljevo*

*Location: City of Kraljevo, Serbia*

### Purpose and objectives

#### Main goal(s) of the practice:

The project was implemented in 2023 and financed by the Ministry of Agriculture, Forestry, and Water Management – Forest Directorate. The main goals of the project were as follows:

- To acquire knowledge and skills among primary school students in the fields of forestry, ecology, and nature conservation.
- To raise awareness among primary school students about the importance of conserving nature and the natural resources of Kraljevo and its surroundings.
- To promote forestry through forest pedagogy as a form of education.

#### Target group(s):

Students from the 7th and 8th grades and teachers from 7 primary schools in the area of the city of Kraljevo.

### Description of the practice

#### Detailed description of activities or methods used during the practice:

The project consists of workshops and practical activities aimed at primary school students. Through group work, discussions and practical applications on site, students acquire knowledge about forestry, forest protection, the collection of forest products, biodiversity and related topics.

- Experiential learning in the field: Workshops are conducted both in classrooms and outdoors, allowing students to explore forest resources through direct contact with the natural environment.
- Interactive methods: Students actively participate in the learning process through group activities, discussions and hands-on demonstrations (e.g. mushroom identification, seed planting and orientation in nature).
- Types of workshops: Each workshop focuses on a specific topic (e.g. mushroom identification or reforestation) and uses a methodology that combines theoretical knowledge with practical experience.

- List of workshops

1. Workshop: "The botanical treasure" (28 September 2023)  
Topic: Introduction to dendroflora and plant identification based on leaf characteristics.  
Participants: 27 students and 4 primary school teachers.
2. Workshop: "Mushrooms from my region" (5 October 2023)  
Topic: Identification and correct collection of mushrooms.  
Participants: 26 students and 4 primary school teachers.
3. Workshop: "Tracking wild animals" (12 October 2023)  
Topic: Introduction to wild animal species in Serbian forests and recognising species based on tracks and sounds.  
Participants: 28 students and 4 primary school teachers.
4. Workshop: "From seed to green branch" (19 October 2023)  
Topic: Collecting forest seeds and correct sowing techniques.  
Participants: 23 students and 4 primary school teachers.
5. Workshop at the Faculty of Forestry Teaching Base "Goč" (21 October 2023)  
Topic: Practical application of previously acquired theoretical knowledge, reforestation with black pines and orientation in nature.  
Participants: 30 students and 5 primary school teachers.
6. Final workshop (20 November 2023)  
Topic: Preparation of a herbal tea blend ("Forestry Tea") and giving certificates to the participants.

**Duration and timing:** September – November 2023

**Resources utilised** (*financial, human, material*): The financial and human resources required for the project include school facilities, equipment for practical activities, and the involvement of teachers.

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

The project is designed to include all primary school students, regardless of their gender or other demographic characteristics. In addition, the project's activities promote the inclusion of young people in forestry education through participatory methods and peer-to-peer learning, which is essential for the dissemination of knowledge about nature among young people from diverse educational backgrounds.

Through interactive and practical methods, all students have the opportunity to acquire new knowledge and skills, which helps to overcome traditional stereotypes about forestry as a profession perceived as "male-dominated".

**Awareness raising** (*how the practice raises awareness of forestry careers*):

This activity plays an important role in raising awareness among primary school students about forestry as a possible career path. Through interactive workshops, visits to forests and practical exercises, students are introduced to various aspects of the forestry profession, including ecology, nature conservation and sustainable forest management.

By investing in the education of today's generations, the project has the potential to have a long-term impact on career choices and inspire young people to consider forestry as a viable and promising profession.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

The results of the project activities and their impact on the forestry sector can be found in:

- Increased interest in forestry careers: Encouraging primary school students to explore forestry as a career and consider further education in this field.
- Promoting forestry: Raising awareness and appreciation of forestry through project workshops.
- Acquiring knowledge and skills in collecting non-wood forest products: educating students on the sustainable collection of wild medicinal plants, mushrooms and forest fruits.
- Identifying and tracking wildlife: Develop skills in recognising key wildlife species and identifying their presence in the wild from tracks, droppings, feathers and other signs.
- Reforestation and forest management: Gain practical experience in planting trees, sowing seeds and maintaining forests.
- Navigation and orientation in nature: Learn how to use a compass, GPS and maps to navigate in the forest.

**Innovative features:** (*unique or creative aspects of the practice*)

The innovative aspect of the project lies in the integration of traditional education with modern methods of forest pedagogy, such as practical workshops and active student participation. During the final workshop, students used collected plant material to prepare "Forest Tea", which they then packaged in tea-bags.

In addition to the students' involvement, primary school teachers also took part in the workshops. This aspect of the project acted as a "train-the-trainer" programme, equipping

educators with the knowledge and skills necessary to further disseminate forest-related education and increase knowledge of forestry as a career option.

## **(Up)Scalability and allocation**

### **How well can this practice be adapted and scaled to a different level?**

This best-practise model can be easily adapted and extended to other locations. The programme can be integrated into regular curricula and activities can be tailored to the specific characteristics of the local flora and fauna, further increasing relevance and student engagement.

### **Recommendations for adaptation in other settings** *(if relevant):*

/

## **Conclusions, supplements**

### **Insights or lessons gained from implementing the *practice*** *(if available):*

/

### **Overall opinion of the practice's contribution to career orientation:**

This project plays a crucial role in motivating young people to consider forestry as a career by providing them with concrete knowledge, practical skills and an awareness of the importance of preserving forest ecosystems. It has been recognised that young people often have limited knowledge of the diverse opportunities that forestry offers.

Although the forestry sector encompasses a wide range of careers (e.g. including forest management, silviculture, nursery production and forest protection), many students are unaware of these career paths. The lack of information means that few young people choose forestry as a career, even though many could develop a genuine interest and a fulfilling career in this field.

In this context, projects such as this are of great importance as they familiarise 14-15-year-old students with forestry as a potential career option. This age group is at a critical stage where they are considering future educational and career choices. Therefore, it is important to provide them with accurate and comprehensive information about the forestry profession and its importance.

## Additional information

Supporting documents (reports, publications, website links):	Brochure, poster, final report (all in Serbian) <a href="https://www.youtube.com/watch?v=5xXHlOTvYg&amp;t=48s">https://www.youtube.com/watch?v=5xXHlOTvYg&amp;t=48s</a> (from 19:34) <a href="https://www.krug.rs/sertifikati-za-dacku-ljubav-prema-prirodi-video/">https://www.krug.rs/sertifikati-za-dacku-ljubav-prema-prirodi-video/</a>
Contact information for further inquiries (practice owner):	Milan Žarković, master inženjer šumarstva milanzarko77@gmail.com

## 4.8 Slovenia

### FOREST OF EXPERIMENTS

*Implementing organization(s): Slovenian Forestry Institute*

*Location: Ljubljana, Slovenia*

#### Purpose and objectives

##### Main goal(s) of the practice:

Main goal is environmental education, knowledge transfer, and the promotion of science and forestry.

##### Target group(s):

Preschool children, school children, educators who work with children (kindergarten teachers, school teachers, scouts,...).

#### Description of the practice

##### Detailed description of activities or methods used during the practice:

The educational work is conducted according to the principles and methods of forest pedagogy. Forest pedagogy is one of the approaches to environmental education that is connected to the forest and our relationship with it. It values, encourages, and promotes the forest as a healthy and innovative learning environment for outdoor education, using active educational methods that strengthen collaboration and foster sustainable development.

The main methods, used in these activities are:

- Good educational practices in natural environments,
- Raising awareness about the importance of environmental education for sustainable development,
- Encouraging creativity and developing innovative methods in the educational process,
- Promoting the transfer of knowledge and the integration of forest science into the environmental education curriculum of kindergartens and schools,
- Presenting the work of researchers at Slovenian forestry institute
- Promote forest science and strive to inspire young people to engage in scientific and research work as well as to engage in work in forestry field.

### **Duration and timing:**

The duration of the practice varies, depends on the opportunity.

The duration of workshops for educators was usually around 4 hours. Also for children and students' workshops were up to 4 hours long, sometimes there are shorter workshops that last around 1,5 hours.

**Resources utilised** (*financial, human, material*): The activity is financed through different projects. People who are involved are professionals and researchers from Slovenian forestry Institute.

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

Within this program everyone is treated equally, there is no special program to include girls, because it is considered that activities are suitable for everyone, irrespective of their gender. The program is committed to promoting equality and inclusion for all, taking into account not only gender but also other forms of diversity.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

The practice educates about the forests and forestry and as such presents all the forestry fields and the work of forestry professionals.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

Bringing children closer to the forest through hands-on learning in the forest is crucial for the future of the forestry sector. By fostering an early connection to nature, we are cultivating a generation that values sustainable forest management, biodiversity and the ecological services forests provide. These children will grow up to be informed citizens and potential forestry professionals who understand the balance between human needs and forest conservation.

**Innovative features:** (*unique or creative aspects of the practice*)

The principles and methods of forest pedagogy – within these principles, the forest of experiments group is constantly developing new innovative activities to promote different forestry fields.

### **(Up)Scalability and allocation**

**How well can this practice be adapted and scaled to a different level?**

It can be very well adapted to different levels. The practice is often adapted according to the target group (children, students, educators,...) and according to the forestry- related topic, which is being presented (e.g. climate change, forest animals, edible plants in the forest, forest technology...). Its success depends on tailored approaches to local needs, resources, and cultural conditions.

**Recommendations for adaptation in other settings (if relevant):**

It can be adapted to any other setting. It is important to follow the principles of forest pedagogy.

**Conclusions, supplements**

**Insights or lessons gained from implementing the practice (if available):**

There were many positive responses from the participants of different workshops, organised by "Forest of experiments". There is also a high demand for such workshops.

**Overall opinion of the practice's contribution to career orientation:**

An experiential learning approach that uses forests as dynamic classrooms to foster ecological literacy, emotional connection to nature, and practical skills is a great way to educate children and young people about forests and forestry. Experiential education raises awareness of forestry careers, helping to meet future challenges in the job market. Through forest pedagogy we can inspire children to consider forestry as their possible career path in the future.

**Additional information**

<p>Supporting documents (<i>reports, publications, website links</i>):</p>	<p>Website of the programme: <a href="https://www.gozd-eksperimentov.gozdis.si/kdo-smo">https://www.gozd-eksperimentov.gozdis.si/kdo-smo</a></p> <p>Forest of experiments made different publications, which are gathered here: <a href="https://www.gozd-eksperimentov.gozdis.si/publikacije">https://www.gozd-eksperimentov.gozdis.si/publikacije</a></p> <p>Handbook for learning and play in the forest <a href="https://dirros.openscience.si/Dokument.php?id=10033&amp;lang=eng">https://dirros.openscience.si/Dokument.php?id=10033&amp;lang=eng</a></p>
<p>Contact information for further inquiries (<i>practice owner</i>):</p>	<p><a href="mailto:gozdeksperimentov@gmail.com">gozdeksperimentov@gmail.com</a></p>

## SUMMER FORESTRY CAMP

*Implementing organization(s): University of Ljubljana, Biotechnical Faculty, Department of Forestry and Renewable Forest Resources*

*Location: Kočevska Region, Slovenia*

### Purpose and objectives

#### Main goal(s) of the practice:

The main goal of this practice is to introduce the high school students to the forestry and its diverse career opportunities. Through different activities, workshops and field trips/excursions the goal is for participants to gain knowledge on sustainable forest management, nature conservation, game management and wood production.

Additionally, the camp aims to provide high school students with active and engaging summer experience, filled with outdoor activities and experiences in teamwork.

#### Target group(s):

High school students (3<sup>rd</sup> and 4<sup>th</sup> year) from Slovenia

### Description of the practice

#### Detailed description of activities or methods used during the practice:

The Summer Forestry Camp is a week-long camp which encompasses a diverse range of activities aimed at providing participants with comprehensive insights into forestry. Key activities include:

- *Forestry work demonstrations:* They experience harvesting demonstrations, carried out by professional foresters. The aim is to discuss safety protocols, use of forest machinery and consider environmental impacts. Additionally, ergonomics of forestry works is addressed.
- *Field work on dendrology and forest stand composition:* They participate in field exercises focused on identifying different tree species and analysing forest stand composition. They use dichotomous keys and other tools to aid their learning.
- *Botanical walks and investigation of ecological factors:* They explore the role of botany in forestry and examine various ecological factors that influence forest ecosystems.
- *Wildlife tracking and habitat exploration:* Through hands-on activities, they investigate forest habitats, identifying signs of wildlife presence such as footprints, scat, and

feeding marks. They also learn about game ecology and participate in wolf tracking and wolf howling observation.

- *Forest entomology and protection:* They gain insights into forest entomology and its importance for forest health and biodiversity during guided forest walks. They also learn about key aspects of forest protection and conservation.
- *Forest management planning:* They are introduced to fundamental principles of forest inventory and forest management planning, with a focus on long tradition of close-to-nature forest management in Slovenia.
- *Old-growth forests and forest ecology:* A field trip to an old-growth forest provides them with an opportunity to discuss the ecological importance of such forests and their role in biodiversity conservation.
- *Carrer path presentation:* Representatives from the Slovenia Forest Service, a key employer in the forestry sector, introduce them their organization and present career opportunities within the field.

Additionally, it is important to mention that Summer Forestry Camp is all-inclusive camp, offering participants accommodation, meals, and activities.

**Duration and timing:** The Summer Forestry Camp is a week-long event that includes accommodation, meals, and activities. It takes place annually during the last week of the summer holidays.

**Resources utilised** (*financial, human, material*):

The Summer Forestry Camp is organized by the employees of the University of Ljubljana, Biotechnical Faculty, Department of Forestry and Renewable Forest Resources, with most of the human, financial, and material resources provided by this organization. However, lecturers from other departments of the Biotechnical Faculty, as well as experts from research institutions like the Slovenian Forestry Institute and professionals from organizations such as the Slovenia Forest Service and other companies, are also invited to participate. The event is partially funded through sponsorships, including support from the Slovenian State Company and the Pahernik foundation.

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

The practice is open to all high school students, regardless of their background, ensuring welcoming environment for everyone interested in forestry or forestry studies. Participation fee is very low, and therefore the Summer Forestry Camp remains accessible to all.

However, while this practice is designed to be open for everyone, the inclusion of girls and young women is not specifically addressed. An exception was made last year, when

project Fem2forests was presented on the Summer Forestry Camp. Participants were also engaged in a survey.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

The practice raises awareness of forestry careers by immersing high school students in various activities such as forest field trips, demonstrations, lectures and presentations giving them direct insights into the field. Additionally, awareness is raised through engagement with forestry professionals, professors and major employer. The program highlights the importance of sustainable and close-to-nature forest management and inspires students to consider forestry as a suitable career path.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

This practice is highly relevant to the forestry sector as it educates and inspires students to consider career in forestry sector.

**Innovative features:** (*unique or creative aspects of the practice*)

This practice is specifically innovative, as it includes a unique combination of learning, professional exposure and adventure-based education in forests. It is nothing like traditional classroom-based programmes, as the majority of activities take place in the field. Additionally, this practice is unique as it includes broad spectre of forestry, including everything from old-growth forests to management of high productive forests.

## **(Up)Scalability and allocation**

### **How well can this practice be adapted and scaled to a different level?**

This practice can be effectively adapted and scaled to different levels with some adjustments. It can be tailored to specific regions, focusing on local forest issues, and expanded to a national level, although this would require additional human, financial, and material resources. One of the key advantages of this practice is the flexibility of the curriculum, which can be customized to suit various age groups or specific interests of participants.

### **Recommendations for adaptation in other settings** (*if relevant*):

If we wanted to adapt this practice to a different region or specific participant groups, the adaptation of lecturers and professors, as well as the choice of location, should be carefully considered. The current location accommodates only 20-30 participants due to the limited capacity of the Scouts' home. Additionally, the organizers currently handle cooking, which would need to be rethought if the group size increases. Some activities

may also not be feasible in different regions or with larger or specific participant groups, so these logistical challenges would need to be addressed.

## Conclusions, supplements

### Insights or lessons gained from implementing the *practice* (if available):

Implementing the Summer Forestry Camp has provided valuable insights, including the importance of adapting the curriculum and activities to participants' interests. Additionally, last year highlighted the significance of booking the Scouts' home well in advance, as well as the increased importance of organizing logistics. Furthermore, securing sponsorship each year can be challenging, so it is essential to plan for this in advance as well.

### Overall opinion of the practice's contribution to career orientation:

The Summer Forestry Camp makes a significant contribution to the career orientation, as it offers participants multiple experiences and exposure to the different aspects of forestry sector. The camp helps young people discover forestry career paths through activity "Career path presentation". This practice could play a crucial role in someone's decision about future career.

## Additional information

Supporting documents ( <i>reports, publications, website links</i> ):	Website: <a href="#">Dijaški gozdarski tabor</a> (in Slovene), program is available on the website
Contact information for further inquiries ( <i>practice owner</i> ):	Blaž Fricelj, University of Ljubljana, Biotechnical Faculty, Department of Forestry and Renewable Forest Resources, <a href="mailto:blaz.fricelj@bf.uni-lj.si">blaz.fricelj@bf.uni-lj.si</a>

## COMPREHENSIVE CAREER COUNSELING

*Implementing organization(s): Institute Zavod Sv. Stanislava*

*Location: Ljubljana, Slovenia*

### Purpose and objectives

#### Main goal(s) of the practice:

- Introduce career education early
- Support informed and confident decision-making
- Foster self-awareness and personal development
- Provide experiential and real-life learning
- Engage the community in career education
- Prepare students for lifelong learning and adaptability

#### Target group(s):

Children and young people in the educational institution Zavod Sv. Stanislava.

### Description of the practice

#### Detailed description of activities or methods used during the practice:

The practice provides structured career guidance from kindergarten to secondary school, introducing children early to career exploration through age-appropriate, engaging activities. It draws on internal resources like teachers, students, alumni, and parents.

A key message is that early career decisions are not final—flexibility and transitions are possible, easing pressure and supporting mental wellbeing.

In kindergarten, professionals visit to present their work in playful, interactive ways. In primary school, students learn how education links to various careers, explore personal interests, and participate in one-day job shadowing.

In secondary school, experiential learning deepens. Students support younger peers, visit care-related institutions (e.g. elderly homes, centers for refugees, or people with disabilities), and tour companies. By Year 3, focus shifts to identifying key competencies for professions, with opportunities to engage alumni who share real-world insights on balancing education and work.

**Duration and timing:** The practice is carried out throughout the entire school year, every year

**Resources utilised** (*financial, human, material*):

The practice relies mainly on people—teachers, parents, alumni, professionals, and students through peer learning. Material needs are minimal, using existing school facilities and basic resources.

It is cost-effective, with most activities integrated into school routines and supported by community partnerships. Extra costs may occur for transport or larger events.

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

The practice promotes diversity and inclusion by making career guidance accessible and relatable to all students, especially girls and young women. It challenges gender stereotypes by showcasing diverse career paths and encouraging learners to focus on their skills and interests, not societal expectations.

Experiential activities like job shadowing and mentoring with female professionals help girls gain confidence and envision themselves in traditionally male-dominated fields.

**Awareness raising** (*how the practice raises awareness of forestry careers*):

Though not focused on forestry, the practice's broad, inclusive approach makes it easy to introduce sectors like forestry. Activities such as job shadowing and project-based learning can be adapted to highlight careers in nature, sustainability, and environmental stewardship.

By encouraging curiosity and openness to all paths, it creates space to raise awareness of forestry careers, especially in regions where the sector is significant.

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

While not focused specifically on forestry, the practice's flexible, inclusive approach makes it highly adaptable. By promoting exploration through job shadowing, community engagement, and real-world visits, it offers a strong base for introducing forestry careers.

Its emphasis on sustainability, social responsibility, and people-oriented work aligns well with modern forestry, highlighting its potential to spotlight the sector through values-driven career guidance.

**Innovative features:** *(unique or creative aspects of the practice)*

A key innovation of the practice is its early, continuous, and holistic approach to career education—from kindergarten through secondary school. It leverages internal resources like teachers, parents, and alumni to offer diverse, relatable role models.

Experiential learning and job shadowing connect career concepts to real-world settings, while a strong focus on self-reflection helps students identify their strengths and interests. Community-based activities with marginalized groups foster empathy, social awareness, and essential soft skills.

**(Up)Scalability and allocation**

**How well can this practice be adapted and scaled to a different level?**

The practice is adaptable and scalable thanks to its modular design and use of local resources. Its core elements—early exposure, experiential learning, self-exploration, and community involvement—can be tailored to different contexts.

It works at various scales, from simple career talks to full job shadowing, depending on resources. Sector-specific focuses, like forestry, can be easily integrated by involving relevant professionals, making it suitable for both urban and rural areas.

**Recommendations for adaptation in other settings** *(if relevant):*

- Start with simple, age-appropriate activities and expand gradually.
- Use local resources—invite parents, alumni, and local professionals.
- Adapt content to reflect the local context and promote inclusivity.
- Integrate into existing subjects to ensure sustainability.
- Build partnerships with local institutions and sectors (e.g. forestry, health).
- Encourage student self-reflection to guide career exploration.

**Conclusions, supplements**

**Insights or lessons gained from implementing the practice** *(if available):*

A key insight is that starting career education early builds curiosity and confidence. Hands-on experiences like job shadowing are more effective than passive sessions.

Involving parents, alumni, and professionals adds authenticity and strengthens community ties. Emphasizing flexibility in career choices supports student well-being by reducing pressure.

A flexible, inclusive approach ensures the practice can adapt to diverse contexts and support underrepresented groups such as girls and minority youth.

### Overall opinion of the practice's contribution to career orientation:

This practice offers a strong, well-rounded contribution to career orientation by fostering early, continuous, and inclusive engagement with the world of work. Its emphasis on experiential learning, self-exploration, and real-life connections equips students with both practical insights and emotional readiness to navigate their future choices.

By demystifying career decisions and encouraging openness to change, the practice helps young people develop a healthy and proactive mindset toward their personal and professional development. Its flexibility makes it suitable for different educational settings and allows for integration of sector-specific content—such as forestry—when relevant.

Overall, the practice is a valuable model for empowering students to make informed, confident, and reflective career decisions.

### Additional information

Supporting documents ( <i>reports, publications, website links</i> ):	Zavod Sv. Stanislav – career orientation: <a href="https://www.stanislav.si/dejavnosti/karierno-svetovanje/">https://www.stanislav.si/dejavnosti/karierno-svetovanje/</a>
Contact information for further inquiries ( <i>practice owner</i> ):	Nataša Hanuna, career counselor 01 58 22 144 natasa.hanuna@stanislav.si

## 4.9 Ukraine

### PROMOTING VIDEO FOR THE YOUNGER GENERATION: "WELCOME TO THE WORLD OF "WOODWORKING AND FURNITURE TECHNOLOGIES"

*Implementing organization(s): Ukrainian National Forestry University*

*Location: Ukraine - <https://www.youtube.com/watch?v=vhxzthVKwO4>*

#### Purpose and objectives

##### Main goal(s) of the practice:

The main goal is to attract young people, including girls, to apply to the Ukrainian National Forestry University and get a new green profession within the framework of the forest sector.

##### Target group(s):

Young people, including girls, who graduated from secondary school and have to choose their way of getting a promising profession.

#### Description of the practice

##### Detailed description of activities or methods used during the practice:

It's a promoting video with the cartoon materials and the following story:

Do you want to join the reconstruction of Ukraine and dream of a high-paying job or your own business? Welcome to the world of "Woodworking and Furniture Technologies"! What are the prospects? You will study at the only higher education institution of forestry in Ukraine; You will learn all the intricacies of furniture manufacturing; You will be able to start your own business in a promising industry; You will participate in international projects and improve your knowledge of a foreign language; You will learn to develop and implement a startup in the field of woodworking; And most importantly - a high-paying job upon completion of your studies.

Follow the links to find out more. National Forestry University of Ukraine. Department of Furniture and Wood Products Technology / Specialty 187 "Woodworking and Furniture Technologies".

"Furniture provides comfort and can symbolize independence and invincibility."

**Duration and timing:** 1-minute video

**Resources utilised** (*financial, human, material*): 10 working hours

**Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

It promotes inclusion of girls and young women

**Awareness raising** (*how the practice raises awareness of forestry careers*):

It raises awareness since it describes many real advantages

**Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

Furniture and woodworking industry are components of the forest sector

**Innovative features:** (*unique or creative aspects of the practice*)

Cartoon approach, many viewers (more than 370,000)

### **(Up)Scalability and allocation**

**How well can this practice be adapted and scaled to a different level?**

There are many methods of such video materials improving.

**Recommendations for adaptation in other settings** (*if relevant*):

Such videos can be used for any specialty within the framework of the forest sector

### **Conclusions, supplements**

**Insights or lessons gained from implementing the *practice*** (*if available*):

It is helpful to use a video to promote the forest sector specialties for career orientation.

**Overall opinion of the practice's contribution to career orientation:**

It is helpful to use a video that is created as a cartoon to promote the forest sector green jobs.

## Additional information

Supporting documents ( <i>reports, publications, website links</i> ):	<a href="https://www.youtube.com/watch?v=vhxzthVKwO4">https://www.youtube.com/watch?v=vhxzthVKwO4</a>
Contact information for further inquiries ( <i>practice owner</i> ):	Department of Furniture and Wood Products Technology / Specialty 187 "Woodworking and Furniture Technologies - <a href="https://tmvd.nltu.edu.ua/">https://tmvd.nltu.edu.ua/</a>

## DIIA.EDUCATION (DIIA.OSVITA)

*Implementing organization(s): Ministry of Digital Transformation of Ukraine*

*Location: Ukraine*

### Purpose and objectives

#### Main goal(s) of the practice:

The main goal of Diia.Education, Ukrainian edutainment platform for reskilling and digital literacy, is not only about making a breakthrough in digital knowledge but also in skills and abilities relevant to the modern world in general.

#### Target group(s):

- youth and students preparing for work and digital life,
- women and girls in underrepresented fields,
- teachers, civil servants, and community leaders needing upskilling,
- adults seeking new skills, and
- vulnerable groups, including people with disabilities, minorities, rural residents, and internally displaced persons (IDPs), through inclusive, accessible content.

### Description of the practice

#### Detailed description of activities or methods used during the practice:

Diia.Education is a free national online platform launched by Ukraine's Ministry of Digital Transformation in 2020. It offers hybrid, edutainment-style learning through micro-courses, series, quizzes, simulators, webinars, and personalized learning paths. Aimed at boosting digital skills and reskilling, it features 120+ educational series, 80+ professional courses aligned with labour market needs, and 65+ interactive simulators.

Topics span 50+ fields, from IT, business, and design to vocational skills for teachers, medics, and military personnel. With 2.4 million users and 3.6 million certificates issued, it supports flexible learning via short videos (5–40 minutes), interactive tasks, and quizzes. A score of 70%+ earns users a certificate (ECTS credits).

Users register with a phone number and can take a career orientation quiz (94 questions) to build a personalized path. Content is available in Ukrainian and English.

### **Duration and timing:**

Diiia.Education is accessible anytime, anywhere with internet access. Courses are self-paced, with short video lessons (5–40 minutes) and flexible formats. Most series last 1–4 hours; professional tracks range from 6–20 hours. Users can pause, resume, or repeat content freely, and complete a final quiz in 10–30 minutes.

### **Resources utilised** (*financial, human, material*): 10 working hours

Financial Resources: Funding from international partners: UNDP, European Union, Sweden, Denmark, Japan and State budget funding as part of Ministry of Digital Transformation projects.

Human Resources: Expert practitioners and trainers, digital education hub personnel (librarians and hub coordinators).

Material Resources: Online infrastructure and assessment tools.

### **Inclusivity** (*how the practice promotes diversity and inclusion of girls and young women*):

Diiia. Education promotes inclusivity and gender equality, with a focus on empowering girls and young women. Its course *Gender Equality and Social Inclusion in Communications* (12 video episodes and a simulator) teaches inclusive communication and diversity awareness. The platform ensures barrier-free access and features expert insights to inspire young women from diverse backgrounds to explore all career paths, including those where women are underrepresented.

### **Awareness raising** (*how the practice raises awareness of forestry careers*):

There is no direct course on forestry; however, certain courses embed topics related to the Green Economy and digital upskilling.

### **Relevance to the forest(ry) sector** (*why is (or could be) practice relevant to forest(ry) sector*):

Speaking about the wider forestry sector, the closest topics on the platform, available both in ENG and UKR are:

- Furniture Designer. Furniture Maker School  
(<https://osvita.diiia.gov.ua/en/courses/furniture-designer-furniture-maker-school>)

- Operator of furniture production machines. Furniture Maker School (<https://osvita.diiia.gov.ua/en/courses/operator-of-furniture-production-machines>)

**Innovative features:** (*unique or creative aspects of the practice*)

- Edutainment format: courses are styled as educational series with engaging storytelling and real-life examples.
- Interactive simulators: hands-on practice tools that simulate real-world jobs unique in Ukraine's public education.
- Personalized learning paths: career test helps tailor learning journeys based on interests and skills.
- Microlearning format: short, accessible video lessons from experts.
- Mobile-friendly and multi-platform access: fully optimized for smartphones, tablets, and PCs.
- Digital competence assessment tools: Digigram and Cybergram assess digital literacy levels before and after training.

## (Up)Scalability and allocation

**How well can this practice be adapted and scaled to a different level?**

Diia.Education is highly scalable and adaptable thanks to its modular, digital-first design. It requires minimal infrastructure and supports growth through cloud-based systems. Content can be easily localized and tailored to different sectors—like forestry, healthcare, or vocational training—and audiences, from schools to adult learners. Its flexible formats make it suitable for national priorities such as digital literacy, green economy, or civic education.

**Recommendations for adaptation in other settings** (*if relevant*):

/

## Conclusions, supplements

**Insights or lessons gained from implementing the *practice*** (*if available*):

- Digital platforms expand access: With proper support, platforms like Diia.Osvita can bridge educational gaps, especially in crises.
- Trust follows quality: Users engage more with clear, relevant, and practical content.
- Inclusion must be built-in: Accessibility (e.g. subtitles, inclusive design) should be part of the platform from the start.
- Partnerships boost impact: Working with NGOs, donors, and private sector improves reach and quality.

- Flexibility ensures relevance: Modular content allows quick updates to address emerging needs.
- Engage youth interactively: Gamified, relatable formats work better than static videos.
- Visibility matters: Highlighting diverse role models promotes inclusion

**Overall opinion of the practice's contribution to career orientation:**

Diiia.Education supports career orientation for girls and young women by offering free, accessible courses that build relevant skills, featuring female role models, and providing gender-sensitive content. It connects learning to real career paths through simulations and promotes mentorship and community learning to inspire diverse career aspirations.

**Additional information**

Supporting documents ( <i>reports, publications, website links</i> ):	osvita.diiia.gov.ua <a href="https://osvita.diiia.gov.ua/catalog/topic/re-upskilling">https://osvita.diiia.gov.ua/catalog/topic/re-upskilling</a>
Contact information for further inquiries ( <i>practice owner</i> ):	FORZA can provide more information if needed. tel.+380673101631

## 5 Insights and lessons learned

The analysis of the collected practices across the Danube region has yielded valuable insights that can inform future career orientation initiatives in forestry. These lessons highlight what works, why it works, and under what conditions it may be successfully transferred to other contexts.

- *Start early and maintain continuity:* Early career orientation helps dismantle stereotypes and establish positive associations with forestry. Sustained engagement throughout a learner's educational journey reinforces curiosity and builds relevant skills.
- *Real-world exposure boosts engagement:* Field-based experiences and interactions with professionals bring authenticity to career guidance, helping young people better understand and connect with forestry roles.
- *Visibility and representation matter:* Showcasing women in forestry as mentors, experts, and leaders challenges gender norms and broadens career aspirations.
- *Tailoring to local realities enhances relevance:* Context-sensitive practices reflect community values, making career paths feel accessible and achievable.
- *Participatory approaches empower learners:* Youth engagement in shaping content and delivery enhances ownership and impact.
- *Interdisciplinary and cross-sector collaboration increases impact:* Partnerships between educators, professionals, and community actors bring diverse expertise into the learning process.
- *Innovation drives engagement:* Interactive formats, storytelling, and digital tools help make complex forestry topics understandable and appealing.
- *Sustainability adds meaning:* Framing forestry as a solution to global challenges reinforces its relevance and inspires values-driven career choices.

These insights collectively affirm that forestry career orientation must be holistic, inclusive, and responsive to the needs of all learners. The most promising practices integrate creativity, authenticity, and shared ownership—supported by strong systems and stakeholder collaboration.

## 6 Recommendations

To further strengthen career orientation in forestry from a gender perspective and to promote more inclusive, appealing, and sustainable pathways for young people—especially girls and young women—this section outlines targeted recommendations for various stakeholder groups. These recommendations build upon the lessons learned from the good practices and respond to the challenges and opportunities identified across the Danube region.

### For education providers and career advisors:

- Integrate forestry-related content and career role models, especially women, into curricula starting from early childhood education.
- Provide continuous, gender-sensitive training for teachers and counselors to address stereotypes and offer inclusive guidance.
- Develop and disseminate engaging, gender-sensitive educational materials and career guidance tools that showcase the diversity of forestry careers.
- Foster collaboration between schools and external forestry actors to enrich the career orientation process with real-world perspectives.

### For forestry sector stakeholders and employers:

- Actively engage in awareness-raising efforts, including school visits, open days, and public events that highlight the sector's relevance and career diversity.
- Provide internships, mentorships, and site visits tailored for girls and young women to encourage early and meaningful exposure.
- Review and adapt workplace environments and recruitment practices to support greater gender inclusivity and flexible entry pathways.
- Partner with educators to co-create activities and contribute to career orientation campaigns or digital resources.

Collectively, these recommendations aim to build a supportive ecosystem that values diversity, fosters early engagement, and ensures forestry careers are visible, valued, and accessible to all.

## 7 Conclusions

The good practices presented in this compilation demonstrate the transformative potential of inclusive and gender-sensitive career orientation in forestry. By starting early, reaching out broadly, and working collaboratively across sectors, these initiatives show how career pathways can be opened to girls and young women in meaningful and lasting ways.

Fem2forests serves as both a mirror and a map—it reflects what is already being done across the Danube region and indicates what can still be achieved. From creative engagement methods and participatory models to strategic partnerships and systems thinking, the examples collected here are rich in inspiration and practical wisdom.

We hope that this booklet encourages stakeholders at all levels—educators, forestry professionals, policymakers, and civil society actors—to take action. Whether by adapting one of these practices, co-developing new ones, or deepening transnational collaboration, every step contributes to a more vibrant, resilient, and gender-equitable future for forestry.

Let this be a starting point, not an end. The future of forestry depends on who we invite into it—and how.