



# DIDACTIC CONCEPT

## Project Result 2

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# 1. Introduction

*“Young people, the earth is yours in all its fullness.*

*We need you more than ever now.*

*Be the breeze of change, your time has come.”*

Winston Churchill's evocative words were spoken in the early decades of the last century and yet remain urgently relevant today.

**To talk about women's empowerment in the green economy without risking falling into sterile green or pink washing<sup>1</sup> is to talk about change.** A change that is substantiated by an energetic and structural change of course regarding the definition and goals of development and the methods of achieving them, and a consequent transformation of power and its protagonists at the heart of the brown economy<sup>2</sup> of neoliberal approaches.

At the presentation of the 2020 Human Development Report Achim Steiner, the Administrator of the United Nations Development Program, stated that *"Destruction has assumed proportions on a global scale and in such an unprecedented, synchronized manner that we must update the Human Development Index, which is regressing for the first time in 30 years, we must rethink our economic and social models. Every crisis brings with it an opportunity that global leaders must seize."*

**The project "Women4Green. Women in Power for a Green Economy" assumes that real change and positive impacts can only and exclusively be created if the goals of sustainability, equity and inclusion proceed integrated and hand in hand.** Indeed, the mere prospect of an increase in jobs in the green economy (ILO 2019) cannot suffice for the project of inclusion and equal opportunity if it does not proceed hand in hand with a timely reflection on the causes that have limited in the socio-economic context the access, permanence and development of the presence of women. As we will elaborate below, **effective Green economy orientation practices will have to involve the integration of micro (self-perception in young women); meso (in relationships with career counsellors and within training and workplaces) and macro (in public policy and service design) dimensions.**

This is the premise that introduces this "Didactic Concept", result No. 2 of the Project **"Women4Green. Women in Power for a Green Economy"** which aims to activate young women's interest and

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<sup>1</sup> It is a critical term used to refer to the practice of attempting to benefit from purported support for LGBTQ+ rights, often as a way to profit or to distract from a separate agenda

<sup>2</sup> A brown economy is one in which economic growth is largely dependent on environmentally destructive forms of activity, especially fossil fuels like coal, oil, and gas

**commitment to a green career and in parallel stimulate the socio-economic environment to be equitable and inclusive.**

**Specifically, this Didactic Concept is aimed at those who work in guidance, career counselling, training, and recruitment and who, through the integration of these issues into their professional practices, will be able to contribute to the desired change.**

Thus, the Didactic Concept aims to expand theoretical and practical knowledge to support and activate strategies for approaching the topic of green jobs.

The paper is divided into thematic areas, first more theoretical and then concluding with a series of operational and methodological trajectories to develop pathways for women's empowerment through guidance.

To increase impact, we encourage readers to use the material in broad educational contexts and to share and disseminate information about the project results available at the project website <https://women4green.eu/>. Open-source access to all project results will be guaranteed for at least 5 years after the end of the project.

This material is available in 4 languages: German, Italian, Turkish and English. It can be translated into other languages and can be adapted to other educational contexts outside of youth work. Further use of this material is permitted with reference to the source. The "Women4Green" project was co-funded by the European Union's Erasmus+ Program, Key Action 2 - Strategic Partnership in the Youth Sector.

Special thanks go to the University of Padua and the Organizational Team of the Postgraduate Course 'Orientation and Career Counselling for Inclusion, Sustainability and Social Justice' (a.y. 2021- 2022) for supporting the realization of this paper and stimulating deep and activist reflection with respect to the green economy and the process of orientation of young women.

## 2. The Green economy between potential and critical issues

### 2.1. Green economy, professions and skills: state of the art

#### 2.1.1. Green Economy

The United Nations Environment Program (UNEP) defines green economy as one that has as its goal "an improvement in human well-being and social equity, while significantly reducing environmental risks and geological deficits"<sup>3</sup>.

Green or ecological transition thus defines the transition and/or transformation from an intensive and unsustainable production system from the perspective of resource exploitation and pollution (the so-called brown economy) to a virtuous model for environmental and social sustainability.

Global crises (environmental, socio-health, geopolitical, and economic) are further pushing for a radical rethinking of development paradigms capable of changing public policies and business models in all sectors.

Today, therefore, ecological transition is at the centre of the global policy debate with the goal of achieving a process of change in which development can be inclusive and sustainable.

This mission will have to make it possible to address the climate crisis by reducing or zeroing the ecological footprint and building a socio-economic model of equity and social justice.

#### 2.1.2. European policies

##### EUROPEAN GREEN DEAL 2019

The "**European Green Deal**" (COM2019 640 Final, EU Commission, Brussels, 11.12.2019) is the European Commission's Plan launched in December 2019 in which a model for sustainable development through clean and digital technologies is formally adopted. It pointed the way for European action aimed at efficient use of resources by moving to a sustainable and circular economy, restoring biodiversity and reducing pollution.

##### EUROPEAN POLICIES – ANNUAL STRATEGIES FOR A SUSTAINABLE GROWTH

The Annual Strategies for Sustainable Growth are policy documents of paramount strategic importance for the Union's economic coordination: They summarize the framework of ongoing European strategies, indicate general recommendations in policy development for the coming year for member states, calling

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<sup>3</sup> UNEP, "Towards a Green Economy: Pathways to Sustainable and Poverty Eradication – A Synthesis for Policy Makers", 2011. [www.unep.org/greeneconomy](http://www.unep.org/greeneconomy)

on them to pursue coherent national reforms and investments, and indicate the availability of a wide range of EU policies and financing instruments.

In the Policy Paper "**Annual Strategy for Sustainable Growth 2022**"<sup>4</sup> (COM2021 740 Final Brussels, Nov. 24, 2021), the importance of coordination, integration and coherence between European policies and instruments with National Recovery and Resilience Plans is emphasized.

It also states how **economic activity must be increasingly aligned and integrated with the four dimensions of competitive sustainability, namely environmental sustainability, productivity, equity and macroeconomic stability.**

Developing the four dimensions by points, the Commission points out that **they should not be viewed in isolation, as they are mutually reinforcing with a common goal: the shift to a sustainable, resilient and inclusive economic model**, made possible by the wider deployment and adoption of digital and green technologies, which will help make Europe a transformational leader.

## EUROPEAN POLICIES – LEGISLATIVE ACTIVITY

In December 2020, European leaders endorsed **the goal of reducing net emissions by at least 55 percent by 2030**, and on July 29, 2021, the "**European Climate Act**"<sup>4</sup> (EEC/EU Regulation No. 1119 of June 30, 2021) entered into force, setting the binding goal of climate neutrality in the Union by 2050 and establishing a framework for making progress towards the overall climate adaptation goal.

On July 14, 2021, the so-called "**Fit for 55**" **package of legislative proposals** was unveiled (COM2021 550 Final Brussels, 7.14.2021), which aims to equip the EU with pervasive climate, energy, transport, and taxation rules for the green transition.

In the Communication presenting the "Fit for 55" package, the Commission indicates how education and training are crucial, pointing to some priority axes of action: a green strand within the Erasmus+ Program, the development of the European Climate Education Coalition, and the implementation of the New Skills Agenda, with a focus on the targets set for green skills.

### 2.1.3. Green economic sectors

For the European Commission, the green transition could create 1.2 million new jobs in the EU by 2030. In fact, the green economy stimulates the development and innovative combination of technologies, services, and skills, creating new and multidisciplinary professional profiles whose competences are often not yet found in current education systems

The ILO-UNEP defines "green jobs" as all jobs in agriculture, industry and services that contribute to preserving or upgrading the environment: not only those occupations directly associated with

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<sup>4</sup> DI MARCO "*Crescita Sostenibile nel 2022: un'agenda oltre il pil per l'Ue*", Europe And Agenda 2030 Rubrica Asvis - November 2021

sustainability, but also those related to the efficiency, quality and innovation of goods and services offered from a green perspective<sup>5</sup>.

The European Centre for Vocational Education and Training (CEDEFOP) publishes annual Reports on Job Profile Forecasts in the European Union. The findings are in line with what emerge in Project Result No. 1, “Catalogue of Green Occupations and Skills” which compiled and synthesized national desk research work from Austria, Italy, Sweden and Turkey.

The sectors most affected by the green economy are:

- Environmental services and resource management
- Energy efficiency and sustainability
- Food and agriculture
- Construction and urban regeneration
- Mobility and transportation
- Legal and certification
- Digital and new technologies
- Education and culture
- Tourism and leisure
- Sustainable finance
- Chemistry and pharmaceuticals

#### 2.1.4. Green skills

*COMPETENCY is understood as "the ability to cope with a task by being able to set in motion and orchestrate one's internal cognitive, affective and volitional resources and to use available external ones in a coherent and fruitful way"*

(Pellery - 2004)

The transition to an economy based on social and ecological sustainability will have to focus on optimising consumption rather than maximising it. Value creation will have to be realised through caring for the ecosystem and people rather than their exploitation. The definition of competence pellery therefore lends itself well to describing what green skills will have to be able to achieve: the ability to face an epochal challenge that will have to revolutionise and restructure socio-economic development through the provision of one's cognitive, affective and volitional resources.

**The European Commission has published a taxonomy (classification system) of skills for green transition that apply either to employees or the employers (that require to have these skills for the green transition).** The list included in ESCO (European Skills, Competences, Qualifications and Occupations) includes 381 competencies, 185 knowledge concepts and 5 transversal skills considered relevant in an increasingly green labour market.

<sup>5</sup> ILO-UNEP International Labour Organization <https://www.ilo.org/global/about-the-ilo/lang--en/index.htm>



The multilingual ESCO<sup>6</sup> classification makes it possible to identify and classify skills, competencies, qualifications and occupations relevant to the EU labour market and education and training by showing the relationships between the different concepts.

'Green knowledge' concepts include emission standards and ecological principles. 'Cross-cutting green skills' include, for example, assessing the environmental impact of personal behaviour, adopting methods to increase biodiversity and animal welfare, conducting energy audits, measuring the sustainability of tourism activities, as well as training staff on recycling programs. The taxonomy helps to better understand what skills are needed for the implementation of a successful and equitable green transition in the labour market. The portal provides information on what skills and knowledge concepts are essential or optional for specific occupations. In this way, it helps identify green elements that should be included in vocational education and training (VET) programs preparing for these types of occupations.

In Women4Green, a project that aims to activate young women's interest and participation in the green economy, it should be emphasized that the concept of "skills" *"does not represent an individual's capital, but the assets of those environments and relationships that made them possible by producing learning and increased possibilities"* (Nota and Soresi, 2018). This shows how skills are not distributed democratically but are the result of social relationships and contexts that are not gender-neutral, as we will see later.

**An orientation practice that wants to contribute to equitable and sustainable development will therefore have to create spaces and opportunities for testing these skills knowing how to internalize them as the heritage of all and not certified to distinguish who is deserving and who is not<sup>7</sup>.**

## 2.2. Orientation and training providers' perceptions of the green economy. A qualitative analysis.

In the first project activities of "**Women4Green. Women in Power for a Green Economy**" desk research was carried out in every partner country, questionnaires were administered, and focus groups were organized in each partner country (Austria, Italy, Sweden, and Turkey) involving a total of 115 professionals/career counselling and guidance practitioners. The objective of these initial consultations was to collect and assess the knowledge and perceptions of strategic actors in developing the focus on the green economy and green jobs.

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<sup>6</sup> ESCO (European Skills, Competences, Qualifications and Occupations) is a taxonomy (classification system) of skills for the green transition published by European Commission. ESCO provides descriptions of 3008 occupations and 13.890 skills linked to these occupations, translated into 28 languages (all official EU languages plus Icelandic, Norwegian, Ukrainian, and Arabic): <https://esco.ec.europa.eu/en>

<sup>7</sup> NOTA, SORESI, "*Il contributo dell'orientamento all'Agenda 2030*", University of Padova (2018)

A relatively homogeneous picture emerged with few national differentiations. In all focus groups, a high perception of the importance of the green economy is noted but at the same time **unclear and partially shared definitions are reported, a vision of the green economy linked to a market niche with highly qualified professional figures, and government policies that are not very coherent and structural. The majority of participants converge on the importance of the green economy bringing about a structural change in the development model** capable of integrating environmental sustainability with social justice, creating decent jobs and reducing the ecological footprint to zero.

The widespread perception is that it is no longer enough to limit polluting inputs, recycle and reduce waste, buy green or provide relief for hiring young people and/or women, but that a radical and structural change of course is needed that challenges those economic assumptions that are creating social and environmental unsustainability.

**With respect to the situation of the target group, the perception is reported that the personal behaviours of the younger generation are very sensitive to sustainability but that this individual and daily responsibility is not associated with future possibilities, skills and professional activities. It is also shared that women's underrepresentation in the green economy is not due to natural skill gaps but rather that they are hindered by a stereotypical cultural view that leads them to perceive themselves as more suited for one field (educational and occupational) than another and to choose accordingly.**

It should also be noted that historically there has been a distinction between hard skills (technical and scientific) culturally defined as masculine and more professionally useful and soft skills (social and psychological) culturally defined as feminine and marginally useful professionally.

By linking to the skills listed in the questionnaire, the green economy challenge can reverse this perspective by giving visibility, value and development opportunities to all skills for all and sundry.

Also from these first qualitative surveys on the perceptions and needs of those involved in guidance and training, it is emphasised **how training and guidance action is called upon to take on an "activist" role of commitment towards the construction of sustainable futures and careers in which the guidance pathway can no longer be individual, linear and ascertainment-based but collective, sustainable and generative.**

## 2.3. Green economy between potential and critical issues

### 2.3.1. The importance of a shift in the paradigm: from the brown to the green economy

Reviewing the previous paragraphs, the definition of green economy, European policies about it, emerging sectors, professions and new green skills promoted by the European Framework have been introduced.

The transition is already in place and is increasing the spaces in which critical thinking can be developed with respect to traditional economic models while stimulating creative and operational thoughts of possible sustainable, circular and inclusive scenarios. The voice and contribution of the younger generation is therefore crucial in this historical phase, and the challenge of guidance is to know how to accompany and stimulate personal activation toward collective challenges starting from a timely understanding of global socio-economic dynamics.

Our traditional economy (the so-called "brown economy") can be described as a process with a linear structure in which the exploitation of natural raw materials enables the production, distribution and consumption of products that become waste that cannot be reused.

It is therefore necessary to mobilise green resources and skills to radically change the paradigm associated with the brown economy in order to make a real impact in the global economy.

### 2.3.2. Green-washing and cause-effect relationships

Through an example of "green-washing" we will understand how important it is to develop these skills in order to contribute concretely with one's work to real change by countering the *false realizations* (citing Pasolini) of these reformist thrusts.

**The Treccani Italian Encyclopaedia Institute defines greenwashing as the "*Communication or marketing strategy pursued by companies, institutions, entities that present their activities as environmentally sustainable, trying to conceal their negative environmental impact.*"**

THE ENI VENICE CASE. ENI-diesel+ "green diesel" was advertised throughout Italy from 2016 to 2019 as an environmentally sustainable biofuel. Eni's Venice biorefinery has been producing HVO, hydrogenated vegetable oil, since 2014, which is added to diesel fuel to meet European and national regulatory requirements for its composition with quotas from renewable sources. In 2020, the Venice refinery processed about 220 thousand tons of raw materials, of which 75 percent was imported palm oil. For this, the Competition and Market Authority ordered a fine of €5 million against ENI for "misleading commercial practice that spread the image of an organic and renewable diesel.

Palm oil is one of the most widely used ingredients in the food, cosmetics, and fuel industries, and its production has grown 7-fold (from 10 tons to 70 million) in just 20 years<sup>8</sup>. This growing demand has caused the clearing and burning of almost all of Indonesia's primary forests, eliminating biodiversity and making the country one of the world's largest emitters of CO<sub>2</sub><sup>9</sup>.

This is an important "cause-and-effect" exercise to stimulate in order to unveil how the dysfunctional paradigm of the brown economy can reoccur by changing only colour and rhetoric but preserving a model that extracts and consumes wealth while remaining deaf to the social, environmental and cultural

<sup>8</sup> Data source INDEX MUNDI: [www.indexmundi.com](http://www.indexmundi.com)

<sup>9</sup> FOREST COVER ANALYZER: <https://www.wri.org/data/forest-cover-analyzer>

damage created. Developing a critical sense and the ability to unravel the different socio-environmental effects of economic actions is therefore at the heart of any genuinely green competence. Knowing how to ask questions and predict effects allows one to develop new innovative sustainability strategies

**Indeed, the risk, as published by the European Environmental Bureau in 2019, is to continue to erroneously pursue an idea of unlimited economic growth** thinking it is possible to do so by decreasing anthropogenic impacts on natural cycles, biocapacity drawdown and non-renewable primary resources<sup>10</sup>. Thus, unlimited economic growth cannot continue without generating more environmental and social pressure.

### 2.3.3. For a new vision of the economy

**Needed, then, is the contribution of new and emerging visions of economics that will enable a more effective path to the globally supported sustainability goals.** One sign that times are changing is certainly provided by the award of the 2019 Nobel Prize in Economics to three scholars (Esther Duflo, Abhijit Banerjee, and Michael Kremer) who from different angles have contributed.

**British economist Kate Raworth working with the Universities of Oxford and Cambridge proposes a sustainable economic model named as "The Doughnut Economy"**<sup>11</sup> in which she defines a prosperous economy not as one of constant economic growth but one in which basic needs can be provided for all without limiting opportunities for future generations and while protecting the ecosystem. Orientation and education must therefore be concerned with enhancing curiosity about complexity, critical spirit and understanding of the cause-effect relationships of the brown-economy by nurturing the hope, as journalist P. Cacciari puts it, that *"this extraordinary movement of the younger generations will be able to understand the links that concatenate the destruction of the environment, geocide, biocide, ecocide with the exercise of economic, military, political power over the world. But understanding will not be enough. It will be necessary to begin to act by taking spaces of action away from capital: clod by clod, tree by tree, forest by forest, sea by sea..."*<sup>12</sup>.

Following P. Cacciari's words, economic awareness as well as personal and collective activation are the most important levers for developing skills, **educational pathways and careers that can effectively affect change toward environmental and social sustainability.**

<sup>10</sup> LANZAVECCHIA, TELATIN "Orientamento che non è più quello di una volta. Riflessioni e strumenti per pensare e prendersi cura del futuro" Edited by Soresi & Bertagna (2021)

<sup>11</sup> RAWORTH "L'economia della ciambella: sette mosse per pensare come un economista del XXI secolo", Edited by Edizioni Ambiente (2017)

<sup>12</sup> CACCIARI, "Il Sol dell'avvenire e l'avvenire del Sole", in Granello di Sabbia, n.42, 2019 p31

## 3. Orientation, Gender and Sustainability – Three Unavoidables

### 3.1. For an “activist” orientation. What orientation should be about in the 21<sup>st</sup> century?

**Overshoot Day is the day that marks the depletion of the renewable resources the Earth is able to regenerate within a calendar year. The date changes from year to year, depending on how quickly the resources are being exploited. In 2022, Overshoot Day was July 28<sup>13</sup>. The extractivist model closely connects natural resource exploitation practices with human ones.**

Our current predominant economic model is based on extractivism and causes a higher exploitation of natural resources than ecosystems are able to regenerate impacts. Our economic system has not only ecological consequences, but it is also contributing to the increase of inequality due to the polarization of economic.

According to EUROSTAT data, more than one-fifth of European citizens (92.4 million people) are at risk of poverty or social exclusion<sup>14</sup>.

Inequalities, according to the classification proposed by the Inequalities and Diversity Forum, can be both economic (disparities in income and in material living conditions) and social (disparities in access to and quality of basic services, in the use of spaces for socialization and creativity, and in the use of common goods).

**Among those experiencing or at risk of experiencing these disparities the majority are young people and women compared to adult men.**

**Very often the conditions of discrimination related to differences in gender, age, ability, and migratory origin are met with passive social resignation reinforcing:**

- IN THE INDIVIDUAL DIMENSION

Conditions of increased risk to mental and physical health: increased exposure to risky lifestyles and increased risk of chronic stress, low confidence and demotivation, and social isolation;

- IN THE SOCIAL DIMENSION

Persistence of widespread approaches of acceptance and immobility in which inequalities are internalized as a given, even functional to overall development and caused solely by individual behaviour. This leads to facilitating labelling and stereotyping social thoughts by indicating people to stay in their "homogeneous group."

- IN THE POLITICAL DIMENSION

<sup>13</sup> EOD EARTH OVERSHOOT DAY website: <https://www.overshootday.org/>

<sup>14</sup> EUROSTAT <https://ec.europa.eu/eurostat/statistics-explained/>

Development of labour policies aimed at women and youth of a purely paternalistic type in which the relationship of dependence persists and is nurtured.

These elements also emerge clearly in the results of the consultations made through the questionnaires and focus groups within the Women4Green project and confirm that *"the capacity to nurture aspirations is not distributed democratically among the population."*<sup>15</sup>: **those who experience in fact social labelling, self-blame, absence of space for experimentation and autonomy will not be able to develop a field of thinkability of the future plural self that is open to change.**

Seeing, being indignant, denouncing, and activism are necessary steps to develop the goal of green growth that integrates environmental sustainability with equal opportunities for all/and goals to be posed in any practice related to the vocational orientation and planning of new generations.<sup>16</sup>

The activist orientation will therefore also have to address the underlying causes of inequalities by denouncing and decisively thwarting tendencies to simplify needs and stereotype young women.

This challenge can be met by enhancing in young women their capacity to understand, become indignant and react in the face of de facto discriminatory practices.

Some examples: orientation and training paths that see them as weak or missing subjects, proposals for non-decent jobs, wages that create poor female workers, non-inclusive organisational styles.

The discriminatory dynamics impact on women's careers will be analysed in the next section. Exploration of these issues will have to be necessary to develop guidance practices that activate young women's interest, commitment and resilience in the green economy on the one hand and structural reforms of training and labour policies that are truly attentive to the dimensions of social and environmental sustainability on the other.

## 3.2. The gender dimension in the labour market: the approach “enter, stay, count”

### 3.2.1. European policies

In the following we are going to introduce the European policies related to gender by summarizing European efforts toward equality in this regard.

Gender equality<sup>17</sup> is one of the founding principles of the European Union, which over time has equipped itself with strategies and tools to close gender gaps with respect to political participation, health, education, economic participation, and employment.

The European Union starting with the Treaties has developed a consistent focus on gender equality as

<sup>15</sup> Soresi, Nota “*L’orientamento e la progettazione professionale*”, Il Mulino

<sup>16</sup> ASvIS – Italian Alliance for Sustainable Development: <https://asvis.it/approfondimenti/22-3294/il-contributo-dellorientamento-allagenda-2030>

<sup>17</sup> The European Commission, with its Gender Equality Strategy 2020-2025, wants to create a Union where women and men, girls and boys, in all their diversity, are free to pursue their chosen path in life, have equal opportunities to thrive, and can equally participate in and lead our European society.



the very prerequisite for community economic development<sup>18</sup>.

The European commission has also equipped itself with the Gender Equality Index<sup>19</sup> with the aim of monitoring the path to equality between men and women. The tool, developed by EIGE (European Institute for Gender Equality) consists of 6 domains: work, money, knowledge, time, power, health.

In 2020, the European Union achieved a score of 67.9 out of 100 increasing by only 4 points in 7 years. This means that the score of 100 out of 100 will be reached in 60 years.

**The great European efforts for gender equality must therefore be made substantial first and foremost by consistently and effectively transposing them at the national and regional operational level but and most importantly by carrying out integrated actions that go to the causes of gender inequality.**

### 3.2.2. Gender. Natural cage of discrimination or category of analysis?

Gender refers to the socially and culturally constructed differences around the biological identities of male and female. The category of gender thus describes a social process that dictates norms with respect to the bodies, behaviour, attitudes and social roles of women and men.

"The society in which we live is organized around a gendered order understood as a system of symbolic and material practices through which individuals in a society construct and legitimize unequal power relations between men and women by grounding them in a biological and naturally given order."<sup>20</sup>

**The fact that gender roles change with respect to time and geography allows us to deconstruct the fallacious perception of a biological cause in gender inequalities and enables us to develop practices of change (educational activities aimed at the development of a critical sense and the ability to deconstruct stereotypes; ability to question stereotypes by not taking certain characteristics for granted just because of belonging to one gender over another.)**

**Another space for unhinging the process that leads from alleged biological differences to gender discrimination is provided by understanding how the category of gender is a relational practice that emerges from the interaction of individuals.** Each of us constructs gender models through our daily relationships at home and at work. What is allowed, accepted or, on the contrary, sanctioned or restricted, produces a system in which gender roles survive or are undermined (e.g. at work, the human resources manager takes it for granted that the female worker wants to take part time after maternity leave; within the family, the woman does the care and nursing work because she is naturally predisposed).

<sup>18</sup> European Commission Gender Equality strategy [https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

<sup>19</sup> Openpolis Foundation "*The gender equality index to monitor gaps in Europe*" 2021 <https://www.openpolis.it/lindice-sulluguaglianza-di-genere-per-monitorare-i-divari-in-europa/>

<sup>20</sup> Gamberi, Maio, Selmi, "*Educare al genere. Spunti per una cornice interpretativa*", from "Educare al genere. Riflessioni e strumenti per articolare la complessità", quote p. 19.

The exercise in complexity that the analytical category of gender allows also enables us to interpret, critically and from multiple perspectives, social and economic dynamics in a non-simplistic and androcentric manner. In fact, our economic and social models historically have had and in part continue to have assumptions, arguments and solutions addressed to a universal and falsely neutral subject. Very often this subject is a man and with needs representative of the few and the few.

An important contribution in unveiling this epistemological flaw and denouncing the discrimination caused by the adoption of a certain type of masculine as a universal subject has been made by feminists and ecofeminist movements that warn by asserting that real change must start from the revision of power relations between genders, species and ecosystem.

These assumptions are consistent with what emerged in the preceding paragraphs with respect to the rethinking of the traditional economy and the initial perceptions detected by the questionnaires and focus groups of the Women4Green project.

**In summary, the concept of gender represents a social process in which socially desirable characteristics are defined and socially constructed for males and females. This process if not understood, unveiled, and problematized can cause fallacious assumptions in any educational and guidance practice even if based on equality goals. Stereotypical internalized views with respect to gender can also limit at the outset the range of future self-thinkability of young women who tend not to develop interest and/or experience in subjects and careers traditionally associated with males.**

Formative and orienting practice will therefore have to take into account how stereotypical views affect and intersect with individual and collective dimensions.

Below we will develop two thematic cores that are most important with respect to young women's careers: a first in reference to obstacles in access to educational careers and the second in reference to permanence within professional and organizational spaces.

### 3.2.3. Discrimination in access: Formative gender segregation

The widespread trend in all European countries over the past decades is the narrowing of the gender gap with respect to access to education and training (Barro-Lee, 2013): Girls access and are more successful than their peers in education and training.<sup>21</sup>

Although women are the majority of the student population in almost all European countries, they still earn less and have fewer careers' opportunities than men.

This visible inequality is generated both by gender segregation in educational directions and by a work organizations characterized by value and pay disparities between different job profiles as we will see in the next section.

As far as **educational gender segregation** is concerned, **it is defined by the concentration of the**

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<sup>21</sup> OPENOPOLIS-CON I BAMBINI “*Quanto incide la segregazione di genere nei percorsi di istruzione*” 2022: <https://www.openpolis.it/quanto-incide-la-segregazione-di-genere-nei-percorsi-di-istruzione/>



**female gender in certain humanities courses of study and conversely their underrepresentation in technical-scientific courses of study, which are more flourishing from an employment point of view.**

The main obstacles that determine gender segregation in school choices, particularly in university choices, and the channelling of young women and men into gender distinct professional destinies, are invisible constraints: they do not consist of material conditions, different economic opportunities or discriminatory norms, but pertain to introjected representations, attitudes attributed to the two sexes, and the naturalization of socially assigned roles and models for women and men.

**Unconscious biases and stereotyped views thus intervene on the asymmetry in school choices, impacting both self-perception and self-efficacy and the role of significant adults** (parents, teachers, guidance counsellors...) who very often play a role of "vestals of the status quo" reproducing this imagery and actually contributing to discrimination.

"When questioning adolescent girls about their school experience, one is invariably struck by the weight exerted by the incitements and injunctions, positive or negative, of their parents, teachers (particularly guidance staff) or fellow students, who are always ready to tacitly or explicitly call them back to the destiny assigned to them by the traditional principle of division. Thus, many girls observe that science teachers urge and encourage males more than females, and that parents advise them, in their own interest, against pursuing certain careers that are considered masculine."<sup>22</sup>

In this scenario, **girls tend to gradually lose more and more confidence in STEM professions**, particularly during the adolescent period, a phase in which they mature important decisions in terms of choices of future educational paths. Intervening within the school curriculum, on the deconstruction of this imagery is crucial to represent the plurality of possible educational choices, regardless of gender, as well as to build awareness in young women about gender stereotypes that affect study, career, and life paths (B. Poggio, 2021)<sup>23</sup>.

### 3.2.4. Discrimination in permanence: Sticky floor and crystal roof

The gender gap in educational pathways between HSS (Humanities and Social Sciences) and STEM (Science, Technology, Engineering and Mathematics) fields, of which these data are an expression, is a phenomenon that has relevant repercussions in the labour market, starting from **different employment opportunities** to economic recognition and professional development. If the HSS field is the one in which an oversupply of women graduates is observed, the STEM field, on the other hand, is the one in which a shortage is noted. This has several consequences in terms of employment, including, in particular, differences in salary levels and unemployment rates. Indeed, **STEM-related professionals are more sought after by companies**, which are also more likely to hire with **stable contracts**.

Other causes of inequality between men and women must be investigated in the organizational dynamics

<sup>22</sup> Bourdieu, "Il dominio maschile", Feltrinelli (1998), pag. 111

<sup>23</sup> PEARSON WEBSITE, "Bridging the gender gap in STEM disciplines": <https://it.pearson.com/orientamento-softskills/appfondimenti/colmare-gender-gap-STEM.html>

that characterize professional environments that are by no means gender neutral.

Despite the significant changes that have characterized women's and men's work orientations and behaviours in recent decades (increase in schooling and female workforce) and the spread of policies and regulations to encourage equality, there is persistent horizontal (female presence in underpaid sectors) and vertical (difficulty in getting ahead) gender segregation in the labor market.

If socialization to gender affects the field of thinkability of young women's future selves and educational choices, the gendered culture and practices (Gherardi and Poggio 2003) that characterize work contexts and support a range of symbols, values, norms, and narratives reproduce the differences between men and women. Gender is thus not external to workplaces but is integrated into the organizations themselves through organizational management patterns and work processes, creating inequalities that are difficult to attack<sup>24</sup>.

### 3.2.5. Women and Green Economy

W4G's focus group survey shows how very often the image of women is absent or marginal in the representations of successful economic models.

Indeed, the rhetoric of contemporary economies struggles to recognize those human and natural resources on which it sustains itself through the exploitation of underpaid or unpaid labour and the irreversible damage of eco-systems.

This assumption is the starting point for the Eco-feminist Movements, which begin from a need to overcome the extractivist and unlimited growth vision of the brown economy and to bring the notion of economy back to a broader notion of a set of human activities that meet human needs and sustain the natural world (Shiva, 2005).

The eco-feminist proposal, in line with what has been seen in the previous paragraphs, describes an ecologically sustainable economy in which work and consumption patterns become sensitive to the human and natural life cycle, in which work can be that set of activities necessary to maintain human existence in ways that do not deplete or exploit the natural and animal environment<sup>25</sup>.

According to M. Mallori, a professor at Northumbria University, *"For an ecofeminist political economy, a green agenda must also be a feminist agenda, otherwise the green economy-even when it takes the most radical position on sustainability-may perhaps solves the problem of unsustainable growth, but it still ends up reinforcing the gender inequality inscribed in the most sustainable economies."*

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<sup>24</sup> Da Cortà Fumei "Formare alle differenze nella complessità. Generi e alterità nei contesti multiculturali", Franco Angeli, 2009, pp. 31-53.

<sup>25</sup> InGENERE – website about data, policies, gender issues <https://www.ingenere.it/articoli/per-agenda-verde-femminista>

### 3.2.6. The importance of gender studies in job orientation

In order to make any progress in terms of equal opportunities substantial, it is necessary to define what a gender-sensitive educational and orienting practice must look like, understood as an indispensable and not corollary dimension to activate young women towards the green economy.

Gender education is the set of behaviours, actions and attentions put in place on a daily basis, more or less intentionally by those who have educational responsibilities regarding gender experience, gender roles and gender relations <sup>26</sup>.

Gender-sensitive training, educational, and guidance practice must therefore consist of 2 phases: an initial maieutic in which to bring out one's stereotypical representations and subsequently deconstruct them through dialogue between differences and "discordant" examples, and a second in which the perspective of change enters through experimentation with new scenarios and education in desire and self-awareness.

The desired training and guidance interventions to combine orientation, green economy and equal opportunities are:

- To give effectiveness to the goals of the green economy and substantiality to European norms on gender equality,
- To counter training segregation,
- To develop work contexts capable of attracting, retaining and enhancing the contribution of all and everyone will have to be interventions capable of producing real change in dominant gender and economic cultures, that is, in the value and normative arrangements that within organizations regulate power relations between genders, species and ecosystem.

We will now see how the definition of sustainability can encapsulate this integrated effort.

### 3.3. Sustainability: an integrated definition

The definition of sustainability may succeed in creating synthesis at the conclusion of this first chapter by integrating the different aspects (environmental, social, and economic) that are inseparable, indivisible, and interdependent that make it up<sup>27</sup>.

#### ENVIRONMENTAL SUSTAINABILITY

It is given by all those factors that make it possible to keep the Earth's ecosystem intact while respecting the environment, maintaining its quality and reproducibility of resources.

#### ECONOMIC (or GOVERNANCE) SUSTAINABILITY.

It is given by the ability to generate work and income for the livelihood of the population

#### SOCIAL SUSTAINABILITY

It is given by the socially equitable and distribution of costs and benefits arising from the way humans

<sup>26</sup> Leonelli, Corso: "Educare alla parità di genere", Training materials from the Center for Gender Studies at University of Trento

<sup>27</sup> SORESI, NOTA "L'orientamento e la progettazione professionale", Il Mulino, 2020

manage the environment

A strategic and necessary lever to achieve sustainability is therefore education and cultural awareness suitable for developing awareness and participation of all and sundry.

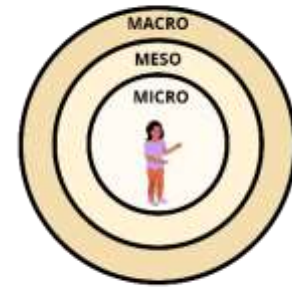
## 4. Operational and Methodological trajectories

### 4.1. Methodological path for young women: micro, meso and macro level

The three dimensions of the learning process: **micro, meso** and **macro**.

The learning process to activate young women's interest and involvement in the green economy can be represented by adopting the sociological categorisation of the micro, meso and macro dimensions that are **interconnected** and **mutually influential**. Therefore, it is not a linear process but each dimension supports and develops the other and it is necessary for girls to reflect in each of the three dimensions.

Let us now look in detail at what is meant by micro, meso and macro and what are the desired outcomes and achievements for each of these levels. The following paragraphs will then describe some examples of activities that guarantee this learning process.



#### **The MICRO dimension describes the personal dimension.**

In this dimension, young women should develop self-awareness of their own aptitudes, desires, and abilities. Develop self-assessment skills and a positive self-perception. Stereotypical career-related views should emerge and be verbally expressed in this phase: the personal perception of what I can or cannot do just because I am a woman. Young women will understand here that stereotypical views are limits to their own freedom.

The learning process must give adequate time and tools to this dimension through accompanied personal self-reflection. For example, at the end of a course in which a company visit or an interview with a green economy professional is planned, it is necessary for the girls to spend some individual time for self-reflection and discussion with a mentor in which tools for the development of self-reflection are used; in this sense, the ADVP approach, *Activation du Développement Vocationnel et Personnel*, which we will discuss in more detail in the next chapter, provides useful tools for organising thinking and understanding one's own spheres of interest at the end of experiential activities such as those exemplified above.

#### **The MESO dimension describes the connecting link between the individual and system dimensions and is the dimension of relationships in the family, among peers, in society and in the world.**

In this dimension, young women will need to develop adequate life skills to express themselves freely in the world and find their place in line with their competences and desires.

In this phase, awareness of one's self and one's abilities enters into relationship with society at family, friendship, school and work level. It is therefore necessary to develop assertiveness, proactivity, leadership, the ability to work in a team and to solve complex problems together. In this phase, stereotypes and limiting views must be deconstructed through their criticism and dialogue with differences. For this phase, it will therefore be important to design activities in which groups of girls can work together to develop small project ideas that visibly impact the green economy. The design thinking process, as will be further explained below, can stimulate self-esteem and awareness of being capable, the perception that the green economy is something close to everyday experience, and group collaboration and design skills.

**The MACRO dimension describes the ecological dimension of economic, social and institutional phenomena as a whole.**

In this dimension, young women should acquire knowledge of the European system related to the green economy by experiencing the green skills associated with it.

It is necessary for young women to gain experience in the economic sectors related to the green economy most closely related to their interests and skills, to understand and develop the skills required, and to work alongside female professionals involved in these sectors.

Young women in this dimension develop skills to identify economic activities functional to the green economy and a real change from those still linked to the brown economy. Young women in this dimension also develop the ability to identify gender-inclusive workplaces and the ability to contribute themselves with their individual behaviours: they know what women's rights in the world of work are and what dynamics contribute to their discrimination (educational segregation, job segregation, glass ceiling<sup>28</sup>, sticky floor<sup>29</sup>).

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<sup>28</sup> According to the European Institute for Gender Equality the glass ceiling is “*Artificial impediments and invisible barriers that militate against women’s access to top decision-making and managerial positions in an organisation, whether public or private and in whatever domain.*”

<https://eige.europa.eu/thesaurus/terms/1228?lang=en>

<sup>29</sup> According to the European Institute for Gender Equality the sticky floor is an “*Expression used as a metaphor to point to a discriminatory employment pattern that keeps workers, mainly women, in the lower ranks of the job scale, with low mobility and invisible barriers to career advancement.*”

<https://eige.europa.eu/thesaurus/terms/1395?lang=en>

Suitable activities at this stage are experiential job shadowing activities in which girls can spend medium to long periods in close contact with green economy professionals, living in the organisational context and studying the socio-environmental impact of companies.



## 4.2. Some possible operational and methodological trajectories

### 4.2.1. Competent Mentorship

Developing an educating community that is aware of and competent with respect to the global challenges they face means increasing the chances for young women to find meaningful and functional reference adults for their process of growth and future planning. Increasing diverse, authoritative and trusted reference points can stimulate processes of activation and self-determination towards unexplored, sustainable and equitable paths.

Therefore, it is necessary for those involved in training and guidance to be updated in a multidisciplinary manner and to be able to activate commitment to futures of social and environmental sustainability.

It is necessary that we do not resort to old patterns of interpreting the world of work lest we risk fostering through our profession the reproduction of an economically and gender unsustainable status quo.

Since trainers are in contact with lots of people every day, they have the potential and possibility to act as important multipliers for sustainable developments & ideas. In order to support the transition from a brown to a green economy, we list some challenges that competent mentorship should embrace

- Starting from the self by becoming more aware of one's stereotypical views related to gender and economics in order to be able to recognize and manage them in the educational/guidance relationship
- To know how to stimulate curiosity and critical sense by posing examples of green washing and proposing significant shifts in perspective



- Acquire a gender approach as a transversal competence in daily work
- Give consistency between content and language used in educational/guidance reports
- Take charge of the transformations and complexities of individual identities and socio-economic contexts, rejecting simplistic and linear visions and instead favouring multidisciplinary and circular visions of the future<sup>30</sup>
- Encouraging work and career choices in light of sustainable development goals
- Cultivate first-person engagement and activation in each of the contexts (micro-meso and macro) in an integrated and coherent manner

### 4.2.2. Empowerment with groups of girls

As seen earlier, several organizational studies show how in traditionally felt male-dominated environments (STEM) girls tend to self-marginalize, demanding and experimenting less than their peers. It may therefore be useful to propose activities aimed at groups of girls, thus fostering a training environment with more freedom of expression. The pathways should be characterized by a first maieutic part in which to bring out ingrained insecurities, perceptions and stereotypical views that actually limit the possibility of engaging with the new and by a second part about experimenting and cultivating together skills, interests and passions that can contribute to the green economy. It is crucial, through group experiential practice, to share how mistakes are part of the path of experimentation and development of self-knowledge. The group path can be effectively alternated with individual meetings in which to personalize and reflect on one's orientation path.

Possible topics to be addressed could be: the challenges of the 2030 agenda, rights and equal opportunities, decent work, the relationship between money and happiness, and designing one's own personal and global challenge.

Specifically, in the context of the Women4Green project, online<sup>31</sup> and local communities have been created.

### 4.2.3. Empowering visibility

It is necessary to propose and disseminate plural and non-stereotypical examples of women active in the green economy in order to facilitate a possible future self-image.

On the one hand, in fact, women in the green economy are underrepresented or stereotypically represented in public and media rhetoric, and on the other hand, there is a tendency to have a male-descended language mistakenly understood as "universal."

It is therefore necessary to propose diverse models in which we can recognize ourselves by revealing all the important roles of women for sustainable development.

<sup>30</sup> SORESI, NOTA "L'orientamento e la progettazione professionale", Il Mulino, 2020

<sup>31</sup> Women4Green Community on Instagram: [https://www.instagram.com/women4green\\_community/](https://www.instagram.com/women4green_community/)



#### 4.2.4. Experiential activities

It is necessary to propose activities in which to experience the green economy (workshops, experiments, simulations, job shadowing, field work and research) in order to bring this topic closer to girls' everyday life and "sense of usefulness." Show and make experience multiple and differentiated professional activities in order to increase one's knowledge with respect to professions by going to unhide stereotyped or simplistic views.

It is crucial to make people experience how green jobs can contribute to improving individual and collective daily life and yet to acquire through experience and relationships the skills to read the world in articulated perspectives producing awareness, independence and autonomy and expendable in different fields and professional figures.

#### 4.2.5. Authentic tasks

Authentic tasks are defined as instructional activities based on authentic learning that allows students in small groups to investigate, discuss, organize and solve problems in simulated or real-world contexts. Authentic tasks allow students to approach learning content through a challenging experience that is approached in groups, sharing and valuing each individual's skills, interests and abilities. Knowledge is constructed through peer group interaction in the target context, and everyone's engagement is stimulated by leveraging intrinsic motivation. The authentic task does not propose a planned path to solving the problem but poses the opportunity for the group to create different solutions, consider mistakes as necessary steps and develop collective reasoning and choices.

Instead of individual performance, socially shared mental work is stimulated.

Symbolic knowledge is supplemented by real, concrete, situated, manipulable, measurable knowledge. These potentials make it possible, on the one hand, to be able to activate girls in contexts in which the participation and contribution of all and everyone is necessary and, on the other hand, to bring topics perceived as distant closer to everyday life by activating motivation and engagement.

#### 4.2.6. ADVP - Activation du développement vocationnel et personnel

Experiential activities should be associated with spaces for personal self-reflection through tools that allow one to organize the information gathered, evaluate it against one's values and interests, and design coherent future choices. In this sense, a methodology used in different operational contexts is that of A.D.V.P (*Activation du Développement Vocationnel et Personnel*)<sup>32</sup> which allows, through 4 process stages (exploration, crystallization, specification and realization), to accompany the process of design and choice. The following table can describe an outline for that design<sup>33</sup>:

<sup>32</sup> Pelletier, Noiseux and Bujold - Laval University, Quebec (Canada), 1970.

<sup>33</sup> Cappuccio - University of Palermo, "La Metodologia dell'Activation du développement vocationnel et professionnel per un'educazione inclusiva nella scuola secondaria di primo grado", 2016

Evolutionary task ADVP	Stages of the professional maturation process	Goals
Exploration	Discover	<ul style="list-style-type: none"> <li>– discover that there are, in the immediate context problems to solve and tasks to accomplish</li> <li>– gather a wealth of information about the environment and about oneself: having a diverse repertoire of information</li> <li>– obtain information that is difficult to access and unusual in relation to one's socio- cultural background</li> </ul>
Crystallization	Classification	<ul style="list-style-type: none"> <li>– making sense of one's achievements</li> <li>– find constants within numerous experiences;</li> <li>– organize one's study keeping in mind the elements of personal identity</li> </ul>
Specification	Evaluation	<ul style="list-style-type: none"> <li>– sort according to importance needs and values</li> <li>– find possible solutions consistent with one's values and needs</li> <li>– decide by integrating all the elements considered</li> </ul>
Realization	Experimentation	<ul style="list-style-type: none"> <li>– plan the stages of the decision</li> <li>– anticipate and prevent difficulties with appropriate interventions</li> <li>– formulate replacement choices</li> </ul>

ADVP is used in job orientation practices to bring out one's aptitudes and interests and to prioritise them for personal and professional planning.

Here we provide an example of an application of ADVP to job orientation:

1. **DISCOVER:** I explore all the work environments that require that specific competence I have;
2. **CLASSIFICATION:** I classify the working environments I found according to criteria (e.g. working hours, vision, etc.)
3. **EVALUATION:** I evaluate the working environments according to my interests/values and I set priorities

4. EXPERIMENTATION: I plan what to do and make decisions which I will then come back to evaluate.

### 4.2.7. Design Thinking

The Design Thinking (DT)<sup>34</sup> process is also an efficacious methodology for addressing the challenges of the green economy and sustainable development by starting with group work.

It is one of the most effective methods used to find solutions by identifying what is desirable from the perspective of the target group and matching creativity with problem-solving and solution-finding skills. For example, young women may be involved in a DT process with the aim to solve a challenge like “how might we decrease the gender stereotypes in working environment?” or “how might we make young women more present in green jobs?”.

Concretely, this creative process consists of 5 stages:

1. Empathize (Empathize). This stage is about achieving a broad and deep understanding of the problem by observing, researching, interviewing, engaging and empathizing with people to comprehensively and analytically understand what their experiences, motivations, ways of thinking and acting are. At this stage, designers should also find meaning and information on the 'unsaid' or 'unspoken'.
2. Define (Define). In this phase, designers analyse the information gathered during the 'Empathize' phase, finding trends, organizing and synthesizing the data to find the main problems. To keep the process person-centred, designers should define that problem as a statement or challenge question.
3. Ideate (Ideate). At this stage, after thoroughly understanding the 'person' (or users, or target group), their needs, and the challenge to work on, designers begin to generate ideas, to think 'outside the box,' hypothesizing solutions to the defined 'challenge' (or problem statement).
4. Prototyping (Prototype). At this stage, the design team produces a scaled-down version of the product or prototype of a service. Here the designer's goal is to identify the best possible solution.
5. Test. Testing Prototypes need to be shared and tested both within the team itself and in a group of people matching the target group, outside the design team. At this stage, based on user experiences, solutions are accepted, rejected, improved, and 'retested' in a loop process through stages 4 and 5.

The Design Thinking method is a very useful approach also in creating workshops for job orientation.

### 4.2.8. E-learning material

Online learning may be included in the list of tools due to the nowadays evolution of training and education offers and means of transmitting contents and knowledge. Specifically, in the context of the Women4Green project, dedicated learning material has been produced and has the aim of guiding young

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<sup>34</sup> IDEO - DESIGN THINKING website <https://designthinking.ideo.com/>

women towards the exploration of green economy, gender equality, green skills & competences and, finally, green jobs.<sup>35</sup>

The learning material can be consulted and studied autonomously, and the learning time is very flexible. This guarantees that people can acquire it at a pace appropriate to their individual needs.

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<sup>35</sup> You can find learning materials on Women4Green website and the link is in the introduction of this document.

## 5. Tools for evaluation

Below we propose, distinguished by target recipients of evaluation tools validated by FISPPA - Department of Philosophy, Sociology, Pedagogy and Applied Psychology and La.R.I.O.S. - Laboratory of Research and Intervention for Choice Orientation. We invite readers to take contact with Jonathan Cooperativa Sociale as partner of the project responsible of this project results (contacts are included on the back page of this document) or with La.R.I.O.S. - Laboratory of Research and Intervention for Choice Orientation<sup>36</sup> to ask more information on these tools.

**These tools may also be useful in setting up the micro planning of activities within the operational and methodological stimuli given in the previous chapter.**

### 5.1. Evaluation of orientation design

Tool 0 - How much confidence do I have in my professional skills? (L. Note & S. Soresi, 2007)

This instrument examines professionals' self-efficacy beliefs regarding their professional competence. The questionnaire is composed of 23 items, that are saturated in three factors: Self-efficacy beliefs regarding one's professional skills (10 items, e.g., "I feel that I am able to use specific tools to analyze the difficulties of the people with whom I work"; alpha .87); Self-efficacy beliefs regarding the effectiveness in establishing positive relationships with colleagues (5 items, e.g., "I can establish positive relationships with my work colleagues"; alpha .70); Self-efficacy beliefs toward one's ability to cope with individuals with difficulties (5 items, e.g., "I consider myself capable of using specific intervention techniques to handle inappropriate behaviors of people I deal with professionally might have"; alpha .78).

Respondents are requested to indicate how adequately they feel they can perform a professional task on a 7-point Likert scale, where 1 means *not at all* and 7 means *perfectly*.

Tool 1 - Thoughts, feelings and actions about whatever does not go as it should (Ginevra et al., under review)

The questionnaire examines the propensity towards activism regarding environmental and social sustainability in vocational guidance and career design activities. Specifically, the questionnaire is composed of 16 items saturated in three factors: the propensity to consider issues connected to social and environmental sustainability as something interesting and valuable (Cognitive component, 6 items, e.g., "it is important and interesting to try to understand the consequences of discrimination, lack of respect for rights, etc.;  $\alpha = .90$ ), the propensity to feel emotions of hope and indignation when exposed to threatening and/or discriminatory events and contexts for the safeguard of the environment (Emotional component, 4 items, e.g., "It happens to me to feel discomfort when I witness the

<sup>36</sup> La.R.I.O.S. - Laboratorio di Ricerca e Intervento per l'Orientamento alle Scelte (Laboratory of Research and Intervention for Choice Orientation – University of Padova: <http://www.larios.fisppa.unipd.it/it-it/>)

indifference towards oppression, violence, and arrogance”;  $\alpha = .78$ ), and the propensity to implement activism actions that are linked to social and environmental sustainability (Behavioral component, 6 items, e.g., “I sign petitions, manifestos, and calls to action (e.g., change.org etc.)”;  $\alpha = .89$ ). Respondents are required to indicate the extent to which each item describes, in relation to their career role, their current way of thinking, feeling, and behaving related to different topics focused on people, society, and environment such as injustice, threats to the environment, to people and their dignity. Participants are invited to express their views on a 5-point Likert scale (1 = *It describes barely at all my thoughts, feelings, and behavior*; 5 = *It perfectly describes my thoughts, feelings, and behavior*).

## 5.2. Evaluation of change in young women

Tool 1 - Thoughts, feelings, and actions toward what is not going as it should (Ginevra et al., under review).

See Tool 1 in the previous paragraph.

Tool 2 - Career Adapt-Abilities inventory (Savickas & Profeli, 2012)

This tool measures career adaptability as a higher-order construct that integrates four psychosocial resources for managing career development: concern, control, curiosity, and confidence. Specifically, this scale is composed of 24 items saturated in four sub-factors of 6 items each: concern (e.g., “Thinking about what my future will be like”;  $\alpha = .83$ ), control (e.g., “Taking responsibility for my actions”;  $\alpha = .74$ ), curiosity (e.g., “Observing different ways of doing things”;  $\alpha = .79$ ), and confidence (e.g., “Solving problems”;  $\alpha = .85$ ). Participants are invited to rate how strongly they have developed a list of 24 abilities, employing a scale from 1 (*not strong*) to 5 (*strongest*).

The instrument has been already validated in Italian (Soresi, Nota, & Ferrari, 2012); US (Profeli & Savickas, 2012), German (Johnston, Luciano, Maggiori, Ruch, & Rossier, 2013), Turkish (Buyukgoze-Kavas, 2014).

Tool 3 - The future is now around the corner...what does it hold for us? (Santilli et al., under review).

This scale analyzes the tendency to consider systemic challenges to attain sustainable development in own career choices. Specifically, it is composed of 17 items that refer to the 17 goals presented in the 2030 Agenda for Sustainable Development; the items form a second order factor and four first order factors which are social/health (2 items,  $\alpha = .70$ ); environment/nature (6 items,  $\alpha = .91$ ), human rights and equal economic development (6 items,  $\alpha = .75$ ), and policy, and democracy (2 items,  $\alpha = .79$ ). Each participant is asked how much they think that every goal can affect their career future. An example of an item is:

“In the future, there will certainly still be much to do to ensure employment and decent work for all... How could this topic influence your career future?” Participants are invited to express their views on a 5-point Likert scale (1 = *very little*, 5 = *very much*).

## 6. Conclusions

In order to develop effective practices for the orientation and activation of young women in contexts related to the green economy and sustainable development, it is first necessary to become ACTIVE by delving into global socio-economic contexts in a multidisciplinary way and adopting perspectives and approaches that are attentive to us conveying anachronistic and no longer sustainable status quo.

Mentors, trainers, and career counsellors should ask questions such as : "What global priorities do you want to address through your civic engagement and professional activities?" and activate engagement through experimentation and experience.

We conclude with Pope Bergoglio's effective quote:

*"Thus we come full circle. environmental impacts, economic inequalities, and fundamental human rights are the three dimensions of the unique complex socio-environmental crisis of our times: the directions for the solution require an integral approach to combat poverty, to restore dignity to the excluded, and at the same time take care of nature."*<sup>37</sup>

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<sup>37</sup> LANZAVECCHIA, TELATIN “Orientamento che non è più quello di una volta. Riflessioni e strumenti per pensare e prendersi cura del futuro”, Soresi & Bertagna (2021)




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