

SO2: Strengthen the capacity of the forestry education institutions through the gender perspective

D 2.3.1 Transnational evaluation report on the pilot actions

June 2026

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

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Content

1	Introduction to the pilot actions	3
1.1	Methodology	4
1.2	General description of Pilot Actions	4
1.2.1	Initiatives for career orientation	4
1.2.2	Tools for students.....	4
1.2.3	Cross Border student exchange programs	5
1.2.4	Mentoring programs	5
1.2.5	Ambassador programs	5
1.3	Guidelines for implementation (minimum requirements).....	7
1.4	Evaluation of pilot activities- Impacts and effectiveness	8
1.5	Outcome hierarchy for the pilot actions	9
2	Reporting about the implemented pilot actions.....	11
2.1	Type: Tools for students	11
2.1.1	Austria	11
2.1.2	Bosnia and Herzegovina	13
2.1.3	Croatia	20
2.1.4	Germany	25
2.1.5	Ukraine	30
2.2	Type: career orientation	36
2.2.1	Czech Republic.....	36
2.2.2	Romania.....	41
2.2.3	Serbia	46
2.2.4	Slovenia	61
2.2.5	Ukraine	77
3	Reporting about the national implementation of the Ambassador Program.....	86
3.1	Austria.....	86
3.2	Bosnia and Herzegovina.....	89
3.3	Czech Republic	93
3.4	Croatia.....	96
3.5	Germany	99
3.6	Romania	101
3.7	Serbia	105
3.8	Slovenia.....	112

3.9	Ukraine.....	115
4	Learning cycle.....	119
5	Summary	124
6	Conclusion	126

1 Introduction to the pilot actions

A pilot activity is a preliminary implementation of an idea designed to test its feasibility and effectiveness before committing significant resources. It helps identify potential issues and gather valuable insights, allowing for adjustments and improvements before a full-scale rollout.

Pilot actions should increase interest among young females in forestry jobs and strengthen their position in forestry. To ensure feasibility and commitment, the pilot actions should be developed in close collaboration with the ASPs and stakeholders. When implementing the pilot actions, project partners can adjust the initial designs to ensure their success in practice. At least two pilot actions are implemented at the national/regional level.

This activity implements the selected solutions as developed in 1.1, 1.2, 1.3, 2.1 and the Transnational Ambassador Program (3.3.) as pilot actions and conducts an evaluation at the transnational level. Project partners select at least two pilot actions from their NAPs for implementation at the national/regional level. The country-specific, tailor-made pilot actions should be planned together with the ASPs and/or other stakeholders, with a clear focus on strengthening females in forestry education institutions and forestry organizations (employers). Overall, the pilot actions cover career orientation, forestry education, and personal development.

Aim of pilot actions

Pilot actions should increase interest among young females in forestry jobs and strengthen their position in forestry.

Target Groups (for all pilot actions)

- a. **Primary and secondary education schools/training centers:** students, teachers, school advisors, principals
- b. **Higher education:** female students, teaching staff, and decision-makers from higher education schools and faculties with study programs in the field of forestry, nature protection and wood processing industry
- c. **General public:** Girls and young women in career orientation processes and their parents, employees in the forest-based sector, citizens and local communities
- d. **Forest professionals:** Private and state-owned companies managing forests, NGOs, regional public authorities

1.1 Methodology

Pilot actions ensure that the innovative approaches and solutions aimed at strengthening females in the forest workforce are put into practice and bring about change, i.e., higher shares of girls and young women entering jobs in forestry, pursuing successful careers, and contributing to improved livelihoods in rural areas in the DR. The pilot actions are based in the NAPs and linked to the Transnational Innovation Roadmap to ensure consistency, high quality, and scalability. Project partners must be committed and develop staying power in the pilot actions. Therefore, the transnational evaluation of the implemented pilot actions will be conducted in a collegial and collaborative way with opportunities for lesson drawing from implementation practice.

Procedure:

In each partner country at least 2 pilot activities must be selected.

1.2 General description of Pilot Actions

1.2.1 Initiatives for career orientation

Development of initiatives for career orientation in primary/secondary education for jobs in forestry with learning from best practice examples. Program for development of career orientation emerge from D1.1.1 and D1.2.1.; targeted at demands and expectations of forestry sector organizations (employers). It will be based on program for making Jobs in forestry more visible and attractive by means of, for example, videos, girls' days, open house days of forestry organizations, career fairs (Related project activities 1.1, 1.2, 2.3, 3.1

Target group:

- female Students, teachers and principals from primary, secondary schools and higher educational facilities
- Forestry employers
- General public, focusing on parents of primary and secondary school kids, career consultants, special pedagogues and school psychologists, professional associations

1.2.2 Tools for students

Tool for students that shows which education is needed for a range of forestry jobs/position. Tools (gender reflecting) for promotion of forestry study, that show educational paths include different media (e.g., videos, social media posts, posters with

QR codes), dialogue forums and workshops with presentations of forestry professionals, and exhibitions. They are based in D1.3.1 and D2.1.1. A guideline for implementation of tools with minimum requirements will be developed (Related project activities 1.3, 2.1, 2.3, 3.1)

Target group:

- Students, teachers and principals from primary and secondary schools
- Students, teaching staff, and decision-makers from higher education schools and faculties with study programs in the field of forestry, nature protection and wood processing industry
- General public, focusing on forest professionals

1.2.3 Cross Border student exchange programs

Cross-border student exchange programs with experts from the university and vocational training institutions (with funding opportunities, contact persons etc.). Cross-border exchange to promote forestry education and training. Purposes: personality and professional development of students, peer to peer learning, meet foreign role models, gain direct knowledge of educational systems in other countries. Cross-border exchange programs emerge from D2.1.1 and D2.1.2 and must involve at least two partner countries in consortium. A guideline for implementation of cross-border exchange with minimum requirements will be developed (Related project activities 2.3, 3.1).

Target group:

- Female forestry students

1.2.4 Mentoring programs

Rollout of mentoring programs for young female forestry professionals, including integration into existing networks at national level.

Target group:

- Young female forestry professionals

1.2.5 Ambassador programs

The Female Ambassador Program will outline strategies, activities, methods and contents required to engage women as ambassadors in the forestry sector. Female ambassadors actively approach girls and young women, inform, strengthen and motivate them and act as experts in their respective fields of activity in the forest sector. Female ambassador

programs support a framework for young women to exchange and discuss challenges, obstacles and concerns about the role of women in the forestry sector. This leads to making gender-related challenges visible and discussable for being able to find suitable strategies and implement them. The leading goal of this activity is to make the forestry sector accessible and attractive for young women and girls. Ambassadors as role models, pioneers, lobbyists and multipliers are needed to anchor the topic of equality in forestry in the long term.

This goal will be achieved in 2 steps:

- Capacity Building in Transnational Train the Trainer program: Women working in the field of forestry will gain knowledge to act as ambassadors for gender equality in the forestry sector
- Anchor the project results in the long term on national level: Transnationally trained female ambassadors act as multipliers at national level.

Target Group:

The aim of this concept is to reach and address two different target groups:

- Direct target group: Women working in the forestry sector Results persona
- Indirect target group: Girls and young women in career decision-making processes

1.3 Guidelines for implementation (minimum requirements)

In each project country at least 2 pilot activities have to be selected and implemented. Selection of proposed pilot activities done by project partner is presented in table 1.

Possible pilot actions	SL	DE	RO	HR	UA	AT	RS	BIH	CZ
<u>Career orientation</u> Development of initiatives for career orientation in primary/secondary education for jobs in forestry with learning from best practice examples	x		x		X		X		x
<u>Tools for students</u> Tool for students that shows which education is needed for range of forestry jobs/position		x		X	x	x		x	
<u>Exchange programs</u> Cross-border student exchange programs with experts from the university and vocational training institutions (with funding opportunities, contact persons etc.)									
<u>Mentoring programs</u> Rollout of mentoring programs for young female forestry professionals, including integration into existing networks at national level (only possible if not already carried out in Fem4forest)									
<u>Ambassador program (mandatory)</u> Conducted by nowa	x	x	x	x	x	x	x	x	x

* Creation of a digital timeline featuring the inspiring stories of 10 successful female forestry faculty graduates who have built careers in forestry and related sectors

Pilot Action	Minimum requirement
Initiatives for career orientation	At least 5 initiatives developed (videos, girls'-days, open house days of forestry organizations, career fairs), design and planning of initiative at least 3 developed initiatives tested minimum of 10 young girls participants per initiative
Tools for students	- At least 2 tools developed (design and planning of tools) - Each tool consists of at least 2 different activities (videos, social media posts, posters with QR codes), dialogue fora or workshops with presentations of forestry professionals, or exhibitions. - At least 1 developed tool is tested - minimum of 10 student (girls) participants per activity
Cross Border student exchange program	- Cross-border student exchange programs with experts from the university and vocational training institutions developed by at least 2 participating countries (design and planning of program) - minimum of 10 students (girls) participants per program
Mentoring program	Available only for countries that didn't develop mentoring program during Fem4Forest project - program should follow instructions from Fem4Forest project
Transnational Ambassador training	- at least 1 participant per project partner or ASP - International training
National Transfer and Implementation of Ambassador Program	- creation of a framework for program implementation on national level - start the process to establish a group of women who want to participate in the National Ambassador Program - Implementation follows program prepared in SO3 (start expected at the end of October)

1.4 Evaluation of pilot activities- Impacts and effectiveness

The summary report serves as the foundation for joint evaluation and the learning cycle. Project partners reported each pilot activity including the national implementation of the Ambassador Program and also shared their insights with the project partners. Participants feedback will be provided by a short feedback form. Through this process, the project partners were able to learn from one another, draw conclusions for their own implementation of the pilot projects, and prevent potential problems and uncertainties.

1.5 Outcome hierarchy for the pilot actions

The short-term outcomes of the project focus on increasing the visibility and attractiveness of forestry professions among young women, promoting the use and awareness of gender-sensitive educational and career orientation tools, enhancing participation in cross-border exchange programs, establishing and activating mentoring networks, and fostering positive changes in interest and attitudes towards forestry careers within the target groups.

In the medium term, the project aims to encourage more young women to apply for forestry education and training programs and to participate in further training and networking activities. Additionally, the integration of gender equality measures into national strategies and action plans, the strengthening of motivation and engagement for forestry careers among young women, as well as improved cooperation and networking between educational institutions, companies, and stakeholders are key objectives.

The long-term outcomes are directed towards increasing the proportion of women in forestry education and professional roles, establishing a sustainable, inclusive, and gender-equitable forestry sector, and ensuring the lasting integration of gender equality measures in national and transnational policy frameworks.

It is important to note that, within the project, **only the short-term outcomes of the pilot actions can be meaningfully evaluated**. Nevertheless, the medium- and long-term outcomes are highly relevant for determining whether the intended impact has been achieved. Achieving these objectives requires continuous development and implementation by the ASP and relevant stakeholders, who are therefore closely involved in the implementation of the pilot actions to ensure long term effectiveness and sustainability.

Based on the outcome hierarchy, following evaluation criteria are proposed:

Pilot Action	Short-term Evaluation Criteria	Description / Measurement
1. Development of school career orientation initiatives (videos, Girls' Days, career fairs)	Number of events conducted	Number of Girls' Days, career fairs, open house days, videos published
	Reach and visibility	Social media statistics, website visits, media coverage
	Participant numbers	Number of students, parents, teachers attending the events
	Feedback from target groups	Satisfaction surveys, qualitative feedback
2. Tool for students (media, workshops, exhibitions)	Number of tools developed	Number of media (videos, QR codes, posters) and workshops
	Usage and dissemination	Number of accesses, downloads, workshop participation
	Quality of feedback	Ratings, suggestions for improvement, user satisfaction
3. Cross-border student and trainee exchange	Number of participating students/trainees	Number of participants from at least two countries
	Number of partner countries involved	At least two partner countries in the exchange program
	Duration and quality of exchange	Duration of programs, feedback on learning experiences, peer learning effects
	Participant satisfaction	Surveys, testimonials, referral rates
4. Mentoring programs for young female professionals	Number of mentors and mentees	Number of active mentoring relationships
	Duration and activity level	Duration of mentoring programs, number of meetings or contacts
	Satisfaction and feedback	Surveys of mentoring participants, qualitative assessments
	Initial behavioral changes	Motivation, interest in further training, network building
5. Transnational Ambassador Training	Number of trained ambassadors	Number of participants in the program
	Satisfaction with training	Feedback forms, ratings of content and organization
National implementation of the Fem2forests Ambassador Program	Activity rate	Number of activities conducted (e.g. research, presentations, mailings, events, social media , ...)

This outcome hierarchy and the derived evaluation criteria enable a systematic assessment of the pilot actions. They help measure short-term increases in visibility and motivation aiming at long-term effects such as a genuine increase in the proportion of women in the forestry sector. Applying these criteria within the framework of transnational evaluation

promotes continuous learning and improvement processes to maximize the effectiveness of the pilot measures and ensure their transferability to other contexts.

2 Reporting about the implemented pilot actions

2.1 Type: Tools for students

2.1.1 Austria

Overview of pilot action

Title: Visiting the World of Forestry - Girls' Career Orientation Pilot

Goal: To inspire and inform girls aged 13–18 about educational and career opportunities in the forestry sector, fostering interest in technical and environmental professions traditionally dominated by men.

Strategy / Methodology: The pilot used an experiential learning approach through a guided school tour. Subject-specific classrooms provided hands-on demonstrations and interactive sessions to showcase forestry topics and career pathways.

Number of activities conducted (Dates, Locations):

17.10.2025 – Forestry school Bruck/Mur

18.10.2025 – Forestry school Bruck/Mur

Content of the activity: Guided tour through specialized classrooms (e.g., surveying, wood science, nature conservation), supported by teaching staff, students and role models who shared insights into the forestry profession.

Duration of the activity: 2 times half-day (morning to early afternoon)

Format used: on-site interactive school tour and demonstrations

Target groups reached: Girls aged 13–18 and their parents

Number of participants/accesses/downloads: About 20 participants attended on site.

Participant feedback: Participants rated the activity as very good (1) overall and helpful (2) for professional orientation.

Summary report

To what extent did the pilot intervention progress according to plan?

The pilot intervention went largely according to plan. The tour of the Forestry School Bruck an der Mur took place as scheduled, offering engaging, subject-specific insights. Despite the absence of female role models on Friday due to illness, the program was successfully implemented thanks to the commitment of teachers and students.

What went well in the pilot implementation:

There was a high willingness to participate among girls aged 13–18. The program promoted interactive learning through practical demonstrations. Participant feedback was positive, and engagement levels were high throughout the activities. Teaching staff and students demonstrated a strong commitment to the program. The event was well organized, with smooth coordination and effective time management. Additionally, successful networking took place between participants, parents, and the school.

Factors contributing to these successes:

The tour was characterized by careful planning and a clear structure. The organizers demonstrated high motivation and strong teamwork throughout the process. They showed flexibility in effectively handling unexpected changes as they arose. School management was supportive, and internal communication was efficient. The content was presented in an appealing, subject-based manner. Both staff and students participated with great enthusiasm and engagement.

Main difficulties encountered:

The absence of female role models due to illness on Friday posed a significant challenge. It was difficult to find suitable short-term replacements on short notice. Human resources available for organizing the activity were limited. Participant interest was initially low at the beginning of the process. Preparation was affected by time constraints. In addition, there was a lack of visually appealing materials to support the activities.

Information or material that would have helped:

Ready-to-use training concepts should be available for replacement role models. Best practice guidelines are needed for gender-reflected career orientation projects. There is a demand for materials that present forestry careers from a female perspective. Interactive learning media, such as videos, simulations, and visual tools, would enhance engagement. Communication support in the form of social media templates, flyers, and similar resources would be beneficial.

Outlook

Building on the positive experiences and feedback from the pilot activity, future actions will focus on strengthening the involvement of female role models in forestry education and careers. The aim is to further increase visibility of women in technical and environmental professions and to provide even more attractive hands-on opportunities for participants.

Participant feedback

After the event, oral feedback was collected from the participants. The girls were invited to share their impressions in an open discussion and were encouraged to express their honest opinions. They were specifically asked about their overall level of satisfaction with the event and whether they found the activities and information provided to be helpful and relevant. In addition, they were asked to describe which aspects of the event they found most interesting or engaging. Finally, the

participants were encouraged to suggest possible improvements and share ideas on how future events could be enhanced. This feedback provided valuable insights into the participants' experiences and perspectives.

Satisfaction (1 = very good to 5 = insufficient):

Most participants rated the event as 1 – very good, particularly highlighting the friendly and open atmosphere.

Helpfulness (1 = very helpful to 5 = not helpful):

Average rating: 2 – helpful, with many noting improved understanding of forestry training and career opportunities.

What participants found most interesting:

Practical demonstrations (e.g., surveying, wood science, nature conservation); Insight into daily school life; Friendly, open interaction with staff and students.

Suggestions for improvement:

More detailed explanations of career paths and training opportunities; Additional interactive elements.

2.1.2 Bosnia and Herzegovina

Overview of pilot action

Title: "Inspiration Hub – Stories from the Faculty of Forestry"

Goal: To raise awareness of forestry career opportunities among young people, especially women, and to inspire them to consider careers in the sector by showcasing relatable digital stories of successful women, aiming for high engagement through QR codes, multiple story views, and social media sharing.

Strategy/Methodology: The strategy involves presenting nine inspiring career stories of forestry professionals (six women and three men) directly on the school's website as a dedicated "Student Career Stories" section on the homepage. The methodology focuses on using authentic personal narratives to motivate and guide students, highlighting diverse career paths and achievements in the forestry sector. Stories are presented in a concise, accessible format to engage visitors, with emphasis on relatability and visibility to inspire prospective students. Additionally, QR codes linking to this section were distributed across eight vocational secondary schools throughout Bosnia and Herzegovina to increase accessibility and outreach.

Number of activities conducted (Dates, Locations):

Two tools were developed:

1. **Digital storytelling tool** – nine career stories of forestry professionals (6 women, 3 men) were first presented to the Dean and faculty members during a meeting at

the Faculty of Forestry in Sarajevo. Following the Dean's approval, the stories were published on the Faculty of Forestry's website, serving as the primary communication channel, and were further promoted through social media to reach a wider audience.

- 2. Promotional material tool** – posters with QR codes and social media posts were used to encourage engagement across all target groups. The career stories were shared with students at the Faculty of Forestry on 10 February 2026 and later introduced to high school students at the Secondary School for Environment and Wood Design in Sarajevo on 16 February 2026 via QR codes and online access. In addition, the materials were distributed by official letters to eight vocational secondary schools across Bosnia and Herzegovina, and posters were displayed on information boards at both the faculty and the schools, ensuring visibility to students and pupils as a key communication channel.

Content of (each) activity:

- *Presentation to faculty (5 February 2026):* The digital storytelling tool and promotional materials were introduced to the Dean and faculty members, including a walkthrough of all nine career stories and a demonstration of QR code access. Following approval, the stories were uploaded to the Faculty of Forestry's website ([Karijerne priče studenata - Šumarski fakultet u Sarajevu](#)), serving as a primary communication channel for students and broader audiences.
- *Student presentation at Faculty of Forestry (10 February 2026):* Students were shown the digital stories and QR code system, with explanations highlighting the career paths, experiences, and achievements of the featured professionals. Posters were displayed in faculty common areas and included a clear call-to-action via QR codes to encourage students to explore the stories online.
- *High school presentation (16 February 2026):* High school students at the Secondary School for Environment and Wood Design in Sarajevo were introduced to the stories through QR codes and posters. Teachers provided guidance on accessing and interacting with the digital content, reinforcing the educational and career-oriented purpose.
- *Distribution of promotional materials:* Posters and career stories were distributed by official letters to eight vocational secondary schools across Bosnia and Herzegovina. Posters were placed on information boards at both the faculty and schools to maximize visibility among students and pupils.

- *Additional promotional activities:* The professionals' career stories were also highlighted on multimedia screens in the faculty hall, and printed as 500 postcards to be distributed during faculty events and school visits, providing an engaging, tangible way to reach students and inspire interest in forestry careers.

Duration of (each) activity:

- Faculty meeting: 5 February 2026 – ongoing
- Student presentation at Faculty of Forestry: 10 February 2026 – ongoing
- High school presentation: 16 February 2026 – ongoing
- Poster distribution with QR codes: 11 February 2026 – ongoing

Format used:

1. Digital stories: Posted on the school's website in a visually engaging, easily navigable format.
2. Poster with QR code: Printed and distributed in schools to provide direct, interactive access to the stories.
3. Social media and online promotion: Stories were shared on relevant social media channels, while students and teachers were encouraged to scan QR codes, discuss, and share the stories online, increasing engagement and visibility.
4. Multimedia slideshow: Career stories and infographics displayed on a screen in the faculty hall for students and visitors.
5. Printed postcards: 500 postcards (≈ 80 per role model) highlighting careers, distributed at faculty events and school visits.

Target groups reached:

1. High school students (15–18 years old) in vocational secondary schools with forestry or related programs
2. University students (18–25 years old)
3. Teachers and professors at the participating schools
4. Young forestry professionals interested in career inspiration
5. General public (social media)

Number of participants/accesses/downloads:

- At least 30 students actively participated in testing and providing input during the development of the pilot tools, helping to shape the content and usability of the digital stories and QR code materials.

- QR codes were scanned by approximately 250 students across the eight schools.
- Social media posts reached an estimated 500 engagements (views, shares, likes).

Participant feedback

All schools that received the QR code posters expressed enthusiasm about the initiative. School staff were happy to support the activity and actively shared it with their students. Students showed genuine interest in exploring the QR codes and were eager to see the digital stories, demonstrating curiosity and engagement with the content.

Summary report

To what extent did the pilot intervention progress according to the plan?

The pilot intervention largely progressed according to plan. All nine career stories (6 women, 3 men) were successfully developed and presented to the target audiences, QR codes were distributed to eight vocational secondary schools, and promotional materials were shared both online and onsite. Presentations to faculty, university students, and high school students were delivered within the general timeframe of January–February 2026.

Some adjustments were made compared to the original plan. While ten stories had been initially envisioned, one potential participant chose not to take part, resulting in nine final stories; however, this did not affect the overall quality or impact, as the focus remained on meaningful representation rather than quantity. Gender balance was carefully considered—particularly given the Faculty of Forestry’s equal male-to-female student ratio and challenges in attracting new students—so the majority of featured stories are women, while also including male professionals. Attention was also given to representation across forestry sectors and ethnic backgrounds.

Minor deviations from the timeline occurred due to student breaks and holidays, as many students reside in other cities. Additional delays were caused by the ongoing revision and redesign of the faculty website, which needed to be ready to host the digital stories. Some originally planned complex animations had to be simplified due to technical limitations of the platform, ensuring smooth functionality and accessibility for all users. Despite these adjustments, the pilot successfully achieved its objectives, delivering high-quality, engaging, and inclusive content to all target audiences.

Please describe what went well in pilot implementation.

1. **Strong institutional support** – The Faculty of Forestry leadership recognized the pilot as fully aligned with their strategic priorities, ensuring ownership and long-term commitment.
2. **High stakeholder relevance** – Schools, faculty, and students responded positively, confirming the pilot addressed a real gap in career orientation and communication within the forestry sector.
3. **Creation and dissemination of career stories** – All nine digital career stories were successfully produced and published on the faculty's website.
4. **Innovative and engaging format** – Digital storytelling combined with QR codes provided a modern, interactive approach that resonated with students and differed from traditional career promotion methods.
5. **Multi-level engagement** – The pilot reached high school students, university students, and academic staff, fostering connections across the education pipeline.
6. **Strong student interaction** – QR scans, content exploration, and social engagement demonstrated high curiosity and active participation from the target audience.
7. **Scalability and transferability** – The model proved low-cost, easily replicable, and suitable for expansion to additional schools and regions.

Which factors contributed to these successes?

1. **Strong institutional ownership and alignment** – Active support from the Faculty of Forestry ensured credibility, access to target groups, and smooth implementation across all activities.
2. **High relevance of the concept to existing gaps** – The pilot directly addressed the lack of modern, engaging career orientation tools in the forestry sector, making it immediately valuable to stakeholders.
3. **Use of authentic, relatable storytelling** – Real career stories created emotional connection and trust, significantly increasing student interest and engagement.
4. **Integration of digital and physical outreach channels** – Combining online content with QR codes and in-school promotion maximized reach and accessibility across different user groups.
5. **Early involvement of end users in testing and promotion** – Engaging students and teachers during development improved usability, relevance, and organic dissemination.
6. **Simple, scalable and low-barrier implementation model** – The approach required minimal resources and no complex processes, enabling quick adoption and strong participation from schools.

Which difficulties did the pilot intervention encounter over the last 6 months?

1. **Technical limitations and ongoing redesign of the Faculty website** – Simultaneous website restructuring affected the functionality, layout, and optimal presentation of the digital timeline and stories.
2. **Limited flexibility of the hosting platform** – Constraints of the existing web infrastructure reduced the ability to implement more interactive or user-friendly features for the digital tool.
3. **Variable stakeholder engagement and availability** – While some stakeholders showed strong interest, others demonstrated limited engagement or responsiveness during the implementation phase.
4. **Institutional constraints for external participation** – Several interested professionals were unable to contribute due to internal approval procedures or lack of permission from their employers.
5. **Timing constraints related to academic schedules** – Implementation coincided with exam periods and school breaks, limiting opportunities for broader student engagement.
6. **Limited resources for wider outreach and scaling** – The pilot relied on targeted dissemination, which constrained the ability to expand visibility beyond selected schools and fully leverage its broader replication potential.
7. **Limited access to detailed analytics and tracking tools** – The absence of advanced monitoring tools made it difficult to fully capture user behavior, engagement levels, and impact metrics.

Which information or material would have helped you to support the pilot intervention in the last 6 months?

1. **Access to advanced analytics and tracking tools** – More precise data on QR code usage, user behaviour, and content engagement would have enabled better performance monitoring and evidence-based adjustments.
2. **Enhanced visual and multimedia production support** – Additional resources for high-quality video, animation, and design would have increased attractiveness and retention among younger audiences.
3. **Structured formats for interactive engagement** – Ready-to-use concepts and materials for short workshops or facilitated sessions would have supported deeper interaction beyond passive content consumption.
4. **Access to best practice examples and benchmark cases** – Insights from similar successful initiatives would have helped refine engagement strategies and accelerate learning.

5. **Pre-developed communication and outreach toolkits** – Templates and guidance for teachers and institutions would have improved consistency, reach, and effectiveness of dissemination efforts.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

Following the Pilot Actions, future activities will focus on scaling and institutionalizing the digital storytelling initiative. Strong institutional buy-in from the Faculty of Forestry ensures sustainability, with the “Student Career Stories” section becoming a permanent part of the faculty’s outreach. Content will be continuously expanded and used during official info days through multimedia displays, ensuring ongoing visibility to prospective students.

To deepen engagement and broaden reach, QR-based access will be further distributed across schools nationwide, including non-technical institutions. Interactive workshops and online sessions will be introduced to enable direct interaction between students and featured professionals, strengthening the career orientation component.

As part of offline dissemination, key content will be adapted into printed infographics (500 copies) and distributed during faculty promotional activities and targeted school visits. Additional feedback tools will be introduced to better track engagement and inform future improvements, ensuring the initiative evolves into a scalable, long-term career promotion tool.

Participant feedback

Amina Redžović, student of the Secondary School for Environment and Wood Design in Sarajevo

1. How satisfied (on a scale from 1=very good to 5= insufficient) were you with the activity you just attended?

Answer: 1 (Very good)

2. How helpful (on a scale from 1=very helpful to 5 not helpful) did you find the content provided for your professional orientation?

Answer: 1 (Very helpful)

3.What did you find particularly interesting today?

Answer: What I found most interesting and impactful was the overall atmosphere and the sense of belonging I felt during the activities. It was very encouraging to see how we, as young women, can fit into and contribute to the forestry sector.

4.What could be improved in this activity?

Answer: Honestly, everything was excellent and well-organized. I don't have any specific suggestions for improvement at this time.

5. Do you have additional comments or suggestions?

Answer: No additional comments, except to say thank you for the opportunity to participate. It was a great experience!



2.1.3 Croatia

Overview of pilot action

Title: Building networks through dialogue and storytelling

Goal: The aim of the pilot activity was to make the forestry profession attractive to young women in order to increase the visibility of women in forestry, providing them with a platform for mentoring and inspiring future generations to choose a career in forestry.

Strategy/Methodology: Connect forestry students with mentors and network with informal meetings

Number of activities conducted (Dates, Locations): In total there were two events planned. The first activity of the initiative was carried out on October 23, 2025, when the students visited the forests in the Medvednica Nature Park area. The second activity was carried out on February 24, 2026 in the premises of the Croatian Forests Forest Management Branch Office in Delnice.

Content of (each) activity: October 23, 2025, the students visited the forests in the Medvednica Nature Park area and, with the professional guidance of employees of the Croatian Forests, the Zagreb Forestry Office, they learned about the peculiarities of selective forests and the problems and methods of forest management in protected areas. The second activity was carried out on February 24, 2026 in the Management Branch Office in Delnice, where the head of the management, Ivana Pečnik Kastner, together with her colleagues, presented the work of the company, everyday tasks in forest management, and employment and professional development opportunities in forestry. The students had the opportunity to learn about the practical aspects of the profession, ask questions, and exchange experiences. Special emphasis was placed on connecting female students, exchanging contacts and experiences, and building a support network among future forestry professionals, which will encourage long-term cooperation and a sense of community within the profession.

Fem2forests

PILOT AKCIJA; ALATI ZA DJEVOJKE U EDUKACIJI U ŠUMARSTVU

KAD I GDJE

- 24.2.2026. Delnice, Hrvatska

PROGRAM

- **8:00** polazak iz Zagreba (mjesto sastajanja Škola drvne tehnologije i šumarstva)
- **10:00** dolazak u UŠP Delnice
- **12:00** ručak
- **14:00** Polazak za Zagreb
- Predviđeno vrijeme povratka **16:00**

Izlet u Delnice planiran je za učenice srednjih šumarskih škola iz Zagreba i Delnica. Tijekom posjeta šumariji, voditeljica šumarice predstaviti će rad ustanove, svakodnevne zadatke u gospodarenju šumama te mogućnosti zapošljavanja i profesionalnog razvoja u šumarstvu. Učenice će imati priliku upoznati se s praktičnim aspektima struke, postavljati pitanja te razmijeniti iskustva.

Poseban naglasak je na međusobnom povezivanju učenica, razmjenu kontakata i iskustava te izgradnju mreže podrške među budućim stručnjakinjama u šumarstvu, čime će se potaknuti dugoročna suradnja i osjećaj zajedništva unutar struke. Planirana pilot-aktivnost ima za cilj učiniti šumarsku profesiju privlačnijom mladim ženama te povećati vidljivost žena u šumarstvu, pružajući im platformu za mentorsko djelovanje i inspiriranje budućih generacija na odabir karijere u šumarstvu.



Duration of (each) activity: all day events (8 h)

Format used: In person meeting

Target groups reached: forestry students, educators, female forest professionals, NGO

Number of participants/accesses/downloads: 10, 27

Participant feedback (see questions below):

Summary report

To what extent did the pilot intervention progress according to the plan?

The implementation of the activities went according to the plan

Please describe what went well in pilot implementation.

- uplifting girls who chose to study forestry
- connecting student from rural and urban area of Croatia
- increased visibility of female role models
- students getting a better picture of everyday tasks of a forester
- girls feeling freely to ask questions and connect with mentors
- building network among students and forest professionals

Which factors contributed to these successes?

- Excellent collaboration with foresters in public institution Nature park Medvednica as well as management office Hrvatske šume doo Zagreb and management office Hrvatske šume doo Delnice
- cooperative teachers and school management that supported the initiative
- Casual setting that supported open conversation
- students interest in the presented subjects
- speakers of different levels of management sharing their experience
- ambitious students that want to broaden their understanding and knowledge of forestry sector

Which difficulties did the pilot intervention encounter over the last 6 months?

- organization of the transport for the students
- coordination of the participants arrival on the meeting

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

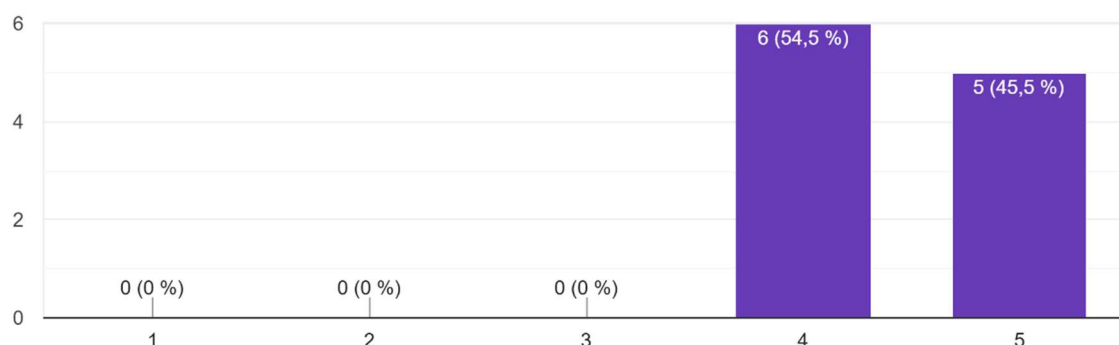
Starting with activities that do not require additional funding, such as online meetings and volunteer initiatives, the model can be implemented within existing frameworks, especially if supported by most institutions. Over time, this could lead to a higher number of female students enrolling at the Faculty of Forestry and Wood Technology, as well as a greater share of women in the forestry sector at all levels.

Participant feedback

How satisfied (on a scale from 1=very good to 5= insufficient) were you with the activity you just attended?

Koliko ste bili zadovoljni aktivnošću kojoj ste prisustvovali? (na ljestvici 5=vrlo dobro, 1 = nedovoljno)

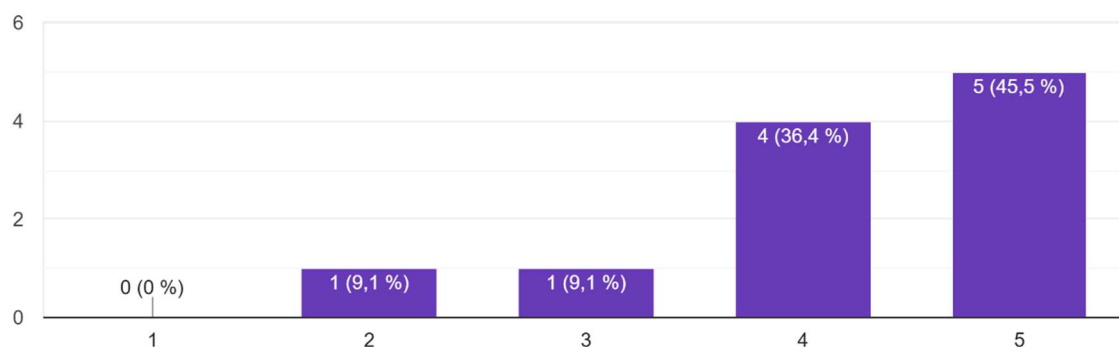
11 odgovora



How helpful (on a scale from 1=very helpful to 5 not helpful) did you find the content provided for your professional orientation?

Koliko vam je bio koristan sadržaj koji vam je bio na raspolaganju za vašu profesionalnu orijentaciju? (5 = vrlo korisno, 1 = nekorisno)

11 odgovora



What did you find particularly interesting today?

- Shared life experience of female foresters
- Society, professional associates/forestry managers, educational content with lots of socializing, and meeting new colleagues!
- New things I learned, if I go to the Faculty of Forestry (what I will study anyway). Also, useful facts about the place we were in and its existence.
- All
- Viewpoint

- Presentation of the Zagreb Forestry Department, visit to the faculty
- New information about Medvednica
- Meeting new colleagues and information about their areas
- When we climbed the TV tower
- When we saw the cable car Sljeme
- Tractors, walking in the forest and education about Medvednica

What could be improved in this activity?

- More fieldwork
- If we had taken a little walk in the forest
- Everything was great, nothing was missing
- More things to visit
- More places to go
- More additional activities, complete the program
- Louder and clearer speech

Do you have additional comments or suggestions?

- It was a pleasure to participate in this trip, and I hope for many more activities in the future!
- Very useful and informative
- Thank you, we enjoyed it!

2.1.4 Germany

Overview of pilot action

Title: Talks with role models

Goal: to promote female role models in the Bavarian forestry sector and inspire young women to pursue a career in forestry

Strategy/Methodology: Experienced female forestry professionals with varied backgrounds speak about their career path in different areas of the forestry sector: challenges, opportunities and lessons learned. During the talks students have the opportunity for personal exchange with the practitioners. The event is intended to help students to create a network of women in forestry that can help support them in their professional life.

Number of activities conducted (Dates, Locations): 4 dates during winter semester in November and December: 4.11./ 11.11./ 02.12./09.12.25; located in a student bar in Freising

Content of (each) activity:

- Talk with the Head of Department at the Bavarian State Ministry of Forestry and Agriculture
- Talk with the Head of the lower nature conservation authority Augsburg
- Talk with the Deputy Head of a Forestry Operation of the Bavarian State Forests (BaySF)
- Talk with the Deputy Head of a Forest Experience Centre + Head of District at the Bavarian State Office for Food, Agriculture and Forestry (AELF)

Duration of (each) activity:

- 19.00-20.45= 1h45min (04.11.)
- 19.00-20.45= 1h45min (11.11.)
- 19.00-20.15= 1h15min (02.12)
- 19.00-20.45= 1h45min (09.12)

Format used: informal talks between different female forestry professionals with forestry students

Target groups reached: bachelor and master students

Number of participants/accesses/downloads: 114 students in total

- 17 female participants (04.11.)
- 28 female participants (11.11.)
- 28 female + 1 male participant(s) (02.12)
- 27 female + 3 male participants (09.12)

Summary report**To what extent did the pilot intervention progress according to the plan?**

- Process of the event as expected/ as planned

Please describe what went well in pilot implementation.

- Lively and brief report of careers path and current professional activity of the speaker
- Lively and open debate
- A lot of questions were asked to the speaker
- Interest among participating students
- Helpful assistance for students' career planning
- Pleasant informal setting for the event as a frame for an interactive participative environment
- Encouraging atmosphere for asking questions

Which factors contributed to these successes?

- Interesting and professionally appealing speakers
- Students' needs for career guidance

- Interest among participating students
- Different career pathways of the speakers
- Informal atmosphere lowers the inhibition to ask questions and motivates participants to take part
- Young female foresters who can speak from their own experience about the various stages of training and are still close to the students in age and life experience.

Which difficulties did the pilot intervention encounter over the last 6 months?

- Uncertainty about the number of participants
- Uncertainty about whether the room is too big or too small
- Uncertainty about the forestry students' areas of interest and whether experienced or younger female foresters would be better suited as speakers

Which information or material would have helped you to support the pilot intervention in the last 6 months?

Additional support in outreach and communication would have helped us reach a larger number of students and young women interested in forestry. Promotional materials, communication templates, and guidance on engaging educational institutions could have increased participation and broadened the diversity of participants. Greater visibility of the initiative through schools, universities, professional networks, and social media channels would have enabled us to involve more students, forestry professionals, and other stakeholders, thereby strengthening the networking and mentoring aspects of the pilot action.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

For the follow-up phase, we intend to anchor the pilot format in the 2026/2027 winter semester. We will approach the Center for Forest, Forestry & Wood to secure financial support for venue rental and promotional materials (e.g., flyers). The students' unions of the forestry faculties will be invited to handle on-site organisation and outreach, working closely with the universities' gender-equality officers. As speakers, we plan to engage our Fem2Forests ambassadors and the two additional women who expressed interest during the project, supplementing them with experienced professionals where relevant. This partnership will ensure both continuity and fresh perspectives for the next round of activities.

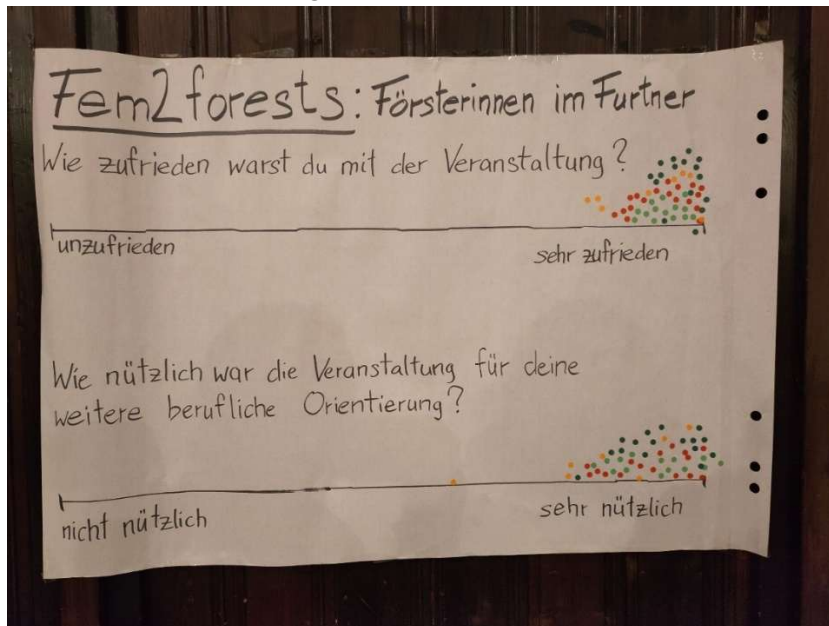
Participant feedback

How satisfied (on a scale from 1=very good to 5= insufficient) were you with the activity you just attended?

The average satisfaction rating was about 1.2 on the 1 (very good) – 5 (insufficient) scale, with all responses falling between 1 and 2.

How helpful (on a scale from 1=very helpful to 5 not helpful) did you find the content provided for your professional orientation?

The average satisfaction rating was about 1.4 on the 1 (very good) – 5 (insufficient) scale, with all responses falling between 1 and 3.



Green = Session 1, Red = Session 2, Orange = Session 3, Blue = Session 4

What did you find particularly interesting today?

- Outlook on prospects and opportunities after graduation
- Information about work/ job opportunities at the ministry that is not covered at HSWT
- Advice for one's own career path
- Information on the division of responsibilities for the Bavarian forestry sector
- Information about other career pathways away from usual path into BaySF/AELF after legal traineeship
- illustrative material about the different tasks of the professional activity

What could be improved in this activity?

- option to submit questions anonymously, e.g., via a circulating question box

Do you have additional comments or suggestions?

- please continue this format, it was extremely helpful



2.1.5 Ukraine

Overview of pilot action 1.5.

Title: Map of the profession (tools for students).

Goal: to develop easy tool for students, that can help them plan and implement educational and career trajectory and supports them in making decisions about selection of courses, balance between work and studies etc.

Strategy/Methodology: the activity is about finding information on the list of main job positions, that exist in Ukraine, finding requirements for this job positions; main responsibilities at the job position; further promotion etc.

Number of activities conducted (Dates, Locations): 1 (Date: May, 2026; Location: Uzhhorod-Kyiv).

Content of (each) activity: concise description of the responsibilities and requirements to main forestry jobs (positions), available at the largest forest management employer in Ukraine.

Duration of (each) activity: Two months.

Format used: Electronic document.

Target groups reached: students at the 15 educational institutions, that prepare foresters.

Number of participants: 500+.

Participant feedback: useful tool, good to see what is needed from professional to occupy the position and what are the main functions.

Summary report

To what extent did the pilot intervention progress according to the plan? – Fully implemented.

Please describe what went well in pilot implementation.

- High interest and usability.
- Concise format.
- Professional orientation.
- Understanding of what is required from students and young specialists, what steps should be taken.
- Aid in planning educational and career path.
- Increased transparency of the sector.

Which factors contributed to these successes?

- Support of the SE "Forests of Ukraine".
- Willingness of professional schools and university teachers to cooperate.

- Experienced project team.

Which difficulties did the pilot intervention encounter over the last 6 months?

- Not easy to find information about job position.
- Need to process big amount of information and make it easy and digestible.
- Lack of initiative from the side of both local employer and educational institutions.

Which information or material would have helped you to support the pilot intervention in the last 6 months? n/a.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country? – Dissemination of information via social media.

Participant feedback

How satisfied (on a scale from 1 = very good to 5 = insufficient) were you with the activity you just attended? – 2 (good).

How helpful (on a scale from 1 = very helpful to 5 not helpful) did you find the content provided for your professional orientation? – 2 (helpful).

What did you find particularly interesting? (Open answer) – What is the salary; What should I know and what degree should I have for the position I like; What can be my career.

What could be improved in this activity? (Open answer) – Digitalization of the tool in terms of starting point, intermediate stops in career, what skills to obtain and where it would be possible to do (selection courses, mass open online courses, free of charge courses etcl)

Do you have additional comments or suggestions? (Open answer) – Would be useful to continue work on making this tool more structured and modular with additional information about possible sources of courses needed.

Overview of pilot action 1.6.

Title: Leadership and communication training for female forestry students.

Goal: to develop and test 2-day training program which can be included into the activities of the universities and professional schools. Main goal of the program is to provide motivation and tools to female forestry students on how to build up confidence, leadership and communication skills in order to smoothly develop educational and career path and be successful in entering the labour market.

Strategy/Methodology: To achieve the objective, we invited gender expert and trainer to develop the program and interactive activities with participants and deliver the in-person training to number of female forestry students.

Number of activities conducted (Dates, Locations): 1 (Date: June, 4-5 2026; Location: Uzhhorod).

Content of (each) activity: separate program available: stereotypes; what do I plan to be in 10 years; leadership; communication; networking; new tools; forest walk.

Duration of (each) activity: 2-day training.

Format used: In-person.

Target groups reached: students from 5 educational institutions, that prepare foresters.

Number of participants: 18.

Participant feedback: timely and important for building community of foresters.

Summary report

To what extent did the pilot intervention progress according to the plan? – Fully implemented.

Please describe what went well in pilot implementation.

- Involvement and participation of the audience.
- In-person format.
- New knowledge on both gender equality and leadership and communication.
- Included forest walk with demonstration of digital skills.
- Support in confidence of future professionals.
- Connection and participation.

Which factors contributed to these successes?

- Interest and support of educational institutions.
- Support of local employer (career talk).
- Experienced project team.
- Existing digital tools to be demonstrated.
- Vocational time of students.
- Prior participation in Graphic Novel Competition.

Which difficulties did the pilot intervention encounter over the last 6 months?

- Expensive format.
- Not a lot of female students, free during holidays.

Which information or material would have helped you to support the pilot intervention in the last 6 months? – n/a.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country? – Share the training program with professional forestry schools and universities.

Participant feedback

How satisfied (on a scale from 1 = very good to 5 = insufficient) were you with the activity you just attended? – 1 (very satisfied).

How helpful (on a scale from 1 = very helpful to 5 not helpful) did you find the content provided for your professional orientation? – 1 (very helpful).

What did you find particularly interesting? (Open answer) – To meet other girls foresters, to be appreciated for the work we did and get prizes (Graphic Novel Competition), to learn about initiatives of women leadership and try to build one for us.

What could be improved in this activity? (Open answer) – More of such trainings; More time; possibility for internship afterwards.

Do you have additional comments or suggestions? (Open answer) – No.



Link to media – <https://www.facebook.com/reel/1939175456797196>
<https://www.facebook.com/reel/1939175456797196>

Overview of pilot action 1.7.

Title: Forest walk for professional forestry school female students.

Goal: to provide practical information to female forestry students about the natural forests and introduced species, and testing digital tools on species identification and ecosystem services of trees.

Strategy/Methodology: For the Forest walk we invited local expert to deliver excursion; also we had demonstration and practical testing of iNaturalist and MyTree tools; Career Talk was also part of the program, allowing participants to meet two female foresters, who finished the same forestry school as students are studying in.

Number of activities conducted (Dates, Locations): 1 (Date: June, 19, 2026; Location: Mukachevo, Berezyinka Dendropark).

Content of (each) activity: Berezyinka dendropark excursion; iNaturalist application and practical use; MyTree application; Career Talk.

Duration of (each) activity: 6 hours (with transfer).

Format used: In-person.

Target groups reached: female students from Zakarpattia forest technical professional school. Teachers of the same school.

Number of participants: 17.

Participant feedback: interesting to be at the excursion, see unique species. We don't know what we will do after the studies, and it is important to see examples.

Summary report

To what extent did the pilot intervention progress according to the plan? – Fully implemented.

Please describe what went well in pilot implementation.

- Practical tasks.
- In-person format.
- Included forest walk with demonstration of digital skills.
- Support in confidence of future professionals.
- Connection and participation.

Which factors contributed to these successes?

- Willingness, support and quick organizational efforts of educational institutions.
- Experienced project team.
- Existing digital tools to be demonstrated.
- Last day of studies of students.

Which difficulties did the pilot intervention encounter over the last 6 months?

- Short time of the Forest walk.
- Lack of active involvement of students to the activities of school.

Which information or material would have helped you to support the pilot intervention in the last 6 months? – n/a.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country? – Share the idea of Forest walks and Career Talks with employers and educational institutions.

Participant feedback

How satisfied (on a scale from 1 = very good to 5 = insufficient) were you with the activity you just attended? – 1 (very satisfied).

How helpful (on a scale from 1 = very helpful to 5 not helpful) did you find the content provided for your professional orientation? – 1 (very helpful).

What did you find particularly interesting? (Open answer) – Presents, taking care of us, attention and practical work.

What could be improved in this activity? (Open answer) – More of such trainings; More time; possibility for internship afterwards.

Do you have additional comments or suggestions? (Open answer) – No.



Link to media –

<https://www.facebook.com/ngoforza/posts/pfbid0342CK3GdtgWqPQYNcj7yzjCThDYpZvJi u6cMuyi4UXabcV7xXgTUY3TeFeUUN4uA6l>

2.2 Type: career orientation

2.2.1 Czech Republic

Overview of pilot actions: Faculty of Forestry and Wood Sciences, CZU Prague

Title: Initiatives for career orientation

1) Forestry day

2) Open days

Goal:

- to increase awareness of forestry careers among women in the Czech Republic and thus increase interest in studying forestry and work in the forestry sector

Strategy/Methodology:

- participatory approach (forest-related stakeholders, forestry students),
- open discussions and presentations

Number of activities conducted (Dates, Locations):

- 11.9.2025 – Forestry day (Faculty of Forestry and Wood Sciences, CZU Prague)
- 21.11.2025 & 17.1.2026 - Open days (Faculty of Forestry and Wood Sciences, CZU Prague)

Content of (each) activity:

- Forestry day - presentation on „Gender in forestry – findings of the Fem2forests project in international comparison and in-person discussions
- Open days – displaying key findings from Fem2forests project, distribution of promotional materials, getting feedback on needs of education in forestry (questionnaires) and in-person discussions

Duration of (each) activity:

- Forestry day – 1 day hybrid event
- Open days – 2*1 full day event (9-15)

Format used:

- Forestry day – presentation, discussion
- Open days – presentation, questionnaire, discussion

Target groups reached:

- Forestry day - companies and associations in the forest-based sector, clusters, research and educational institutions in forestry
- Open days - prospective students (coming especially from different high schools, aged 18+) including our main target group – young women deciding for their future careers; parents

Number of participants/accesses/downloads:

- Forestry day: more than 100
- Open days: More than 150 participants (estimation, 37 filled questionnaires)

Summary report

To what extent did the pilot intervention progress according to the plan?

- We did not encounter any substantial problems and delays.

Please describe what went well in pilot implementation.

- Reaching relevant target groups
- Preparing materials and informing in time
- Enabling better outreach because of combining the Fem2forests event with already established events (Pilot action 1 and 2)
- Outreach out of the forestry sector

Which factors contributed to these successes?

- Cooperation with marketing department, departmental management and FLD CZU management for Pilot actions 1 and 2
- Long term planning
- Smooth cooperation between CZU and Foresta SG, a.s.

Which difficulties did the pilot intervention encounter over the last 6 months?

- Low interest in questionnaire responses (pilot action 2)
- Impossibility to change the dates and be more flexible in planning

Which information or material would have helped you to support the pilot intervention in the last 6 months?

- Use of dedicated social media channel (+ operability, - necessity to devote 1 person to communication only)

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

- We still plan to continue with open days and career fairs. Our future is however to concentrate on activities that will better target younger age group (primary school).

Participant feedback

Since the first pilot action was planned before the template for participant feedback was available, the feedback can be measured by number of invitations sent, number of visits (social media and website), number of people joining the event in person and online.

For the second pilot action, we can also take social media and website (informing about the events) attendance, and we are supporting this with evidence from the questionnaire. Its

aim was to confirm source of data of information about forestry careers and their experience/wishes towards studies and work in forestry.

A total of 37 prospective students responded to the questionnaires distributed as part of the pilot actions. Most (33) were students from other secondary schools, with only two students from a secondary forestry school. They most often obtain information about forestry from the internet and social networks (16), followed by parents and relatives (12), and information provided during their previous studies (primary school, 12). The most common answer to the question of why they would choose forestry as their field of study was "love of nature/forests." The importance of the study program is confirmed by the second most common answer – "I was attracted by the study program" – in 11 cases. Nineteen respondents had an idea of their future career, most often in the fields of forest ecology (7), forest protection and entomology (6), and hunting (4).

Overview of pilot action: FORESTA SG, a.s. and Faculty of Forestry and Wood Sciences, CZU Prague)

Title: Initiatives for career orientation

3) Short animated film: GIRLS & FORESTS

Early Career Orientation Module for Primary Schools

Goal:

- To introduce forestry and forest-related professions to younger children (grades 3–5) and to increase awareness that forestry is an open profession for both girls and boys.

Strategy/Methodology:

- structured school-based educational module
- PowerPoint presentation introducing forest functions and forestry professions
- screening of a short animated motivational film ("Girls and Forests")
- facilitated classroom discussion
- anonymous questionnaire for evaluation
- distribution of materials from the Awareness Raising Campaign supporting the message that forestry is accessible to both girls and boys.

Number of activities conducted (Dates, Locations):

- Primary school Huslenky, grade 4. and 5., date: 20.02.2026, 26 children, 45 minutes presentation
- Primary school Nový Hrozenkov, grade 5., date: 25.02.2026, 27 children, 45 minutes presentation
- Primary school Nový Hrozenkov, grade 4. and 3., date: 26.02.2026, 39 children, 2 x 45 minutes

Content of (each) activity:

- data
- introduction to forest functions (production and non-production roles)

- explanation of forestry education pathways (vocational schools, secondary forestry schools, university studies)
- clarification that forestry professions are open to both men and women
- screening of the film
- interactive discussion about perceptions of forestry
- distribution of small promotional materials with contributions from Awareness Raising Campaign – 4 QR codes = 4 contributions
- completion of short evaluation questionnaire

Duration of (each) activity:

- 45 minutes each presentation = one school lesson

Format used:

- Presentation
- Audiovisual screening
- Interactive discussion
- Questionnaire-based feedback

Target groups reached:

- Primary school children (grades 3–5, aged approx. 9–12)
- Indirect target group: teachers (6)

Number of participants/accesses/downloads:

- Total number of children: (92)

Summary report

To what extent did the pilot intervention progress according to the plan?

- The pilot intervention was implemented according to the planned structure. The implementation in schools proceeded without complications, and the schools provided space for the presentation within a short timeframe.
- Administrative challenges primarily concerned the production phase of the film and did not affect the implementation in schools.

Please describe what went well in pilot implementation.

- Reached 92 children in early educational stage
- Achieved 100% questionnaire response rate
- Successfully tested structured early career orientation model
- Positive feedback from teachers
- High engagement of children during interactive discussion
- During the implementation, it was identified that the activity is also suitable for younger pupils (Grade 3 of primary school).

Which factors contributed to these successes?

- Cooperation between CZU and Foresta SG, a.s.
- Structured content of the presentation and age-appropriate visual design
- Combination of facts and storytelling elements (short film GIRLS & FORESTS)
- Direct interaction with pupils
- Support from school management

- Use of already developed project materials

Which difficulties did the pilot intervention encounter over the last 6 months?

- Joint production of the film by two partner institutions
- Longer production time due to alignment of formal requirements and visual identity adjustments
- Simultaneous preparation and implementation of several project activities
- Reduced time available for the implementation phase due to the extended preparation stage; however, further presentations are already planned

Which information or material would have helped you to support the pilot intervention in the last 6 months?

- Use of dedicated social media channel (+ operability, - necessity to devote 1 person to communication only)

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

- We plan to offer the short animated film "Girls and Forests" for potential inclusion in forest pedagogy educational materials.
- We plan to continue with further presentations.

Participant feedback

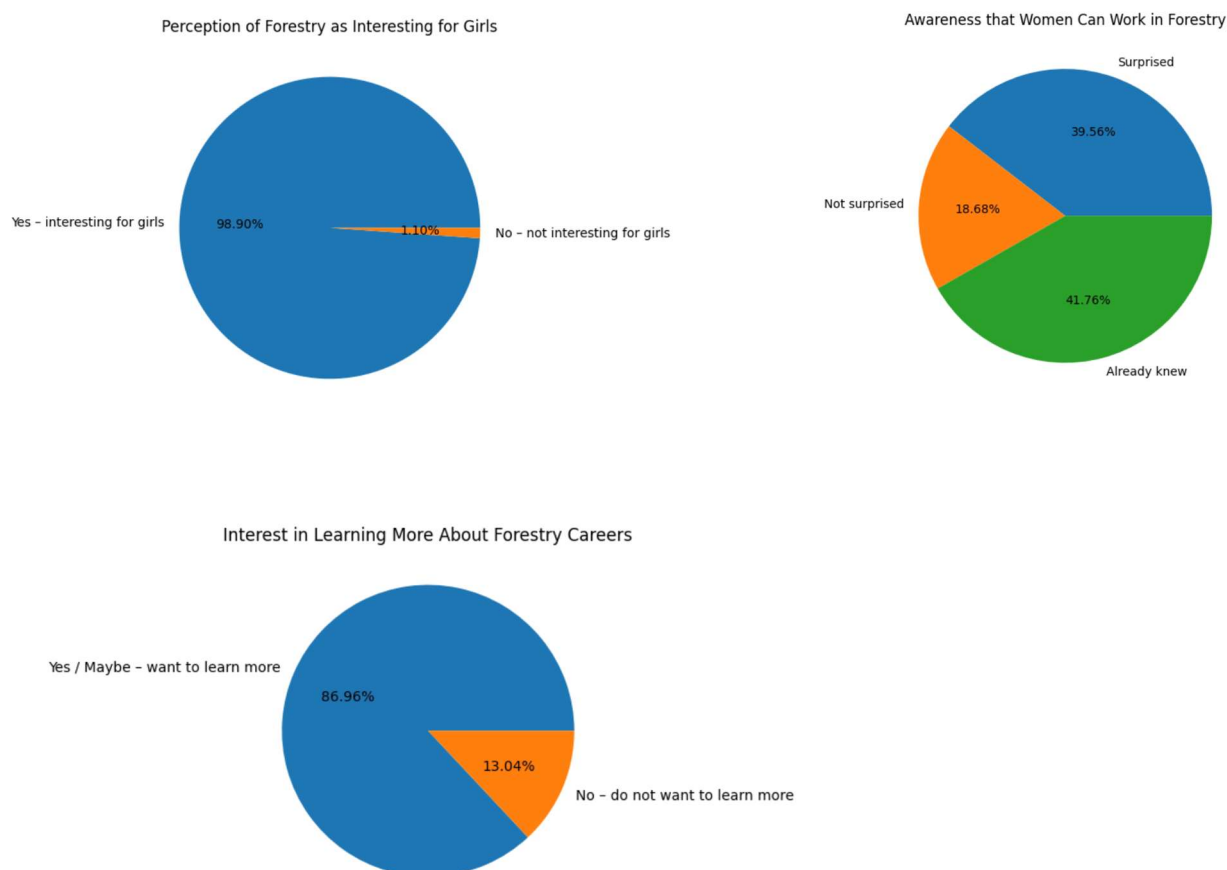
The feedback was collected through an anonymous questionnaire completed by 92 children (students 3. - 5. grade of primary school) immediately after the activity. The results provide an overview of students' perceptions of the animated film and their attitudes towards forestry as a potential field of work.

- 96.74% of respondents stated that they liked the film "Girls & Forests" (answers: Yes / Rather yes).
- 3.26% of respondents stated that they did not like the film (answers: No / Rather no).
- 39.56% of respondents indicated that they were surprised to learn that women can work in forestry.
- 18.68% of respondents stated that they were not surprised by this information.
- 41.76% of respondents indicated that they were already aware that women can work in forestry.
- 98.90% of respondents stated that working in forestry can also be interesting for girls.
- 1.1% of respondents did not think that working in forestry could be interesting for girls.
- 50% of respondents reported that they were interested in a specific forestry activity presented during the session.
- 50% of respondents stated that no specific activity particularly interested them.
- 86.96% of respondents indicated that they would like to learn more about working in forestry (answers: Yes / Maybe).

- 13.04% of respondents stated that they would not like to learn more about working in forestry.

The short film was also published on YouTube channel (https://youtu.be/CA9F_HNsD_Y), and the link is being shared. As of today, it has been viewed 53 times.

The short film is also available on websites: <https://www.foresta.cz/aktuality/>



2.2.2 Romania

Overview of pilot action

Title: Forestry Young Voices in Forestry

Goal: The aim of the pilot activity was to increase the visibility of women in forestry and provide young women with relatable role models who could inspire and motivate them to consider careers in forestry

Strategy/Methodology: The activity focused on storytelling, mentoring, networking, and direct interaction between students and female forestry professionals

Number of activities conducted (Dates, Locations): Two career orientation and networking event organized at a forestry high school in Romania and at the University Stefan cel Mare.

Content of (each) activity: The event brought together students and young women professionals working in the forestry sector. Two female forestry professionals presented their educational and professional journeys, discussed challenges and opportunities in forestry, and reflected on gender stereotypes and barriers in the profession. Representatives of the local state forest administration and the forestry research institute INCDS "Marin Drăcea" – Câmpulung Moldovenesc also participated in the discussion. The event included interactive discussions, open questions, and networking opportunities between students and professionals. The second event organized at the University, two women were invited to talk about biodiversity conservation and how they have succeeded in their field.

Duration of (each) activity: both between 2-3 hours.

Format used: Interactive presentations, career talks, networking discussions, mentoring and storytelling sessions

Target groups reached: female forestry students, forestry professionals, forestry high school student, students

Number of participants/accesses/downloads: around 60 girls from at forestry college event, and around 20 at the University.

Participant feedback (see questions below): Girls appreciated hearing authentic experiences from young women working in forestry. Participants highlighted the value of open discussion regarding career pathways, stereotypes, and professional development opportunities.

Summary report

To what extent did the pilot intervention progress according to the plan?

The pilot intervention progressed successfully according to the planned activities. The initiative created opportunities for students to interact directly with young women professionals working in forestry and related sectors. The discussions and mentoring activities contributed to increasing the visibility of women role models and promoting forestry careers among girls and young women

Please describe what went well in pilot implementation.

- Increased visibility of women role models in forestry
- Positive engagement of students during storytelling and mentoring sessions
- Open discussions regarding career opportunities and challenges in forestry
- Strengthened networking between students and forestry professionals
- Increased awareness regarding gender equality in forestry
- Positive collaboration with forestry institutions and professionals

- Strong interest from participants regarding future mentoring activities

Which factors contributed to these successes?

- Interest of women professionals in sharing their experiences
- Interactive and informal communication format
- Existing cooperation with forestry schools and institutions
- Relevance of gender equality and career orientation topics
- Support from forestry stakeholders and professionals
- Use of storytelling and personal experiences as motivational tools
- Positive atmosphere encouraging open dialogue and networking

Which difficulties did the pilot intervention encounter over the last 6 months?

- Limited availability of professionals for participation in activities
- Difficulty coordinating schedules between institutions and participants
- Existing stereotypes regarding women in technical professions
- Limited financial resources for organizing larger-scale activities
- Need for continuous mentoring and follow-up activities
- Limited dissemination resources for broader outreach

Which information or material would have helped you to support the pilot intervention in the last 6 months?

- Additional visibility and communication materials
- More examples of women role models in forestry
- Additional funding for networking and mentoring activities
- Educational resources adapted for career orientation sessions
- Stronger institutional support for promotion activities
- More opportunities for cooperation with employers and forestry organizations

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

Future activities will continue focusing on mentoring, storytelling, and networking activities involving women professionals from forestry and environmental sectors. Additional collaborations with universities, forestry organizations, and private sector stakeholders will support future career orientation activities and increase the visibility of women role models in forestry.

Title: Forestry Pathways for Girls: University and Field Experience

Goal: The aim of the pilot activity was to strengthen early and continuous career orientation for girls and young women interested in forestry by providing direct exposure to forestry

education, practical field experiences, and interaction with forestry professionals and university students

Strategy/Methodology: The pilot action combined field-based learning with online educational sessions. The methodology focused on experiential learning, direct interaction with forestry students and professionals, and practical exposure to forestry education and ecosystems

Number of activities conducted (Dates, Locations): Field activity organized in cooperation with Râșca Forestry District (Autumn 2025). Online phytopathology class organized by the Faculty of Forestry, University Ștefan cel Mare of Suceava (Winter semester 2025/2026)

Content of (each) activity: The first activity took place in a forest area managed by the Râșca Forestry District, where high school girls participated in practical exercises related to dendrology and pedology. Students explored forest ecosystems and learned directly in the field alongside forestry students and teaching staff. The second activity involved participation in an online phytopathology class delivered by a professor from the Faculty of Forestry. Students gained insight into forestry-related scientific subjects and university-level education

Duration of (each) activity: Field activity: one-day practical event. Online session: approximately 2 hours

Format used: Field-based practical learning. Online educational session

Target groups reached: High school girls, forestry students

Number of participants/accesses/downloads: Field activity: girls from different grade levels (9th grade to final-year students, 8 girls and 1 boy, 1 teaching staff from Bucovina Forestry College). Online class: 24 participants

Summary report

To what extent did the pilot intervention progress according to the plan?

The pilot intervention progressed according to the planned objectives and activities. The field experiences and educational sessions were successfully implemented and created direct interaction between girls, forestry students, professors, and forestry professionals. The activities contributed to strengthening early career orientation and increasing awareness regarding forestry education and careers.

Please describe what went well in pilot implementation.

- Successful organization of field-based learning activities in forestry environments
- Increased interest of girls and young women in forestry education and careers

- Positive interaction between students, forestry professionals, and university staff
- High engagement of participants during practical activities and discussions
- Improved visibility of forestry education opportunities among secondary school students
- Strengthened cooperation between forestry faculties, schools, and forestry stakeholders
- Positive feedback regarding hands-on learning experiences and university exposure

Which factors contributed to these successes?

- Existing collaboration with forestry schools and universities
- Support from forestry professionals and teaching staff
- Practical and interactive learning format
- Interest of students in outdoor and field-based activities
- Direct contact with forestry students and professionals
- Good cooperation between educational institutions and forestry stakeholders
- Flexibility in organizing activities according to participants' needs

Which difficulties did the pilot intervention encounter over the last 6 months?

- Organizational challenges related to field visits and logistics
- Coordination of participants from different grades
- Limited financial resources for transportation and materials
- Limited time availability for organizing activities during the academic year
- Existing stereotypes regarding women in forestry professions
- Difficulty reaching students from more remote rural areas

Which information or material would have helped you to support the pilot intervention in the last 6 months?

- More communication and dissemination tools for schools
- Additional funding for field activities and transportation
- More practical demonstration materials and equipment
- Broader institutional promotion support
- Examples of good practices from other countries and institutions

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

Future activities will continue focusing on organizing field experiences, practical forestry activities, and university immersion opportunities for girls and young women. Because participants expressed strong interest in practical learning and direct contact with forestry professionals, additional collaborations with forestry institutions, schools, and universities

will be developed in order to create more opportunities for exchange of experiences and career orientation activities.

2.2.3 Serbia

Overview of pilot action

Title: Obedska Bara – “Protected Area as a Future Classroom”

(introduction to protected area management during a one-day field trip)

Goal: The aim is to provide students of the “Secondary School of Chemistry, Forestry and Food Technology” in Sremska Mitrovica (Forestry Technician program), with the opportunity to gain a direct insight into the forestry profession and a better understanding of career development possibilities in this field through direct interaction with university professors and forestry professionals. A special focus is placed on introducing female students to successful women in forestry as “role models”, giving them the opportunity to identify with these professionals and see that careers in forestry are accessible to women. This approach aims to increase female students' motivation to pursue further education and careers in forestry. Additionally, the goal is to strengthen the connection between secondary and higher education in forestry as part of career guidance and development.

Strategy/Methodology: The activity is designed to showcase diverse professional opportunities, including the management of protected areas, eco-tourism, and cooperation with local communities and civil society. A combination of career guidance activities (presentations and lectures delivered by professors from the Faculty of Forestry and successful representatives of a public enterprise from the forestry sector), interactive discussions, a role-model approach, and experiential learning (a field visit to a protected area)

Number of activities conducted (Dates, Locations): 17th October 2025, Special Nature Reserve “Obedska Bara”

Content of (each) activity:

- Gathering and introductory session (welcome remarks, introduction of key stakeholders);
- Presentations and discussion: introduction to the Faculty of Forestry and its study programmes; presentation of the F2f project; input from practice (Public Enterprise “Vojvodinašume” and the Special Nature Reserve “Obedska Bara”), including the presentation of professional activities carried out in the protected area.
- Educational walk – a field visit to the protected area “Obedska Bara”, accompanied by an expert lecture delivered in the natural environment.

- Informal part – lunch (networking, informal questions, feedback, and impressions).

Duration of (each) activity: one-day activity (09:30 – 15:00)

Format used: live presentations; Q&A/discussion; field-based learning ("protected area - future classroom").

Target groups reached: Primary: students of the "Secondary School of Chemistry, Forestry and Food Technology" in Sremska Mitrovica (Forestry Technician program), with a special focus on female students.

Secondary: school teachers; teaching staff and associates of the Faculty of Forestry; representatives of PE "Vojvodinašume" and Special Nature Reserve "Obodska Bara".

Number of participants/accesses/downloads: 44 total, including 35 students, of whom 10 were girls (the evaluation form was completed by 30 students).

Summary report

To what extent did the pilot intervention progress according to the plan?

The activity was implemented in the planned format and within the scheduled timeframe (a one-day visit to the protected area in October 2025, followed by an evaluation conducted through a printed questionnaire, which the students filled in upon returning to school). The activity was carried out and in the scheduled time (a one-day visit in October 2025, with). The program was fully realized (introductory section, presentations and discussion, field part - educational walk through the protected area, and closing section).

The importance of the pilot activity "PROTECTED AREA AS A FUTURE CLASSROOM" is reflected in the fact that students were provided with direct experience, through a stay in a protected area and interaction with employees in the sector, which helped them gain a clearer picture of forestry as a multidisciplinary and dynamic sector. Also, such activities additionally contribute to strengthening the connections between secondary and higher education in forestry, which is an important part of career guidance.

Please describe what went well in pilot implementation.

- High participant satisfaction: average satisfaction score of 1.86 (where 1 is the best and 5 is the worst), with 24 ratings from categories 1-2 and only 6 ratings from categories 3-4;
- The perception of usefulness for professional orientation is also high: average score of 1.90 (where 1 is the best, 5 the worst), with 25 ratings from categories 1-2 and only 5 ratings from categories 3-4;
- Strong motivational effect: in open responses, participants stated that the speakers motivated them to consider enrolling at the Faculty of Forestry. A "role model" approach was applied, where the main leader is a woman who successfully serves as an "independent officer for protected areas and the environment". This has a

powerful impact on identifying and overcoming stereotypes ("if she can do it, maybe I can too").

- In addition to the participants' satisfaction with the presentations, the field segment ("protected area as a future classroom") additionally enhanced the experience of the profession - a walk with professional guidance through a protected area, a special nature reserve, with a tour of characteristic areas is often cited as the most interesting part of this pilot activity;
- Visibility of the gender dimension of the profession: participants point out as an important insight, i.e. the answer to the question "what new did you learn today" that "it doesn't matter what gender you are and that forestry is a profession for everyone who loves it", which directly supports the goal of the pilot action;
- Connecting education and practice: the joint participation of the Faculty of Forestry and public forestry enterprises provided credible information about career pathways.
- Cross-sectoral approach: involvement of the Faculty of Forestry and the public forestry enterprise provided a broader perspective on the profession and demonstrated the role of forestry in managing protected areas.

Which factors contributed to these successes?

- A well-structured programme with a clear flow (information - discussion - experiential learning, i.e., the educational walk);
- A combination of academic and practical perspectives (staff from the Faculty of Forestry together with PE "Vojvodinašume");
- An interactive format (questions, discussion, direct contact) rather than one-way lectures;
- An authentic environment of the protected area Special Nature Reserve "Obedska Bara" (learning "on the spot" and visit your "future classroom");
- A specific focus on women in forestry, and role-model messages (also reflected in participant responses);
- Direct cooperation with the school (logistics and student preparation) via school management and teachers, which supported organisation and participation.

Which difficulties did the pilot intervention encounter over the last 6 months?

- Coordination of schedules between the school and hosts (one-day trips require precise planning);
- Dependence of the field component on weather conditions (risk to delivering the educational walk);

- Uneven completion of open-ended questions (some participants did not provide written comments), limiting deeper qualitative analysis, and only 5 female students filled out the evaluation survey;
- Limited time for all topics in one day;
- Gender structure of participants: although the focus is on female students, there were fewer girls than boys in the sample (10 vs 25), reflecting the real situation in most school classes in Forestry Technician program;
- Need to continue organizing similar events: one event can motivate, but lasting change in career choices requires well-designed follow-up steps.

Which information or material would have helped you to support the pilot intervention in the last 6 months?

- Short video clips (1–2 min) "My studies at the Faculty of Forestry" in which successful students would talk about their experiences;
- Short video clips (1–2 minutes) "My day at work" showing various forestry job roles (prepared jointly with all stakeholders);
- A "career roadmap": study programme → competences → typical jobs (public enterprises, public administration, nature protection, projects);
- An information package on "Careers in protected areas" (e.g. biodiversity officer, monitoring specialist, education/nature interpretation, communication and visitor management);
- A brochure featuring successful women in forestry (career paths, key turning points, advice);
- Internship opportunities in PE "Vojvodinašume", and/or protected areas;
- An evaluation form with predefined themes to guide open-ended responses.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

In the long term, this pilot activity could continue in one of the following ways:

- Annual visits, not only in the protected area "Obedska bara", but also in other protected areas in Serbia, public enterprises in forestry and nature protection, with extension to additional schools.
- Introduction of a peer mentoring programme, with Faculty of Forestry students as peer mentors for secondary school students.
- Formalising cooperation with employers through internships, study visits, scholarships, and open days within public enterprises.

- More active involvement of a wider stakeholder network (e.g. other protected areas, environmental NGOs, small and medium enterprises in forestry) to provide a broader sector overview and more role models.

Participant feedback

How satisfied (on a scale from 1=very good to 5= insufficient) were you with the activity you just attended?

Average score: 1.86, Distribution: 11 ratings of "1", 13 ratings of "2", and 5 ratings of "3", and 1 rating "4".

How helpful (on a scale from 1=very helpful to 5 not helpful) did you find the content provided for your professional orientation?

Average score: 1.90, Distribution: 10 ratings of "1", 15 ratings of "2", 3 ratings of "3", and 2 ratings of "4".

What did you find particularly interesting today? (Open answer)

Most common themes:

The lectures and presentations, and the way forestry profession is presented (openness of lecturers and motivation of students);

The field component (walk in the protected area with a professional guide) and being outdoors in nature.

The impression that the speakers gave a realistic picture of a possible career through their own examples and experiences.

What did you learn about forestry as a profession today? (Open answer)

- Useful professional information - "we saw a practical example of what we learned theoretically at school", we learned "about new and very interesting ways of managing and preserving nature", as well as "about current problems related to climate change (drought) that forestry is facing" and "that we must protect nature";
- To the forestry profession itself - that "forestry is a nice job where you spend a lot of time in nature" and "it is one of the interesting professions", as well as that "no one will make a mistake who enrolls in this department and continues his education and career in forestry";
- About employment and career opportunities for women in forestry - "I learned that it doesn't matter what gender you are because forestry is a profession for everyone who likes it."

Are you interested in forestry as your profession?

Out of the total number of students who filled out the evaluation questionnaires, 21 expressed their interest in staying in the profession, 6 are undecided, and 3 are not interested. Only 3 women expressed interest in choosing forestry as profession.

Are you interested in continuing your education in forestry?

Out of the total number of students who filled out the evaluation questionnaires, there is an equal number of those who are interested in continuing their education and those who are not (11 answers "yes" and 11 answers "no"), while 8 are undecided. Only 3 women expressed interest in continuing their education in forestry.

What could be improved in this activity? (Open answer)

Main suggestion: more practical activities and "lectures in nature", and less theoretical lectures in the classroom, as well as the inclusion of as many schools as possible to attract female students to choose forestry as a profession.

Do you have additional comments or suggestions? (Open answer)

No additional comments or suggestions were provided.

Overview of pilot action

Title: "Nature as a career" (forestry, nature protection and public and civil sector cooperation)

Goal: The aim is to provide students of the "Mileva Marić-Ajnštajn" Technical School in Novi Sad (Forestry Technician program), with the opportunity to gain a direct insight into the forestry profession and a better understanding of education and career development possibilities in this field, through direct interaction with university professors and forestry professionals, as well as with students of the Faculty of Forestry (exchange of experiences with people close in age). The activity aims to encourage secondary school students, especially female students, to consider forestry and nature conservation as potential career options. A special focus is placed on introducing female students to successful women in forestry as "role models", giving them the opportunity to identify with these professionals and see that careers in forestry are accessible to women. Additionally, the aim is to strengthen the connection between secondary and higher education in forestry as part of career guidance and development.

Strategy/Methodology: The activity is designed to showcase diverse professional opportunities, including the management of protected areas, eco-tourism, and cooperation between the public and civil sectors in the area of management of protected areas, on the example of the Special Nature Reserve "Koviljsko-Petrovaradinski Rit". A combination of career guidance activities (presentations and lectures delivered by professors from the

Faculty of Forestry and successful representatives of a public enterprise from the forestry sector), interactive discussions, a role-model approach, and experiential learning (a field visit to a protected area)

Number of activities conducted (Dates, Locations): 16th March 2026, Sremski Karlovci (Ecological Center "Radulovački" and Special Nature Reserve "Koviljsko-Petrovaradinski rit")

Content of (each) activity:

- Gathering and introductory session (welcome remarks, introduction of key stakeholders);
- Presentations and discussion: introduction to the Faculty of Forestry and its study programmes; presentation of the F2f project; input from practice – activities conducted by Public Enterprise "Vojvodinašume".
- Educational walk – a field visit to the protected area "Koviljsko-Petrovaradin rit", accompanied by an expert lecture in the natural environment and interactive workshop "Magic of the Forest" for high school students (conducted by representatives of the NGO "Vojvodina Environmental Movement");
- Informal part – lunch (networking, informal questions, feedback, and impressions).

Duration of (each) activity: one-day activity (10:00 – 15:30)

Format used: live presentations; Q&A/discussion; field-based learning ("nature as a career").

Target groups reached:

- Primary: students of the "Mileva Marić-Ajnštajn" Technical School in Novi Sad (Forestry Technician program);
- Secondary: professors and students of the Faculty of Forestry; professors of the "Mileva Marić-Ajnštajn" Technical School; representatives of PE "Vojvodinašume", the Institute for Nature Conservation of Vojvodina Province, and the NGO "Vojvodina Environmental Movement";

Number of participants/accesses/downloads: 76 in total, of which 30 are high school students, among whom are 15 girls (all 30 students filled out the evaluation form) and 32 students of the Faculty of Forestry (Department of Forestry and Nature Protection).

Participant feedback (see questions below):

Summary report:

To what extent did the pilot intervention progress according to the plan?

The activity was implemented in the planned format and within the scheduled timeframe (a one-day visit to the protected area in March 2026, followed by an evaluation conducted through a printed questionnaire, which the students filled out after the interactive workshop). The program was fully realized (introductory section, presentations and

discussion, field part - educational walk through the protected area and interactive workshop, closing section).

The importance of the pilot activity "NATURE AS A CAREER" is reflected in the fact that students were presented with the fact that forestry encompasses a wide range of jobs and skills, from forest management and biodiversity protection, through project activities and cooperation with the civil sector, to education and communication with the public. Through direct experience and conversation with professionals from various organizations, students gain a more realistic picture of the forestry and nature protection sector, while female students are additionally motivated to consider these areas as promising career paths.

Please describe what went well in pilot implementation.

- Very high participant satisfaction: average satisfaction score of 1.46 (where 1 is the best, 5 the worst), with 28 ratings from categories 1-2 and only 2 ratings from category 3;
- The perception of usefulness for professional orientation is also very high: average score of 1.53 (where 1 is the best, 5 the worst), with 29 ratings from categories 1-2 and only 1 rating from category 3;
- Strong motivational effect: in the open answers, the participants state that the lecturers motivated them to consider enrolling in the Faculty of Forestry;
- In addition to the satisfaction of the participants with the presentations, the field segment "nature as a career" further enhanced the experience of the profession (a walk with professional guidance through a protected area - a special nature reserve and an interactive workshop are often cited as the most interesting part);
- Visibility of the gender dimension of the profession: participants point out as an important insight, i.e. one of the answers to the open question "what was particularly interesting to you today" was "I was impressed by how many successful women there are in forestry", which directly supports the goal of the pilot action;
- Connecting education and practice: the joint participation of the Faculty of Forestry and public forestry enterprises provided credible information about career pathways and education in forestry (conversation with students);
- Cross-sectoral approach: involvement of the Faculty of Forestry and the public forestry enterprise provided a broader perspective on the profession and demonstrated the role of forestry in managing protected areas.

Which factors contributed to these successes?

- A well-structured programme with a clear flow (information - discussion - experiential learning, i.e., the educational walk);
- A combination of academic and practical perspectives (staff from the Faculty of Forestry together with PE "Vojvodinašume");

- An interactive format (questions, discussion, direct contact) rather than one-way lectures;
- An authentic environment of the protected area Special Nature Reserve "Koviljsko-Petrovaradin rit" (learning in natural environment);
- A specific focus on women in forestry, and role-model messages (also reflected in participant responses);
- Direct cooperation with the school (logistics and student preparation) via school management and teachers, which supported organisation and participation.

Which difficulties did the pilot intervention encounter over the last 6 months?

- Coordination of schedules between the school and hosts (one-day trips require precise planning);
- Coordination of schedules between the school and faculty (one-day trips require precise planning regarding the lectures and other obligations of students);
- Dependence of the field component on weather conditions (risk to delivering the educational walk);
- Uneven completion of open-ended questions (some participants did not provide written comments), limiting deeper qualitative analysis;
- Limited time for all topics in one day;
- Need to continue organizing similar events: one event can motivate, but lasting change in career choices requires well-designed follow-up steps.

Which information or material would have helped you to support the pilot intervention in the last 6 months?

- An information package on "Careers in protected areas" (e.g. biodiversity officer, monitoring specialist, education/nature interpretation, communication and visitor management);
- A brochure featuring successful women in forestry (career paths, key turning points, advice);
- A "career roadmap": study programme → competences → typical jobs (public enterprises, public administration, nature protection, projects);
- Short video clips (1–2 min) "My studies at the Faculty of Forestry" in which successful students would talk about their experiences;
- Short video clips (1–2 minutes) "My day at work" showing various forestry job roles (prepared jointly with all stakeholders);
- Internship opportunities in PE "Vojvodinašume", and/or protected areas;
- An evaluation form with predefined themes to guide open-ended responses.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

In the long term, this pilot activity could continue in one of the following ways:

- Annual visits, not only in the protected area "Koviljsko-Petrovaradin rit", but also in other protected areas in Serbia, public enterprises in forestry and nature protection, with extension to additional schools.
- Introduction of a peer mentoring programme, with Faculty of Forestry students as peer mentors for secondary school students.
- Formalising cooperation with employers through internships, study visits, scholarships, and open days within public enterprises.
- More active involvement of a wider stakeholder network (e.g. other protected areas, environmental NGOs, small and medium enterprises in forestry) to provide a broader sector overview and more role models.

Participant feedback

How satisfied (on a scale from 1=very good to 5= insufficient) were you with the activity you just attended?

Average score: 1.46, Distribution: 18 ratings of "1", 10 ratings of "2", 2 ratings of "3".

How helpful (on a scale from 1=very helpful to 5 not helpful) did you find the content provided for your professional orientation?

Average score: 1.53, Distribution: 15 ratings of "1", 14 ratings of "2", 1 rating of "3".

What did you find particularly interesting today? (Open answer)

Most common themes:

- The field component (walk in the protected area, educational workshop, joint creative activities in nature);
- The lectures and presentations, and the way forestry profession is presented (commitment and kindness of the lecturer).

What did you learn about forestry as a profession today? (Open answer)

- Useful professional information - several respondents pointed out that they learned "a lot of useful and new things", that "there are many opportunities for cooperation and projects", as well as "that the forest must be protected because the quality of our air depends on it", etc.;
- To the forestry profession itself and a career in forestry - "there is a much wider range of possibilities than we all think";

- About education in forestry - "I learned a lot of new things and I decided that I want to enroll in Faculty of Forestry".

Are you interested in forestry as your profession?

Out of the total number of students who filled out the evaluation questionnaires, 16 expressed interest in staying in the profession, 9 are undecided, and 5 are not interested. The majority of female students are interested in staying in the profession (6), while 5 are still undecided, and 4 are not interested.

Are you interested in continuing your education in forestry?

Out of the total number of students who filled out the evaluation questionnaires, there is almost an equal number of those who are interested in continuing their education in forestry (13) and those who have not yet decided (12), while only 5 stated that they do not want to continue their education in this field. The result is similar if only the responses of female students are considered - 6 expressed interest in continuing education in forestry, 7 are still undecided, and only 2 do not want to continue their education in this field.

What could be improved in this activity? (Open answer)

Main suggestion: more practical activities and "lectures in nature", and less theoretical lectures in the classroom. Most respondents wrote that they are satisfied and that nothing needs to be improved.

Do you have additional comments or suggestions? (Open answer)

Only one respondent wrote a comment: "It was very interesting and educational".

Overview of pilot action

Title: Meeting the Profession – Students and the Faculty of Forestry at the Teaching base on Goč ("The Forest as a Classroom – From students to engineers")

Goal: The aim is to provide students of the Secondary Forestry School from Kraljevo a direct insight into the forestry profession and an opportunity to gain a better understanding of career development possibilities in this field through direct interaction with university professors and forestry professionals. A special focus is placed on introducing female students to successful women in forestry as role models, giving them the opportunity to identify with these professionals and see that careers in forestry are accessible to women. This approach aims to increase female students' motivation to pursue further education and careers in forestry. Additionally, the goal is to strengthen the connection between secondary and higher education in forestry as part of career guidance and development.

Strategy/Methodology: A combination of career information (presentations), interactive discussions, a role-model approach, and experiential learning ("forest walk" at the teaching base)

Number of activities conducted (Dates, Locations): 10th October 2025, University of Belgrade – Faculty of Forestry teaching base at Goč mountain

Content of (each) activity:

- Gathering and introductory session (welcome remarks, introduction of key stakeholders);
- Presentations and discussion: introduction to the Faculty of Forestry and its study programmes; introduction to the F2f project; input from practice (Public Enterprise "Srbijašume" and Public Enterprise "National Park Kopaonik"); presentation of the professional and expert activities of the Faculty of Forestry;
- Educational walk – visit to the teaching base: field component with expert guidance;
- Informal part – lunch (networking, informal questions, feedback, and impressions).

Duration of (each) activity: one-day activity (09:30 – 15:00)

Format used: Live presentations; Q&A/discussion; field-based teaching ("forest walk").

Target groups reached: Primary: students of the Secondary Forestry School in Kraljevo, with a special focus on female students. Secondary: school teachers; teaching staff and associates of the Faculty of Forestry; representatives of PE "Srbijašume" and PE "National Park Kopaonik".

Number of participants/accesses/downloads: 45, total, including 29 students, of whom 10 were girls

Summary report

To what extent did the pilot intervention progress according to the plan?

The activity was implemented as planned and within the scheduled timeframe (a one-day visit in October 2025, followed by an on-site evaluation using a questionnaire completed by participants). The programme was fully delivered, including the introductory section, presentations and discussion, field component, and closing section.

Please describe what went well in pilot implementation.

- Very high participant satisfaction: average satisfaction score of 1.17 (where 1 is the best and 5 is the worst), with no negative scores (3–5).
- High perceived usefulness for career orientation: average score of 1.17 (where 1 is the best and 5 is the worst)
- Strong motivational effect: in open responses, participants stated that the speakers motivated them to consider enrolling at the Faculty of Forestry.

- The field segment ("forest as a classroom") enhanced the experience of the profession: the educational walk and visit to the teaching station were frequently mentioned as among the most interesting parts.
- The gender dimension of the profession became visible: participants highlighted as a key takeaway (in response to "What did you learn today?") that "forestry is not only for men," directly supporting the goal of the pilot action.
- Connecting education and practice: the joint participation of the Faculty of Forestry and public enterprises provided credible information about career pathways.
- Cross-sectoral approach: involvement of the Faculty, the public forestry enterprise, and the national park enterprise provided a broader perspective on the profession and demonstrated the role of forestry in managing protected areas.

Which factors contributed to these successes?

- A well-structured programme with a clear flow (information → discussion → experiential learning, i.e., the educational walk).
- A combination of academic and practical perspectives (staff from the Faculty of Forestry together with PE "Srbijašume" and PE "National Park Kopaonik").
- An interactive format (questions, discussion, direct contact) rather than one-way lectures.
- An authentic learning environment at the teaching base (learning "on site").
- A specific focus on women in forestry, and role-model messages (also reflected in participant responses).
- Direct cooperation with the school (logistics and student preparation) via school management and teachers, which supported organisation and participation.

Which difficulties did the pilot intervention encounter over the last 6 months?

- Limited time to cover all topics in one day (discussion can sometimes disrupt timing).
- Transport logistics and coordination of schedules between the school and hosts (one-day trips require precise planning).
- Dependence of the field component on weather conditions (risk to delivering the educational walk).
- Uneven completion of open-ended questions (some participants did not provide written comments), limiting deeper qualitative analysis.
- Gender structure of participants: although the focus is on female students, there were fewer girls than boys in the sample (10 vs 18), reflecting the real situation in some school classes.
- Need for a more systematic "activity + follow-up" approach: one event can motivate, but lasting change in career choices requires well-designed follow-up steps.

Which information or material would have helped you to support the pilot intervention in the last 6 months?

- A “career roadmap”: study programme → competences → typical jobs (public enterprises, public administration, nature protection, projects).
- Short video clips (1–2 minutes) showing “a day at work” for various forestry job roles (prepared jointly with all stakeholders).
- An information package on “Careers in protected areas” (e.g. biodiversity officer, monitoring specialist, education/nature interpretation, communication and visitor management).
- A brochure featuring successful women in forestry (career paths, key turning points, advice).
- Internship opportunities in PE “Srbijašume”, PE “National Park Kopaonik” and/or at the teaching base.
- An evaluation form with predefined themes to guide open-ended responses.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

In the long term, this pilot activity could continue in one of the following ways:

- Annual visits, not only to the Faculty’s teaching station but also to public enterprises in forestry and nature protection, with expansion to additional schools.
- Introduction of a peer mentoring programme, with Faculty of Forestry students as peer mentors for secondary school students.
- Formalising cooperation with employers through internships, study visits, scholarships, and open days within public enterprises.
- More active involvement of a wider stakeholder network (e.g. other protected areas, environmental NGOs, small and medium enterprises in forestry) to provide a broader sector overview and more role models.

Participant feedback

How satisfied (on a scale from 1=very good to 5= insufficient) were you with the activity you just attended?

Average score: 1.17; Distribution: 24 ratings of “1”, 5 ratings of “2”, and 0 ratings of “3–5”.

How helpful (on a scale from 1=very helpful to 5 not helpful) did you find the content provided for your professional orientation?

Average score: 1.17; Distribution: 25 ratings of "1", 3 ratings of "2", 1 rating of "3", and 0 ratings of "4–5".

What did you find particularly interesting today? (Open answer)

Most common themes:

- The lectures and presentations, and the way the profession was presented (clarity, professionalism, and a motivating tone of the presenters).
- The field walk and being outdoors in nature.
- Information about women in forestry (e.g., "we learned how many women work in forestry") and the message that the profession is accessible, i.e., "we learned that forestry is not only for men".
- The impression that the speakers and practitioners made the profession feel more approachable and provided a realistic picture of possible career paths

What did you learn today about forestry as a profession? (Open answer)

- Information about the profession and career pathways in forestry – Respondents reported learning about "some new professions" and gaining a clearer understanding of "what kinds of jobs I can do after graduating from the Faculty of Forestry," indicating a broader perception of forestry as a sector with diverse career paths.
- Challenging stereotypes and increasing awareness of the profession's relevance – Some participants noted that they realized "there is actually more work than people think" and that "forestry is underestimated," reflecting greater awareness of the scope and societal value of forestry-related occupations.
- Gender perspective – Several responses specifically highlighted learning that "forestry is not only for men," directly supporting the pilot's goal to encourage girls and strengthen their identification with forestry careers.
- Motivational impact and positive perception of the profession – Participants frequently mentioned recognizing that "forestry is a beautiful profession" and that they "learned they should devote themselves even more to forestry," suggesting increased interest and readiness to pursue further education and career development in the forestry field.

Are you interested in forestry as your future profession?

Overall, 65.5% of participants (19/29) stated they are interested in forestry as their future profession, while 31.0% (9/29) were undecided and 3.4% (1/29) responded "No." Among girls (N=10), the majority (60%; 6/10) answered "Yes," 40% (4/10) were undecided, and none responded "No." This pattern suggests that interest among girls exists, but a substantial share remains cautious, highlighting the need for additional career information and ongoing support, such as role-models and mentoring.

Are you interested in continuing your education in the field of forestry?

A clear majority, 72.4% of participants (21/29), expressed interest in continuing their education in forestry, while about one quarter (24.1%; 7/29) were undecided and only 3.4% (1/29) responded "No." Among girls (N=10), the distribution mirrors the previous question: 60% (6/10) answered "Yes" and 40% (4/10) were undecided, with no negative responses. Compared to Q5, the overall group shows a higher readiness to pursue further education, suggesting that an education-based pathway may be seen by students as a more accessible and acceptable next step in career orientation.

What could be improved in this activity? (Open answer)

Main suggestion: include more content, particularly additional "lectures in nature" and increased time spent in the field.

Do you have additional comments or suggestions? (Open answer)

No additional comments or suggestions were provided

2.2.4 Slovenia

Overview of pilot action

Title: BRANCH OUT: FORESTRY CAREER DISCOVERY FOR GIRLS (*initiatives for career orientation*)

Goal: to strengthen gender-responsive career orientation practices in forestry by designing and implementing a set of innovative, engaging and inclusive activities that raise awareness, build interest, and empower girls and young women to pursue education and careers in the forestry sector.

Activity 1

Title: Summer Forestry Camp

Goal: Introduce high school students (3rd and 4th year) to forestry and its diverse career opportunities, and to encourage them to consider enrolling in forestry studies at the Biotechnical Faculty, Department of Forestry and Renewable Forest Resources.

Strategy/Methodology: One week summer camp

Number of activities conducted (Dates, Locations): One camp in Kočevski Rog, Slovenia

Content and duration of (each) activity, format used: Camp included multiple activities that were presented in the *description of pilot activities*. See table below.

25. 8. 2025	Introduction to forest sector and forest educational trails (forest walk) <i>Duration:</i> 2h <i>Location:</i> Novo mesto region <i>Leading organizing institution:</i> Slovenia Forest Service <i>Activity leaders:</i> forestry professional from Slovenia Forestry Service Basic introduction of forest tree species (forest walk and workshop) <i>Duration:</i> 2h <i>Location:</i> Surrounding forests of Environmental Scout Centre Kočevski Rog <i>Leading organizing institution:</i> Department of Forestry and Renewable Forest Resources, Chair of Silviculture and Chair of Forest Health and Wildlife Management <i>Activity leaders/trainers:</i> researchers (employees) from the Biotechnical faculty Botanical walk and forest culinary (forest walk, culinary workshop) <i>Duration:</i> 3h <i>Leading organizing institution:</i> Slovenian Forest Service <i>Activity leaders:</i> forestry professional from Slovenia Forestry Service
26. 8. 2025	Introduction to forest ecology and old-growth forests (including visiting the Queen of Rog – one of the most majestic fir trees) (forest walk) <i>Duration:</i> 4h <i>Location:</i> Surrounding forests of Environmental Scout Centre Kočevski Rog <i>Leading organizing institution:</i> Department of Forestry and Renewable Forest Resources, Chair of Silviculture <i>Activity leaders:</i> researchers (employees) from the Biotechnical faculty Arboriculture (practical demonstrations) <i>Duration:</i> 4h

	<i>Location:</i> Surrounding forests of Environmental Scout Centre Kočevski Rog <i>Leading organizing institution:</i> Private company <i>Activity leaders:</i> representative from private company, arboriculturist
27. 8. 2025	Careers in forest sector (small group rotations) <i>Duration:</i> 1h <i>Location:</i> Environmental Scout Centre Kočevski Rog <i>Leading organizing institution:</i> Department of Forestry and Renewable Forest Resources, Chair of Forest Techniques and Economics <i>Other institutions involved:</i> Slovenian Forestry Institute, Slovenia Forest Service and Slovenian State Forests Company <i>Activity leaders:</i> representatives of all institutions involved in the activity Introduction to forest management and forest inventory (lecture) <i>Duration:</i> 4h <i>Location:</i> Surrounding forests of Environmental Scout Centre Kočevski Rog <i>Leading organizing institution:</i> Slovenia Forest Service <i>Activity leaders:</i> forest management planner from Slovenia Forest Service Introduction to hunting and observation of forest animals (lecture) <i>Duration:</i> 5h <i>Location:</i> Surrounding forests of Environmental Scout Centre Kočevski Rog <i>Leading organizing institution:</i> Hunting association of Slovenia <i>Other institutions involved:</i> Department of Forestry and Renewable Forest Resources, Chair of Forest Health and Wildlife Management , Slovenia Hunting Association <i>Activity leaders:</i> representatives of all institutions involved in the activity
28. 8. 2025	Introduction to forest production (field trip in forest and practical demonstrations) <i>Duration:</i> 7h <i>Location:</i> Surrounding forests of Environmental Scout Centre Kočevski Rog <i>Leading organizing institution:</i> Department of Forestry and Renewable Forest Resources, Chair of Forest Techniques and Economics <i>Other institutions involved:</i> Slovenian State Forests Company

	<i>Activity leaders:</i> researchers (employees) from the Biotechnical faculty Landscape museum Kočevje (museum visit) <i>Duration:</i> 2h <i>Location:</i> Landscape museum Kočevje <i>Leading organizing institution:</i> Department of Forestry and Renewable Forest Resources, Chair of Forest Techniques and Economics <i>Activity leaders:</i> researchers (employees) from the Biotechnical faculty
29. 8. 2025	Game ecology and following wolf trails (forest walk and practical demonstrations) <i>Duration:</i> 7h <i>Location:</i> Surrounding forests of Environmental Scout Centre Kočevski Rog <i>Leading organizing institution:</i> Department of Forestry and Renewable Forest Resources, Chair of Forest Health and Wildlife Management <i>Activity leaders:</i> researchers (employees) from the Biotechnical faculty
30. 8. 2025	Forest entomology (forest walk and practical demonstrations) <i>Duration:</i> 5h <i>Location:</i> Surrounding forests of Environmental Scout Centre Kočevski Rog <i>Leading organizing institution:</i> Department of Forestry and Renewable Forest Resources, Chair of Forest Health and Wildlife Management <i>Activity leaders:</i> researcher from the Biotechnical faculty Participant feedback (video producing activity and survey) <i>Duration:</i> 20 min <i>Leading organizing institution:</i> Department of Forestry and Renewable Forest Resources, Chair of Forest Techniques and Economics <i>Activity leader:</i> researcher from the Biotechnical faculty
31. 8. 2025	Walk in Krokav old growth forest and introduction to old-growth forests (forest walk) <i>Duration:</i> 7h <i>Location:</i> Krokav old-growth forest <i>Leading organizing institution:</i> Department of Forestry and Renewable Forest Resources, Chair of Silviculture and Chair of Forest Health and Wildlife Management <i>Activity leaders:</i> researchers from the Biotechnical faculty

Target groups reached: Young girls (high school students)

Number of participants/accesses/downloads: 18 participants

Summary report

To what extent did the pilot intervention progress according to the plan?

The implementation of the pilot activity, the Summer Forestry Camp, was very successful overall. All planned activities were carried out as described in the pilot activity plan. Participants were able to engage in a wide range of activities such as, including introduction to the forestry sector, forest educational trails, identification of tree species, basics of entomology and game management, visits to old-growth forests, and an introduction to forest production processes.

The interactive elements, such as small group rotations with forestry professionals, practical demonstrations and multiple workshops, were implemented as intended and were well received by the participants. Minor challenges arose due to variable weather conditions, but these did not significantly affect the overall programme or learning outcomes. Overall, the camp progressed largely according to plan and successfully achieved its objectives of promoting forestry careers, especially among young girls.

Please describe what went well in pilot implementation.

- **High engagement and interest of participants** – all planned activities were attended and actively participated in.
- **Wildlife-related activities** – sessions on game management and observing forest animals (Introduction to hunting and observation of forest animals Game ecology and following wolf trails and Forest entomology), were particularly popular among participants.
- **Career workshop with forestry professionals (Careers in forest sector)** – interactive sessions with small group rotations and four different employers were very well received, giving participants a real insight into forestry careers. The activity successfully inspired participants, including young girls, to consider future opportunities in the forestry sector.
- **Introduction to the public forestry service** – participants showed great interest in learning about the work of Slovenia's public forestry service.
- **Camp logistics and food** – the organization, accommodation, and meals at the camp were very well appreciated and contributed to a positive overall experience.

Which factors contributed to these successes?

Well-structured programme – a clearly defined programme schedule with a balance of theoretical and practical activities kept participants engaged.

- **Interactive and hands-on approach** – small group rotations, practical demonstrations, forest walks and direct interaction with forestry professionals made learning more engaging.
- **Exciting and relevant content** – topics such as wildlife, entomology, and old-growth forests matched participants' interests and curiosity.
- **Supportive logistics and environment** – the camp location, facilities, and meals provided a comfortable and motivating setting for learning and social interaction.
- **Knowledgeable and engaging forestry professionals** - along with the faculty staff, all the staff from participating institutions inspired participants and gave them a realistic view of working in the forestry sector.
- **Targeted engagement of young women** – focused efforts to encourage girls' participation helped broaden interest in forestry careers and created an inclusive atmosphere.

Which difficulties did the pilot intervention encounter over the last 6 months?

- **Limited funding** – financial constraints affected planning and resource availability.
- **Camp location constraints** – the site had limited infrastructure and space for all planned activities.
- **Logistical challenges** – difficult access to forest areas, as some locations were not reachable by van or car.
- **Weather dependency** – outdoor activities were occasionally disrupted by unfavorable weather conditions.
- **Coordination with multiple partners** – scheduling and aligning activities with different forestry professionals and organizations required extra effort.
- **Equipment and material availability** – some practical activities required specialized tools or materials that were limited or had to be shared among groups.

Which information or material would have helped you to support the pilot intervention in the last 6 months?

- **Additional funding or sponsorship information** – to secure resources for activities, equipment, and meals.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

The Summer Forestry Camp will be organized annually in a similar format. Based on participants' feedback and suggestions, additional activities will be incorporated into the programme to further enhance the learning experience.

Participant feedback

How satisfied (on a scale from 1=very good to 5= insufficient) were you with the activity you just attended?

Before the last day of the programme, participants completed a survey to evaluate their overall satisfaction with the Summer Forestry Camp. The results show a very high level of satisfaction, with an average score of 4.69 (measured on a scale from 1 = insufficient to 5 = very good). In terms of how helpful the content was for their professional orientation, the Careers in forest sector workshop was rated slightly lower than overall satisfaction but still received a strong average score of 4.13 (measured on a scale from 1 = not helpful to 5 = very helpful).

What did you find particularly interesting today? (Open answer)

When asked what they found particularly interesting, participants most often mentioned activities connected to wildlife and game management. They highlighted the sessions Introduction to hunting and observation of forest animals, Game ecology and following wolf trails, and Forest entomology as especially engaging and memorable.

What could be improved in this activity? (Open answer)

Suggestions for improvement included having more free time during the day, a later breakfast, and a longer break after lunch. In additional comments, several participants suggested adding an evening stargazing activity, since many of them come from urban areas where stars cannot be seen clearly.

Do you have additional comments or suggestions? (Open answer)

Overall, the feedback was very positive. Some participants described the camp as the best week of their summer holidays and expressed their wish to return again next year. To support that statement, there are some quotations of participants (translated from Slovene to English):

"I loved spending time in nature, and I have gained a large amount of new knowledge about forests. I would say, it was the best week of my summer holidays."

"The camp was a great summer experience, with a lot of time in nature. However, I would suggest longer lunch breaks and maybe stargazing."

"Activity related to wildlife animals was my favorite. I don't think that I will have many future opportunities to get so close to wildlife animals. I would say this camp was a highlight of my summer."

Activity 2

Title: Career brochure "My future in forestry: career paths, education and real stories from forestry" (planned as "Step into Forestry: Find your Dream Career")

Goal: To develop and disseminate an informative and visually appealing brochure about careers in forestry, with a focus on making the content relatable and engaging for girls. The brochure will present forestry as an accessible and diverse sector, highlighting real-life experiences of women in the field.

Strategy/Methodology: The methodology combined content accuracy, user engagement and strategic dissemination, ensuring that the brochure functions as both an informational resource and an active career guidance tool.

Number of activities conducted (Dates, Locations): 7 activities were conducted, all related to the preparation, production and dissemination of the brochure

Content and duration of (each) activity:

- structuring the brochure and designing the logical flow of the content (Sep2025)
- collecting and curating content on forestry careers, educational pathways (how to get into a particular profession - concrete educational programs and schools), labour market opportunities (most important employers), and inspirational stories of women in the sector (e.g. short inspirational statements from ambassadors) (Oct-Dec2025)
- adapting the content to ensure accessibility and engagement for young audiences, including the use of clear language and interactive elements (like mini quizz »Is forestry for me?«) (Jan2026)
- integrating digital features, such as QR codes linking to additional resources (videos on forestry professionals, web pages of schools, employers, career portals, smbassador stories...) and a feedback questionnaire (Jan2026)
- designing and producing both print and digital versions of the brochure, ensuring visual appeal and usability (Feb2026)
- distributing and promoting the brochure through schools, events and partner networks (Feb2026)
- collecting user feedback to support further improvement and sustainability of the results (Mar2026)

Format used: user-oriented career guidance format, combining informational, storytelling and interactive elements in both print and digital versions.

Target groups reached: students aged 12-18, teachers, career counsellors, parents

Number of participants/accesses/downloads: the brochure was printed in 3.000 copies (2.100 directly distributed to the forestry schools, other copies delivered to other stakeholders and distributed at career related events, some copies left to be used in the future) and made available online (webpages and social media)

Participant feedback (see questions below):

Participant feedback was collected through an online questionnaire, the link to which was provided in the brochure via a QR code and additionally shared in social media posts promoting the brochure. Although schools that received the brochure were additionally encouraged to urge students to complete the survey, the response rate was low (24 responses). However, feedback from the Biotechnical Faculty (Forestry department) indicated that participants at the Information day—when schools across the country present their programs to prospective students—made frequent use of the brochure. In addition, career guidance experts have positively evaluated its content and usefulness on several occasions (e.g. members of the National career orientation working group during their visit to Prizma, career counsellors at the primary schools).

Summary report

To what extent did the pilot intervention progress according to the plan?

Progress was according to the plan.

Please describe what went well in pilot implementation.

- development of a visually attractive and user-friendly brochure adapted to young audiences
- integration of real-life stories of women in forestry, increasing relevance and engagement
- strong alignment with the Slovenian education system and career guidance needs (clear pathways, schools, employers)
- combination of print and digital formats, increasing accessibility and reach
- use of QR codes and interactive elements (e.g. questionnaire), enabling user engagement and feedback collection
- dissemination through schools, events and social media channels

Which factors contributed to these successes?

- user-centred approach, focusing on the needs and preferences of young people
- gender-sensitive design, addressing stereotypes and promoting female role models
- cooperation with relevant stakeholders (schools, forestry institutions, experts)

- availability of locally relevant content (education pathways, labour market info)
- integration with broader project activities (campaigns, events, outreach)
- combination of clear structure, storytelling and visual design, increasing usability and attractiveness

Which difficulties did the pilot intervention encounter over the last 6 months?

- limited opportunities for systematic integration into school curricula or long-term use
- challenges in reaching and engaging all target groups (especially parents)
- low response rate to the online feedback questionnaire
- need to balance amount of information vs. simplicity for younger audiences
- limited time for collecting a wider range of testimonials and stories
- coordination challenges between content development, design and approval processes

Which information or material would have helped you to support the pilot intervention in the last 6 months?

- ready-made communication packages for schools and counsellors (e.g. lesson plans, activities)
- stronger guidance or tools for engaging parents as a target group
- additional strategies/tools for increasing response rates to feedback questionnaires
- examples of good practices from other countries (brochures, campaigns, formats)
- clearer framework for long-term integration into career guidance systems and school activities
- more time and resources for collecting diverse and representative role model stories

Outlook

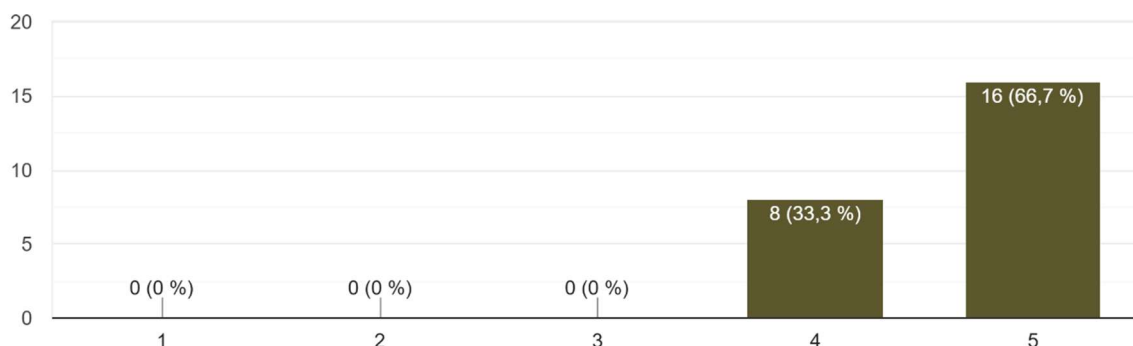
How are you planning future activities as follow-up to the Pilot Actions in your country?

The brochure will be disseminated to the target group during the relevant events (e.g. career fairs, schools' info days...) and used as a career tool during the career workshops in schools and individual career counselling for students. The online version of the brochure will also be updated in case of relevant new or changed information and disseminated using different online channels. The forestry schools will use it to promote the forestry career and their programs during the events they organize for future students.

Participant feedback

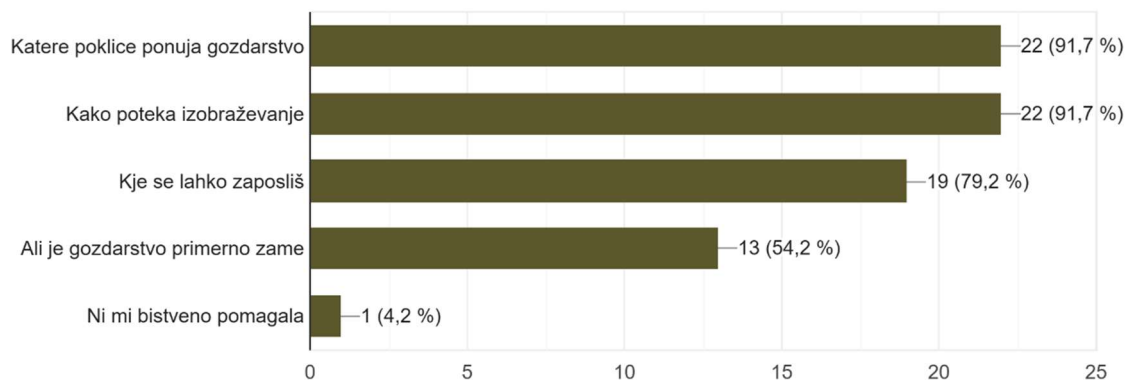
Note: The questions were slightly adapted to reflect the nature of the activity, as it focused on a brochure rather than an event.

How **interesting** (on a scale from 1=not interesting at all to 5= very interesting) did you find the content of the brochure?



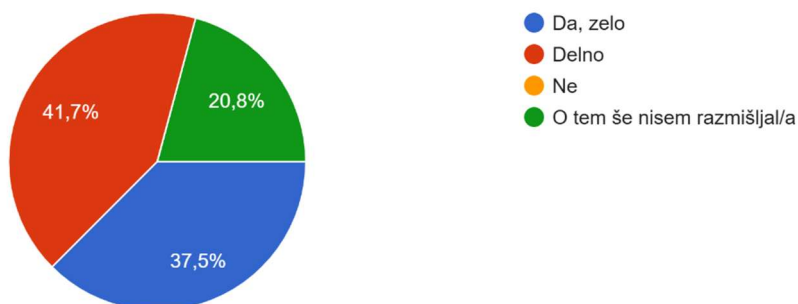
What did the brochure help you **understand better**? (multiple question)

- What careers does the forestry sector offer – 91,7%
- How the education works – 91,7%
- Where you can find employment – 79,2%
- Is the forestry for me – 54,2%
- Didn't help me much – 4,2%



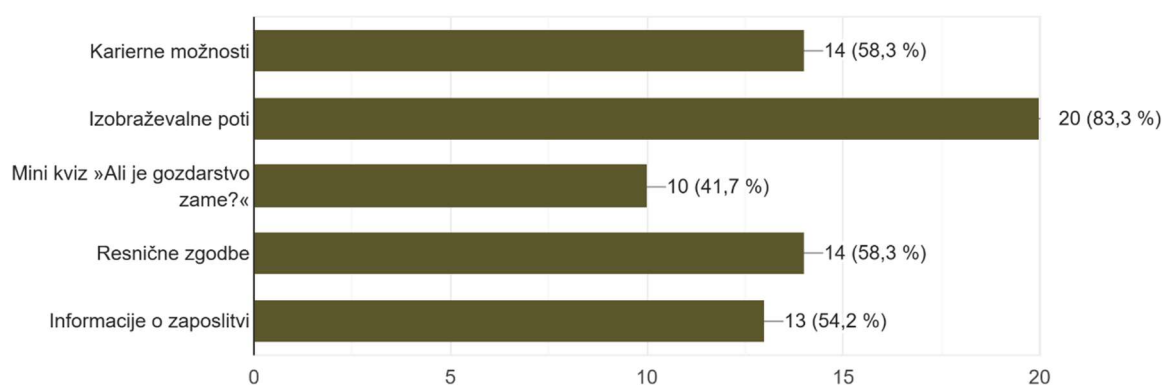
Did the brochure help you **think about** your future career?

- Yes, a lot – 37,5%
- Partly – 41,7%
- Didn't think about it yet – 20,8%



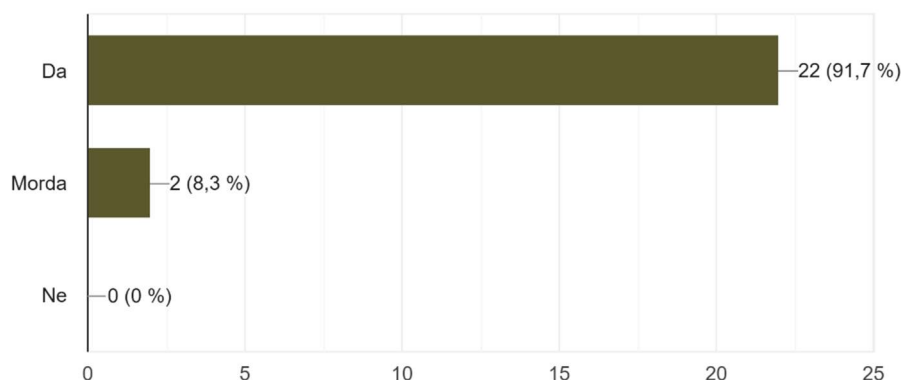
Which part did you find most **helpful**? (multiple questions)

- Career opportunities – 58,3%
- Educational paths – 83,3%
- Mini quiz "Is forestry for me"? – 41,7%
- Real stories – 58,3%
- Information on employment possibilities – 54,2%



Would you **recommend** this brochure to your classmates or friends?

- Yes – 91,7%
- Maybe – 8,3%
- No – 0%



What could be **improved** in this activity? (Open answer)

- Nothing. The brochure offers a lot of useful information.
- I would use recycled paper
- Nothing
- There are some difficult words that I didn't understand.
- It's fine.
- It's great; the brochure contains a wealth of useful information.

Activity 3

Title: "Women in Forestry: HER story"

Goal: To promote the visibility and role of women in the forestry sector by showcasing real stories of professional foresters ("Gozdarka sem") and future foresters ("Gozdarka bom"), inspiring young women to pursue forestry careers and raising public awareness.

Strategy/Methodology: The campaign combines storytelling, visual communication, and participatory engagement.

- Identification and outreach to women actively working in forestry (29 participants) and forestry students (12 participants with mentors).
- Field meetings and interviews conducted by a professional photographer to capture authentic stories and portraits.
- Creation of multimedia content (photos, short videos, written stories) tailored for social media platforms (Facebook, Instagram, LinkedIn, TikTok).
- Development of a photographic exhibition accompanied by an e-book presenting the stories and faces of women in forestry; official opening ceremony aligned with the Week of Forests (last week of May) to ensure greater visibility and relevance. Title of the exhibition: "**Written in the Forest – Portraits of Women in Forestry and Their Stories**«

Number of activities conducted (Dates, Locations):

- Nov – Dec2025: Framework and content creation
- Jan 2025–March 2026: Social media campaign rollout (online)
- Jan–May 2026: Interviews and photoshoots across Slovenia (various field locations)
– A total of 29 women working in forestry were interviewed and photographed. The photographs are on display at the Slovenian Forestry Institute, and a book presenting their stories and career paths will be published in an edition of 300 copies.
- 28 of May 2026 (Week of Forests): Photographic exhibition (Gallery of Slovenian Forestry Institute)

- June 2026: Publication of e-book (online - <https://www.gozdis.si/f/docs/aktivni-projekti/ZAPISANE-GOZDU-Petra-Draskovic-Pelc.pdf>) and printed version (300 copies) – a book with 189 pages with photographs of 29 women forester and description of their stories

Content of (each) activity:

- Interviews and storytelling sessions with forestry professionals and students.
- Professional portrait and field photography.
- Social media posts (profiles, reels, short videos, testimonials).
- Preparation of exhibition materials (photo prints, captions, narratives).
- Compilation of an e-book with extended stories.

Duration of (each) activity:

- Interviews/photoshoots: 2–4 hours per participant.
- Content production: ongoing (Feb–May 2026).
- Social media campaign: 3–4 months.
- Exhibition: official opening ceremony in the last week of May (28 of May); for 3 months

Format used:

- Social media posts (FB, IG, LN, TikTok), short videos and reels, professional photography, physical exhibition and digital e-book.

Target groups reached:

- Women and girls interested in forestry careers
- Forestry students and professionals
- Educational institutions
- General public
- Policy and sector stakeholders

Number of participants/accesses/downloads:

- 29 forestry professionals featured
- 12 students involved in campaign preparation
- Social media reach: 7.019 views, 2.509 reached, 112 likes/reactions
- Exhibition visitors (75) and e-book downloads

Participant feedback (see questions below):

- Due to the nature of the activity, it is difficult to gather answers to the set questions.
- We believe that feedback is reflected in the views and likes/reactions.

Summary report (for the social media campaign)

To what extent did the pilot intervention progress according to the plan?

We started with the social media campaign slightly later than originally planned, but wanted to focus around the time of Information days and enrollment period for secondary

and higher education institutions. We still plan to produce a longer video that will introduce the profession of a female forester and use it on career orientation platform.

Please describe what went well in pilot implementation.

- Strong multi-platform visibility: The campaign reached 7,019 views across Facebook, Instagram, and TikTok, demonstrating good outreach across different target groups.
- Effective targeting of youth audiences: TikTok generated the highest number of views (3,338), confirming successful engagement with younger audiences.
- Clear and relatable messaging: The “I’m Going to Be a Forester” concept and myth-busting approach proved easy to understand and engaging.
- Increased awareness of forestry careers for women: The campaign successfully challenged stereotypes and presented forestry as an accessible and relevant career path for girls.
- Cross-channel consistency: Coordinated content across platforms ensured coherent messaging and reinforced campaign visibility.
- Positive engagement indicators: The campaign generated 112 reactions, indicating interest and resonance with the audience despite being an awareness-focused campaign.

Which factors contributed to these successes?

- Clear and focused campaign concept (myth-busting + role models), which addressed a concrete barrier (gender stereotypes).
- Platform-adapted content formats, especially short-form video content suitable for TikTok and Instagram.
- Timely implementation, aligned with the period before enrolment decisions and informative days.
- Combination of online and offline activities, increasing credibility and relevance.
- Authentic and relatable tone, avoiding overly promotional language and focusing on real-life insights.
- Visual storytelling which made the content more engaging and easier to understand.

Which difficulties did the pilot intervention encounter over the last 6 months?

- Limited reach on some platforms, particularly Instagram, indicating the need for stronger platform-specific strategies.
- Moderate engagement levels (likes/reactions), suggesting that content visibility did not always translate into active interaction.

- Short campaign duration, limiting the possibility to build stronger recognition and sustained engagement.
- Limited availability of real-life female role models.
- Algorithm dependency, especially on TikTok and Instagram, affecting organic reach and consistency of performance.

Which information or material would have helped you to support the pilot intervention in the last 6 months?

- Ready-to-use visual materials from forestry schools and universities (high-quality photos/videos of classes, fieldwork, equipment).
- Guidelines for platform-specific optimisation (e.g. TikTok algorithms, best posting times, engagement tactics).
- Data on target group preferences and behaviour, especially regarding career decision-making and media consumption.
- Promotional budget or tools for paid reach, to expand visibility beyond organic performance.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

We plan to continue with the social media campaign - while the focus has been so far on "I will be a forester," it will now shift to "I am a forester"; we have already begun sharing the F2F ambassadors' stories, will continue with foresters and tie the campaign to an exhibition in May.

As Prizma is running a Career centre for youth, the activities to promote forestry professions will continue in this framework.

SFI and BFG will contribute to promotion of stories of women working in forestry.

Participant feedback

In this case we didn't collect standardised participants feedback, but we have qualitative feedback.

The women in forestry who were invited to participate in the project expressed a high level of satisfaction with both the process and the final outcomes. They appreciated the opportunity to share their personal and professional stories and highlighted that the experience was both meaningful and empowering. Many participants emphasised that telling their stories allowed them to reflect on their own career journeys and contributions to the sector.

Several participants expressed a strong interest in seeing the exhibition travel to other locations across Slovenia, recognising its potential to reach wider audiences and further promote the visibility of women in forestry.

An important added value of the project was the exchange of experiences among participants. The women noted that they gained new insights and perspectives from the stories of other forestry professionals, strengthening their sense of belonging to a broader professional community.

As part of the interviews, participants were invited to share messages for younger generations entering the field, as well as their views on why forestry represents a profession of the future. Their responses were thoughtful and inspiring, highlighting themes such as passion for nature, the importance of sustainable management, and the diverse opportunities within the sector. These reflections represent a valuable resource that can be further used in communication and awareness-raising campaigns to promote forestry careers among young people, particularly girls and young women.

2.2.5 Ukraine

Overview of pilot action 1.1.

Title: Excursion to the Wood Museum – career orientation for 2nd grade students

Goal: To increase the interest of young girls (and children in general) in forestry and wood-related professions, strengthen the awareness of students, teachers, and parents about forestry education and career opportunities, and promote early engagement and curiosity toward nature, forests, and related professional pathways.

Strategy/Methodology: Interactive museum-based learning; dialogue with forestry students and professionals; hands-on exploration.

Number of activities conducted (Dates, Locations): 1 (Date: 24 October 2025; Location: Wood Museum at Ukrainian National Forestry University, Lviv, Ukraine).

Content of (each) activity: Guided tour, hands-on exhibits, storytelling, introduction to forestry careers, interaction with students.

Duration of (each) activity: 2 hours.

Format used: Interactive tour, group discussion, presentation, hands-on learning.

Target groups reached: 17 students, teachers, parents.

Number of participants/accesses/downloads: 17 children + 5 adults (teachers and parents).

Participant feedback (see questions below): Very positive; children engaged, adults impressed with new knowledge and experience.

- *"I knew about the Ukrainian National Forestry University, but I never imagined it was so big, located in such a beautiful green area of the city, and that there is so much interesting to discover here"*
- *"I am glad that my child took part in the excursion, because now she learns about wood and forestry not from a smartphone, but from real-life examples"*

Summary report

To what extent did the pilot intervention progress according to the plan?

Fully implemented as planned.

Please describe what went well in pilot implementation.

- High engagement of children;
- Positive reactions from teachers and parents;
- Direct interaction with forestry students;
- Hands-on museum experience;
- Awareness raised about forestry careers;
- Effective collaboration with museum staff.

Which factors contributed to these successes?

- Professional guidance by museum educator;
- Support from school staff;
- Interactive and tactile museum exhibits;
- Curiosity-driven approach for children;
- Clear communication with parents;
- Pre-event planning and preparation.

Which difficulties did the pilot intervention encounter over the last 6 months?

None.

Which information or material would have helped you to support the pilot intervention in the last 6 months?

Photos, short educational videos on forestry for children.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

Conduct similar excursions for other school classes. Extend activities to other schools in Lviv and nearby areas.

Participant feedback

How satisfied (on a scale from 1=very good to 5= insufficient) were you with the activity you just attended? - 1 (very good).

How helpful (on a scale from 1=very helpful to 5 not helpful) did you find the content provided for your professional orientation? - 1 (very helpful).

What did you find particularly interesting today? (Open answer) - Hands-on exploration of wood collection, stories, interaction with students.

What could be improved in this activity? (Open answer) – None.

Do you have additional comments or suggestions? (Open answer) - Children and adults would like more similar events.





Link to folder with photos -

https://drive.google.com/drive/u/0/folders/17vKnNaDIH0K8SIC_21bcHvEjqXqjIRFi

Overview of pilot action 1.2.

Title: Career orientation and project presentation for college students

Goal: To increase the interest of female college students in forestry education and career opportunities, promote gender equality and women's leadership in the forestry sector, and present the project's results along with the importance of forestry for Ukraine's green recovery.

Strategy/Methodology: Lecture, practical exercises, discussion forums, presentation of project results, and career pathways.

Number of activities conducted (Dates, Locations): 1 (Date: 12 November 2025; Location: Technological College of Ukrainian National Forestry University, Lviv, Ukraine)

Content of (each) activity: Project presentation, lecture on forestry sector, practical exercises on female leadership, Q&A session.

Link to the folder with presentations -

<https://drive.google.com/drive/u/0/folders/1MXOEPS-4QDf89gTfyINUBMXuU3jzC39y>

Duration of (each) activity: 1 hour 45 minutes.

Format used: Lecture, interactive workshop, group discussion.

Target groups reached: 30+ female students, teaching staff, college director.

Number of participants/accesses/downloads: 30+ students, 3 teachers and director

Participant feedback (see questions below): Very positive; high interest and engagement

Summary report:

To what extent did the pilot intervention progress according to the plan?

Fully implemented.

Please describe what went well in pilot implementation.

- High participation of female students;
- Increased awareness of forestry career paths;
- Engagement in discussion about women's leadership;
- Positive reactions from college staff;
- Interest in continuing studies in forestry;
- Successful presentation of project results.

Which factors contributed to these successes?

- Interactive format with practical exercises;
- Support from college administration;
- Experienced project team;
- Relevant content on gender and leadership;
- Direct engagement with students;
- Clear, structured presentation.

Which difficulties did the pilot intervention encounter over the last 6 months?

None.

Which information or material would have helped you to support the pilot intervention in the last 6 months?

Additional case studies of women in forestry leadership.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country?

Visit other colleges in Lviv and nearby areas. Continue promoting forestry careers and women's leadership through workshops and presentations.

Participant feedback

How **satisfied** (on a scale from 1 = very good to 5 = insufficient) were you with the activity you just attended? - 1 (very good).

How helpful (on a scale from 1=very helpful to 5 not helpful) did you find the content provided for your professional orientation? - 1 (very helpful).

What did you find particularly **interesting** today? (Open answer) - Female leadership discussion, career pathways in forestry, project insights.

What could be **improved** in this activity? (Open answer) – None.

Do you have additional **comments** or **suggestions**? (Open answer) - Students motivated to pursue forestry education and leadership roles.



Link to folder with photos -

https://drive.google.com/drive/u/0/folders/1b4pXjGeSnxF_vnVJKnpPMivHTGiVI3zN

Overview of pilot action 1.3.

Title: VR glasses for career orientation of schoolchildren and college students and parents.

Goal: to increase awareness of forestry education and future career possibilities among pupils, teachers, and parents, while fostering curiosity about nature and forests.

Strategy/Methodology: practical exercises and demonstration.

Number of activities conducted (Dates, Locations): 1 (Date: April, 23 2026; Location: Graz Conference), 2 (Date: June, 5; Location: Uzhhorod, Ukraine).

Content of (each) activity: presentation of the VR glasses principles of work; discussion, how it can be used in forest management (digital twin; decision support system), demonstration of VR glasses with bird view excursion.

Duration of (each) activity: (1) 30 minutes; (2) 1.5 hours.

Format used: Practical use; discussion.

Target groups reached: 15 female foresters; 15 female forestry students.

Number of participants: 30+ students.

Participant feedback: Very positive; high interest and engagement

Summary report:

To what extent did the pilot intervention progress according to the plan? – Fully implemented.

Please describe what went well in pilot implementation.

High interest among both foresters and students.

- Learning about new tool, related to innovative digital solutions.
- Engagement in discussion about usage of the tool.
- Learning about forestry and forest protection in context of career choice.
- High replicability rate.
- Universal character of the tool regarding target groups.

Which factors contributed to these successes?

- Interactive format with practical exercises.
- Support of colleagues and consortium partners.
- Experienced project team.
- Innovative character of practical exercise.
- Knowledge about usage of the tool in other countries.
- Involvement of both experienced foresters and students.

Which difficulties did the pilot intervention encounter over the last 6 months?

None.

Which information or material would have helped you to support the pilot intervention in the last 6 months? – n/a.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country? – Visit other professional forestry schools and universities with the

demonstration of VR glasses. Preparation of local (Carpathian) digital twin for more professional aspects during demonstration.

Participant feedback

How satisfied (on a scale from 1 = very good to 5 = insufficient) were you with the activity you just attended? – 1 (very good).

How helpful (on a scale from 1 = very helpful to 5 not helpful) did you find the content provided for your professional orientation? – 2 (helpful).

What did you find particularly interesting today? (Open answer) – The effect of presence in the wood; new opportunities of the remote and desk work.

What could be improved in this activity? (Open answer) – More of the forest plots to review, test the decisions on and discuss.

Do you have additional comments or suggestions? (Open answer) – More incentives for professionals to work in the selected field due to emerging presence of innovative digital solutions.

Link to media –

<https://www.facebook.com/ngoforza/posts/pfbid02DBpYgxxKbE8Wg7kdpskxsBd5RmR4o3K3sL5xnpVU7B9QhyjdvyKzxxnCYRudQk9VI>

Overview of pilot action 1.4.

Title: Forest Pedagogics for 3rd year school children in Uzhhorod.

Goal: to raise interest of primary school pupils in nature, plants, forests and their role in our life.

Strategy/Methodology: interactive games and outdoor learning.

Number of activities conducted (Dates, Locations): 1 (Date: May, 6 2026; Location: Botanical Garden of Uzhhorod National University).

Content of (each) activity: forest gate; what is tree; find my tree; forest layers; how trees grow; measurements of trees; connections in ecosystem; who is forester and what he/she does.

Duration of (each) activity: (1) 2 hours.

Format used: Forest pedagogics games and activities; discussion; observation.

Target groups reached: 36 children of age 8-9; 2 teachers.

Number of participants: 38.

Participant feedback: Very positive; high interest and engagement

Summary report:

To what extent did the pilot intervention progress according to the plan? – Fully implemented.

Please describe what went well in pilot implementation.

- High interest among children.

- Outdoor and active movement and learning.
- Cooperation among children.
- Learning about trees, shrubs, grass plants and forests, and wider ecosystem.
- Learning about profession of forester.
- Learning with head, heart and hands.

Which factors contributed to these successes?

- Interactive format, many games and activities.
- Outdoor character of learning.
- Experienced project team.
- Support and interest of teachers.
- Teamwork of children and of teachers.
- Nice weather and support of Uzhhorod University in providing space.

Which difficulties did the pilot intervention encounter over the last 6 months? –

None.

Which information or material would have helped you to support the pilot intervention in the last 6 months?– n/a.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country? – Similar outdoor forest pedagogic activities upon request.

Participant feedback

How satisfied (on a scale from 1 = very good to 5 = insufficient) were you with the activity you just attended? – 1 (very good).

How helpful (on a scale from 1 = very helpful to 5 not helpful) did you find the content provided for your professional orientation? – 1 (very helpful).

What did you find particularly interesting today? (Open answer) – How to measure diameter and height of the tree; why trees and forest are important; how are we all connected.

What could be improved in this activity? (Open answer) – Teachers trained and carry out forest pedagogic games and activities on their own.

Do you have additional comments or suggestions? (Open answer) – Very important activity nowadays, when more and more kids are cut off from natural environments, have no experience in observing and interacting with nature.

Link to media – <https://www.facebook.com/reel/942099178667445/>

3 Reporting about the national implementation of the Ambassador Program

3.1 Austria

Overview of pilot action

Goal:

Anchor the project results in the long term on national level

Start process to establish a group of women who want to participate in national training

Number of activities conducted:

1. Development of an information flyer
2. Multiplier mapping and outreach: Identification of relevant multipliers and distribution of the flyer to multipliers and stakeholders of the forestry sector and the timber processing industry
3. Distribution of the flyer among potential female ambassadors
4. Information meetings (online or in person) with multipliers to explain the initiative and support them in recruiting potential female ambassadors

Content of (each) activity:

Information flyer



Multiplier mapping and outreach

distribution of the flyer per mail to

- 28 Multipliers and stakeholders of the forestry sector
- President and Vice-President of the Styrian Chamber of Agriculture and to

- Staff of the Forestry Department of the Styrian Chamber of Agriculture in Graz and the district chambers (31 people)
- Forestry School Bruck
- Members of the Forestry Women's Association (200 people)
- Austropapier and Women4PaperIndustry
- Woodcluster Styria

Information meetings

to explain the initiative and support them in recruiting potential female ambassadors took place with:

- Presentation of the Female Ambassadors Program as part of BOKU's mentoring program in Vienna.
- Networking meeting with a female actor from timber industry
- HBLF Bruck Alumni Reunion



Format used:

The leaflets were sent out via email to relevant stakeholders and opinion leaders. The information sessions were held in person as part of events or networking meetings.

Target groups reached:

Higher education and research organisations: 28 (BOKU University)

Education/training center: 15 (Higher Technical College for Forestry Bruck)

Interest groups including NGOs:

- 33 (President and Vice President of Chamber of Agriculture Styria, Employees of the Chamber's Forestry department)
- 200 (Forstfrauen)
- 1 Multiplier from woodworking company

Business support organisation:

- 1 (Managing Director of Woodcluster Styria)
- 1 (Austropapier)

woodworking company:

- 1 Employee as Multiplier

Summary report

To what extent did the pilot intervention progress according to the plan?

The pilot activities were carried out in accordance with the plan. The minimum requirements were met, and more organizations than originally planned were informed by email.

Please describe what went well in pilot implementation.

FAST Pichl is a respected and well-established organization in the forestry sector and has a wide network of contacts. Also nowa is well connected, not least through its involvement in Fem4forest and, currently, in Fem2forests. This meant that existing contacts could be utilized to disseminate information, and interested parties know who to turn to if they wish to obtain detailed information about the program.

Which factors contributed to these successes?

The information was met with interest and widespread approval. For many of the multipliers and stakeholders addressed, it is important to secure the future of the sector by providing information at an early stage about training and career paths. In particular, it is important to make girls aware of the opportunities in the forestry sector at an early stage. By providing information about the Female Ambassador Program, a further foundation stone has been laid on the path towards this goal.

Which difficulties did the pilot intervention encounter?

No difficulties have arisen so far.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country after finishing Fem2forests?

We will continue to promote and present the program at national level. We will continue to do this through events and networking and will also continue to distribute the leaflet we have produced via our website.

The Austrian female ambassadors who have already been trained are also key advocates for its further national implementation.

Furthermore, interested organizations have the opportunity to contact these existing ambassadors as role models.

We are building on the highly successful national implementation of the Fem4forest mentoring program and hope to be able to integrate the ambassador program into national structures as well.

3.2 Bosnia and Herzegovina

Overview of pilot action - “Women in forestry: inspiring stories”

Goal: The goal of the “Women in forestry: inspiring stories” pilot activity was to empower women working or studying in forestry by raising awareness of gender equality, providing motivation and inspiration to actively participate in the sector, and starting the first national network of ambassadors. As part of the activity, a session was held that brought together over bringing together more than 40 women from diverse forestry-related backgrounds, including students, early-career professionals, and experienced experts from different sectors. During a panel discussion, participants had the chance to hear six successful women from different forestry sectors share their career paths and professional experiences. The activity provided an authentic insight into the challenges and achievements of women in forestry, encouraged conversations about leadership and gender equality, and laid the foundation for the future National Ambassador Program. In this way, it helped ensure that the results of the transnational project were anchored at the national level.

Number of activities conducted ((e.g. research, presentations, mailings, events, social media , ...)):

- One workshop was held at the Faculty of Forestry in Sarajevo on 23 February, bringing together more than 40 participants from across the forestry sector.
- During the workshop, six successful women from different forestry sectors shared first-hand stories about their career paths and professional experiences
- During the session, participants were invited to join the future Fem2Forest Ambassador Program, and five women signed up to participate.

Content of (each) activity:

- Career stories of successful women in forestry from different sectors.
- Discussion on challenges and achievements of women in forestry.
- Introduction to the Fem2Forest Ambassador Program.
- Opportunities for future participation and mentorship.

Format used:

- Panel discussion: 6 speakers × sharing personal stories
- Q&A session
- Social media coverage
- Optional sign-up for the future Ambassador Program – presented through a poster with a QR code directing participants to a short survey

Target groups reached:

- High school female students
- Female university students
- Young women at the start of their careers

- Future female ambassadors
- Women employed at the Faculty of Forestry, University of Sarajevo
- Women working in forestry companies throughout Bosnia and Herzegovina
- Women employed at the Cantonal Public Institution for Protected Areas of Sarajevo Canton

Summary report

To what extent did the pilot intervention progress according to the plan?

The pilot intervention largely progressed according to plan. All nine career stories (6 women, 3 men) were successfully developed and presented to the target audiences, QR codes were distributed to eight vocational secondary schools, and promotional materials were shared both online and onsite. Presentations to faculty, university students, and high school students were delivered within the general timeframe of January–February 2026. Some adjustments were made compared to the original plan. While ten stories had been initially envisioned, one potential participant chose not to take part, resulting in nine final stories; however, this did not affect the overall quality or impact, as the focus remained on meaningful representation rather than quantity. Gender balance was carefully considered—particularly given the Faculty of Forestry’s equal male-to-female student ratio and challenges in attracting new students—so the majority of featured stories are women, while also including male professionals. Attention was also given to representation across forestry sectors and ethnic backgrounds.

Minor deviations from the timeline occurred due to student breaks and holidays, as many students reside in other cities. Additional delays were caused by the ongoing revision and redesign of the faculty website, which needed to be ready to host the digital stories. Some originally planned complex animations had to be simplified due to technical limitations of the platform, ensuring smooth functionality and accessibility for all users. Despite these adjustments, the pilot successfully achieved its objectives, delivering high-quality, engaging, and inclusive content to all target audiences.

Please describe what went well in pilot implementation.

Several aspects of the pilot were particularly successful:

1. **High participation and engagement** – Over 40 women attended the workshop, demonstrating strong interest in the topic and the Ambassador Program.
2. **Authentic and emotionally engaging content** – Six speakers shared honest, personal career stories, creating strong identification and trust among participants.
3. **Carefully designed participant experience** – Despite being a low-budget activity, attention to atmosphere (circular seating, intimate setting, symbolic elements) created a safe and engaging space that encouraged openness and interaction.

4. **Strong preparation combined with flexibility** – A structured scenario was shared in advance with both moderator and speakers, ensuring clarity and flow, while still allowing space for improvisation and authentic dialogue.
5. **Effective institutional support and logistics** – The Faculty of Forestry ensured smooth organization, communication, and high-quality implementation conditions.
6. **Concrete follow-up engagement** – Five participants expressed interest in joining the future Ambassador Program, demonstrating immediate traction beyond the event itself.

Which factors contributed to these successes?

- The success was driven by strong institutional support from the Faculty of Forestry, which ensured smooth implementation and credibility. A key factor was the thoughtful design of the event as an experience—despite a low budget, elements such as the intimate setting and circular seating created a safe space for open and honest discussion.
- Additionally, a well-balanced approach combining prior preparation with room for authentic storytelling allowed speakers to be both structured and genuine, which strongly resonated with participants. This, together with simple outreach and high motivation among attendees, resulted in strong engagement and interest in further involvement.

Which difficulties did the pilot intervention encounter?

Despite the overall successful implementation of the pilot intervention, several challenges were identified. The timing of the activity coincided with a break period at the Faculty of Forestry, resulting in reduced availability of students in Sarajevo, as many had returned to their hometowns. This circumstance resulted in a somewhat reduced, but still notable, participation of the primary target group. Additionally, the engagement of speakers from the professional sector required considerable logistical coordination, given that many participants travelled from outside Sarajevo and were available only during working hours. This influenced both the format and duration of the event, which was consequently limited to 75–90 minutes.

Furthermore, the activity was conducted during the month of Ramadan, necessitating additional adjustments. The session was scheduled at midday to avoid overlap with iftar and peak traffic periods, while also taking into account potentially reduced energy and concentration levels among participants who were fasting. These factors further informed the overall structure and duration of the event.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country after finishing Fem2forests?

Following the completion of the Fem2Forest Pilot Actions in Bosnia and Herzegovina, future activities will build on the engagement and interest generated during the pilot. As a key follow-up, the Fem2Forest Ambassador Program at the national level has been initiated, with a completed registration table documenting five successful women who signed up to participate. These participants will form the first cohort of national ambassadors and will focus on supporting, mentoring, and inspiring female students and young women interested in forestry.

Planned follow-up actions may include mentorship sessions where ambassadors share their career experiences and provide guidance to high school and university students; interactive workshops and webinars that introduce students to diverse forestry sectors, practical skills, and leadership development; and networking events that connect students with experienced professionals and peers. The ambassadors will also contribute to awareness campaigns and storytelling initiatives, using social media and school visits to highlight career opportunities and promote gender equality in forestry. By acting as role models, the ambassadors aim to motivate the next generation of women in forestry, strengthen their confidence, and encourage more female students to consider and pursue careers in the sector.



3.3 Czech Republic

Overview of pilot action

Goal:

To anchor the results of the Fem2forests project at the national level through a workshop at the Faculty of Forestry and Wood Sciences, Czech University of Life Sciences Prague (FLD CZU), and to initiate the process of building a group of women willing to act as ambassadors in the forestry sector. The activity focused on young women already studying forestry at university level, with the aim of supporting their retention in the sector after completing their studies.

Number of activities conducted ((e.g. research, presentations, mailings, events, social media , ...)):

- 1st Activity: workshop (26 March 2026, FLD CZU Prague. Time: 9:00 – 11:00)
- Distribution of invitations to participants via email and personal contact
- PowerPoint presentation about Gender in Forestry (Fem2forests project and its results, gender at the institutional level, ambassador program and experience of Czech ambassadors)
- 2nd Activity: Fayer will follow the workshop; flyer will briefly, clearly and up to date summarize the need of female ambassadors in forestry. The flyer will be distributed by email. Its content is to present why forestry matters (why forestry as a sector is important, and there are various career opportunities; gender equality in forestry; information about ambassador program and related links).

Content of (each) activity:

The workshop took place on 26 March 2026 at the Faculty of Forestry and Wood Sciences, Czech University of Life Sciences Prague, from 9:00 to 11:00. The session opened with an introduction of all participants and their professional backgrounds and career paths, which set the tone for an open and collegial atmosphere throughout the event.

A central part of the workshop was a PowerPoint presentation on gender in forestry, which drew on the key findings and results of the Fem2forests project. The presentation covered topics including gender equality frameworks at European and national level, data on the representation of women among forestry students and employees in the Czech Republic, factors influencing career choices among female forestry students, and how forestry careers are perceived both within and outside the sector. Examples of good practice from partner countries were also presented.

This was followed by the ambassadors sharing their experiences from the international Ambassador Program of the Fem2forests project, including their own career transitions from study to professional practice and situations where they encountered stereotypes about forestry being a male-dominated profession. Participants were then invited

to share their own experiences and perspectives, which led into an open discussion focused on identifying barriers that young women perceive when considering or entering the forestry profession.

The composition of the participant group was deliberately designed to capture a range of perspectives. Invitations were primarily targeted at forestry students at undergraduate level, who already have some experience with forestry and there is a presumption they can stay in the sector after graduation; additionally also female students in junior researcher positions, members of faculty associations, merit scholarship holders, and students who had addressed or were currently addressing gender topics in their theses. At the same time, representatives from student counselling and academia were included to provide a complementary viewpoint and to cross-check the students' perspectives against institutional experience. This allowed mutual sharing and discussing common topics that are usually presented with different viewpoints.

During the discussion, participants identified several key barriers. Forestry is perceived among peers as a field that does not require specific knowledge or formal study. Older generations and men in the sector tend not to place full trust in women in forestry. Participants also pointed to relatively low financial remuneration in the sector as a discouraging factor. These findings were consistent with the broader Fem2forests research results presented during the workshop.

Format used:

In-person workshop; ambassador presentations; PowerPoint presentation on gender in forestry; sharing of participants' personal experiences; open discussion and Q&A.

Target groups reached:

- Female forestry students at bachelor's, master's, and doctoral level (FLD CZU Prague), specifically: students in junior researcher positions, students active in faculty associations, students receiving merit-based scholarships, and students addressing gender topics in their theses;
- Student counsellors and female academic staff (included as representatives of a complementary perspective to verify different viewpoints);
- Women in leadership positions in academia;
- Fem2forests project ambassadors;
- Female professionals from forestry practice.

Summary report

To what extent did the pilot intervention progress according to the plan?

The pilot intervention progressed in line with its planned objectives. The workshop was originally scheduled for 27 February 2026 but took place on 26 March 2026 to better fit the course of the semester and in-person ambassador participation possibilities. The format was adjusted from the originally planned hybrid format to a fully in-person

event. The content corresponded to the plan. Collaboration between the partners - CZU Prague and Foresta SG, a.s. - proceeded as planned.

Please describe what went well in pilot implementation.

The workshop was successfully delivered with the participation of students and academic staff of FLD CZU. The ambassadors shared knowledge and insights gained during the international Ambassador Program and described their own experiences of transitioning from study to professional practice, including situations where they faced entrenched stereotypes about forestry being a "male profession". During the discussion, participants openly identified barriers they encounter as women in forestry. The deliberate composition of the participant group — combining students with representatives from student counselling and academia — made it possible to verify and cross-check different perspectives on the topic.

Which factors contributed to these successes?

- Both ambassadors had completed the international Ambassador Program and were prepared to transfer their knowledge, experience, and expertise at the national level
- The targeted selection of participants (students active in faculty associations, merit scholarship holders, and students addressing gender topics in their theses) ensured a relevant and engaged audience

Which difficulties did the pilot intervention encounter?

The workshop took place with a one-month delay compared to the originally planned date (shifted from February to March 2026). The main organizational challenge was coordinating the study and work schedules of the intended participant group to ensure that the planned structure of participants could attend. Originally, we also planned to invite students from Mendel University in Brno, but since we decided for only in-person event, this was not considered at the end due to time constraints and financial constraints in case of travelling from Brno to Prague.

Key findings from the discussion:

Workshop participants identified the following barriers to women entering the forestry profession:

- Forestry is perceived among peers as a field that does not require specific knowledge and does not need to be formally studied
- Older generations and men in the sector tend not to place sufficient trust in women in forestry
- Relatively low financial remuneration in the forestry sector

It was also noted that the perception that women do not "belong" in forestry or are not suited to the profession remains widespread among peers and the general public, affecting

not only girls' interest in studying forestry but also their confidence when seeking employment opportunities.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country after finishing Fem2forests?

The idea is to include the findings from pilot actions into upcoming in-person events like career fairs, open days etc. and keep in touch with the ambassadors though consulting and reviewing the final thesis dedicated to gender topic. Additionally, we want to support the topic by including it into promotional materials, such as distributing the flyer to relevant stakeholder groups.

3.4 Croatia

Overview of pilot action

Goal: Anchor the project results in the long term on national level

Start process to establish a group of women who want to participate in national training

Number of activities conducted ((e.g. research, presentations, mailings, events, social media , ...)): one published article, one presentation, one online meeting

Content of (each) activity: The article was published in forestry focused magazine "Godovi" to spread awareness of the female forestry ambassador program.



The meeting was held online via Zoom on the 9th of April. Ten gathered participants met and discussed the ways ambassadors can help students in their professional career. A presentation with results of the students questionnaire was presented.

Fem2forests

SASTANAK AMBASADORICA ŠUMARSTVA

KAD I GDJE

- online Zoom sastanak
- 9.4.2026. 13:00-14:00

PROGRAM

- **13:00-13:15** Uvod i upoznavanje sudionica
- **13:15-13:30** Predstavljanje rezultata anketa i intervjua Fem2forests projekta
- **13:30-13:50** Diskusija: Kako ambasadorice šumarstva mogu pomoći mladim inženjerima na početku karijere
- **13:50-14:00** Zaključci

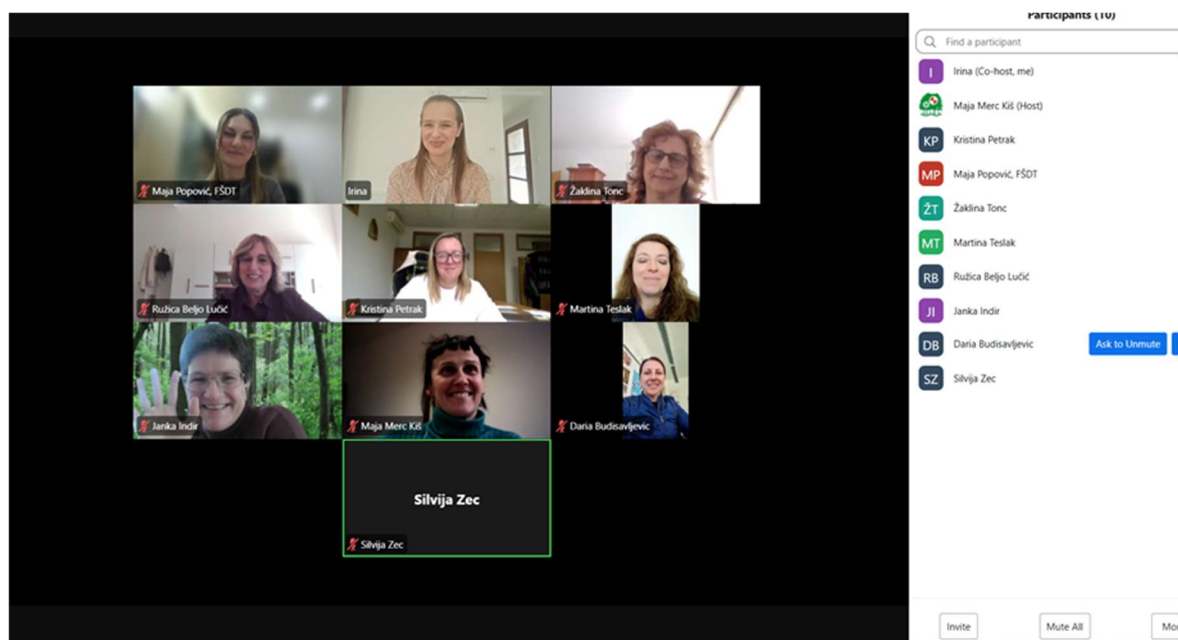




Co-funded by
the European Union







Format used: Online meeting, published article

Target groups reached: Faculty and forestry school staff, female forest professionals

Summary report

To what extent did the pilot intervention progress according to the plan?

The first meeting was planned for the 27th of February, but was postponed because many participant weren't available

Please describe what went well in pilot implementation.

- The meeting gathered female ambassadors motivated to find solutions for the future implementation of the program
- Experienced ambassadors shared their view of the program and the use of it in their work

Which factors contributed to these successes?

- active participant motivated to find solutions
- a need for a space to talk about female foresters and students entering the workforce

Which difficulties did the pilot intervention encounter?

- uncertainty of the number of participant available for the meeting
- reaching students and including them in the conversation

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country after finishing Fem2forests?

Starting an informal group of female forestry ambassadors and students and continuing the meetings in an informal surrounding. Main goal for the future is to include students and build a network. As one of our participants said: "Our students are the best ambassadors of the forestry sector. Our job as professors and mentors is to support them and invest in them. You grow to love something you are good at. We need to help them to become good in their expertise, and they will continue and multiply the ambassador's work."

3.5 Germany

Overview of pilot action - National Ambassador Program

Goal: Anchor the project results in the long term on national level

Start process to establish a group of women who want to participate in national training

Number of activities conducted ((e.g. research, presentations, mailings, events, social media , ...)):

- 1 workshop in person (9.12.2025)
- 2 workshops online (13.1.2026, 5.2.2026)
- 1 document in progress (factsheet): stakeholders and female forestry professionals involved
- 1 activity for career orientation in March completed (Information day for study courses (HSWT); 1 planned in April (GirlsDay)
- 1 press release
- 1 LinkedIn post completed 2 in planning

Content of (each) activity:

- 1 workshop in person (09.12.2025): discussing and re-evaluation of project results (survey; roundtables); planning of national implementation; discussion of empirical casestudies for the factsheet
- Participation at the information day for study courses (HSWT) (27.03.2026)
- 2 online workshops (13.01./ 05.02.2026): discussion of empirical casestudies for the factsheet; planning of ambassador participation at the GirlsDay

Format used:

- 1x in person + 2x online meeting
- factsheet: development of a factsheet ("Quick Guide for Inclusive On-the-Job Training in Forestry") for use with internship/ candidates/ traineeship, which will be tested and distributed to the forestry training centres, the district forest offices and integrated in the trainer certification course; allies to the train-the-trainer-principle
- events

Target groups reached:

- students
- trainer; supervisors; male/female colleagues; female interns/ trainees/ junior civil servants

Summary report**To what extent did the pilot intervention progress according to the plan?**

The implementation went according to plan, and our collaboration with the ambassadors was very productive and focused

Please describe what went well in pilot implementation.

- The workshops with the ambassadors, during which plans for national implementation were gathered and empirical case studies from other work packages were discussed for the creation of the fact sheet, were extremely successful. The ambassadors contribute their high level of professional expertise and experience as women in the forestry sector. In addition, they serve as role models in direct interactions with female students at information days for study programs (HSWT).

Which factors contributed to these successes?

- preliminary training sessions
- ambassador enthusiasm for the forestry sector and willingness to be a role model for girls and young women
- necessity of female role models

Which difficulties did the pilot intervention encounter?

- compatibility with the ambassadors' daily work schedules and time constraints
- limited support employee organization and the need to prioritize her role as an ambassador

Outlook**How are you planning future activities as follow-up to the Pilot Actions in your country after finishing Fem2forests?**

- Integrate the factsheet into standard induction packages and trainer certification courses
- ambassadors are encouraged to act as multipliers, promoting the material within their organizations and at universities
- As a result of the success of the talks with female forest professionals as a pilot action a follow-up event for the winter semester 2026/2027. Given that our ambassadors serve as inspiring role models for female forestry students regarding their career paths, we plan to invite these ambassadors to speak at the next event.

3.6 Romania

Overview of pilot action - National Ambassador Program

Goal: A The main goal of the National Ambassador Program was to anchor the Fem2Forests project results in the long term at national level and to initiate the process of establishing a network of women willing to participate in ambassador and mentoring activities related to forestry education, career orientation, and gender equality in the forestry sector. The program aimed to increase the visibility of women working in forestry and create opportunities for girls and young women to interact with female role models and professionals from forestry and related environmental sectors.

Number of activities conducted ((e.g. research, presentations, mailings, events, social media)):

- Development and dissemination of an online questionnaire through social media and professional networks
- Social media outreach and communication activities
- Networking and identification of women professionals through the snowball method
- Initial preparation and collection of stories for the storytelling book
- Upcoming meetings and discussions with forestry institutions and partner organizations
- Development of new collaborations with Braşov University Faculty of Forestry, Ingka Investments, and Junior Achievement Romania
- Planning of future mentoring sessions, presentations, and career orientation activities involving women professionals

Content of (each) activity:

- **Activity 1 – Online questionnaire and outreach campaign**
A short questionnaire was developed and distributed through social media channels and forestry-related networks in order to identify women willing to share their educational and professional experiences in forestry and related sectors.
- **Activity 2 – Snowball networking process**
Because the number of initial responses was limited, the project team initiated the snowball method to identify additional women professionals through recommendations from participants and forestry stakeholders.
- **Activity 3 – Storytelling initiative and book preparation**
The collected stories and experiences of women working in forestry are being prepared for a storytelling publication focused on educational pathways, career

development, challenges, achievements, and reflections on gender equality in forestry.

- **Activity 4 – New partnerships and future activities**

A new collaboration was initiated with the Faculty of Forestry from Braşov University, Ingka Investments, and Junior Achievement Romania in order to organize activities where professional women will present their career experiences and interact with students during future events planned for May and June.

Format used: online questionnaire, social media communication and outreach, networking and referral-based identification process, storytelling and publication preparation

Target groups reached: women working in forestry and related environmental sectors, female forestry graduates, forestry students, high school students interested in forestry careers, forestry faculties and educational institutions, forestry professionals and stakeholders, partner organizations and professional networks

Summary report

The pilot intervention progressed according to the planned objectives. The online outreach activities successfully initiated the ambassador identification process and increased the visibility of women working in forestry.

To what extent did the pilot intervention progress according to the plan?

The Ambassador Program progressed partially according to the initial implementation plan. The first phase of the activity, focused on identifying women willing to participate in the storytelling initiative and ambassador network, was slower than expected because the number of responses received through the online questionnaire was relatively limited. As a result, the project team decided to apply the snowball method in order to identify and reach additional women working in forestry and related sectors through professional recommendations and networking. Although this caused some delays in the development of the storytelling book and expansion of the ambassador network, the activities continued progressively, and new collaborations and outreach opportunities were established to support the continuation of the initiative.

Please describe what went well in pilot implementation.

The pilot activity successfully launched the storytelling initiative focused on increasing the visibility of women in forestry and promoting female role models within the sector. Through online outreach and social media communication, the project team initiated the recruitment process for women ambassadors willing to share their educational and professional experiences. The activities generated positive engagement on social media platforms and

contributed to raising awareness regarding women's contributions to forestry. In addition, the initiative strengthened cooperation between forestry institutions, educational organizations, and forestry professionals, creating the foundation for future mentoring, networking, and career orientation activities targeting girls and young women interested in forestry careers.

Which factors contributed to these successes?

Several factors contributed to the successful implementation of the pilot activity. Existing cooperation with forestry schools and universities facilitated communication with students and educational stakeholders and supported the organization of activities. The strong interest of women professionals in sharing their personal and professional experiences also played an important role in the development of the storytelling initiative and ambassador activities. In addition, the flexible and low-cost implementation approach allowed the project team to efficiently organize outreach and networking activities using available resources. The increasing relevance of gender equality topics within the forestry sector further supported stakeholder engagement and interest in the initiative. The use of social media and digital communication tools helped increase visibility, reach potential participants, and promote the activities to a broader audience. Furthermore, support from forestry stakeholders and professional networks contributed to strengthening collaboration and ensuring the continuity of the ambassador program activities.

Which difficulties did the pilot intervention encounter?

Several difficulties were encountered during the implementation of the pilot activity. One of the main challenges was the limited number of initial responses received through the online questionnaire, which slowed the process of identifying women willing to participate in the storytelling initiative. In addition, it proved difficult to reach women from all forestry-related sectors and regions, particularly from operational forestry and private organizations. The project also highlighted the need for continuous networking and long-term follow-up in order to maintain participant engagement and further expand the ambassador network. Limited communication and dissemination resources represented another challenge, affecting the broader promotion of the initiative. Existing stereotypes regarding women working in forestry also continue to influence participation and visibility within the sector. Furthermore, coordinating participants from different geographical regions and professional backgrounds required additional organizational efforts and communication activities.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country after finishing Fem2forests?

Future activities will continue focusing on expanding the ambassador network through the snowball outreach method and through stronger collaboration with forestry institutions, universities, and professional organizations. The ongoing identification of women working in forestry and related sectors will support the development of a broader and more diverse network of female ambassadors.

The storytelling book presenting women's career pathways in forestry will continue to be developed and finalized. If the publication cannot be fully completed before the official end of the Fem2Forests project, the activities initiated during the project will continue afterward in order to finalize the collection of stories, editing, and dissemination of the publication in both digital and printed formats.

In addition, a new collaboration has already been initiated with the Faculty of Forestry from Braşov University, Ingka Investments, and Junior Achievement Romania in order to organize career orientation and storytelling activities focused on women working in forestry and related environmental sectors. The activities have already started, and further meetings and presentations are planned for May and June, when professional women from different forestry-related fields will be invited to share their educational and professional experiences with students. These activities aim to strengthen mentoring opportunities, provide visible female role models, and encourage girls and young women to consider forestry and green-sector careers. Other following activities will be organized until the end of 2026. As part of this collaboration, the first event was held in May 2026, under the theme *"Perspective moderne într-o profesie în schimbare"*. The session brought together students and two inspiring guest speakers: Erika Vaida-Bela, founder and conservation director at Propark, and Georgiana Arsene, forestry engineer at EcoAssist, known for her involvement in environmental education, volunteer initiatives, and projects such as *Caravana Pădurii* and *Plantăm fapte bune în România*. The event focused on biodiversity conservation, the evolving role of forestry professionals, and real examples of women leading impactful work in environmental protection.

This marks the beginning of a broader series of activities that will continue throughout 2026, expanding opportunities for young women to engage with female experts, explore career paths, and build confidence in pursuing forestry and environmental professions.

Facultatea de Silvicultură SUCEAVA

PERSPECTIVE MODERNE ÎNTR-O PROFESIE ÎN SCHIMBARE

22 MAI 2026 | ORA 10:00 | SALA E132

Evenimentul face parte din programul derulat de Ingka Investments România în parteneriat cu Facultățile de Silvicultură din Brașov și Suceava fiind conectat la proiectul european **Fem2Forests**, care susține creșterea rolului femeilor în sectorul forestier.

TEMA PRIMEI EDIȚII:
„CONSERVARE & PROTECTIONISM - PĂDUREA CA ECOSISTEM”

Vom discuta despre:

- conservarea biodiversității;
- rolul viitorilor specialiști în protejarea pădurilor;
- echilibrul dintre intervenție și protecția naturii;
- exemple reale de implicare în domeniul mediului și al silviculturii.

INVITATELE ACESTEI EDIȚII SUNT:

ERIKA VAIDA-BELA
Fondatoarea și Directorul de Conservare în cadrul Propark și formator în managementul ariilor protejate și conservarea biodiversității.

GEORGIANA ARSENE
Inginer silvic în cadrul asociației EcoAssist, implicată în inițiative de educație de mediu, voluntariat și împădurire prin proiectele „Caravana Pădurii” și „Plantăm fapte bune în România”.

Vă așteptăm!

La o sesiune interactivă, cu prezentări, discuții și întrebări deschise despre viitorul pădurilor și al profesiei de silvicultor.

Additional meetings and discussions between women ambassadors and students will also continue to be organized in forestry schools and universities in order to identify mentoring options, career orientation, and networking opportunities for girls and young women interested in forestry careers.

The long-term objective remains the institutionalization of the ambassador program at national level and the continuation of activities promoting mentoring, networking, storytelling, and visible female role models in the forestry sector beyond the duration of the Fem2Forests project.

3.7 Serbia

National Ambassador Program “Ambassador Meet & Connect”

Goal:

- the long-term integration of the project results at the national level;

- the initiation of forming a group of women interested in participating in the program at the national level.

In line with the national implementation plan of the Ambassador Programme in Serbia, the pilot activity aimed to initiate the national implementation process of the Female Ambassador Programme in Forestry by forming an initial group of female ambassadors and organizing a small, informal event to promote the program and raise awareness of the importance of gender equality in the forestry sector. The specific objectives were to strengthen the capacities of women employed in the forestry sector to act as ambassadors of gender equality and promoters of careers in the sector, increase the visibility of women role models through inspiring personal stories, and establish contact between female ambassadors and young women, primarily female students.

Number of activities conducted ((e.g. research, presentations, mailings, events, social media , ...)): 1

The pilot activity was carried out in three interrelated steps:

1. preparation and establishment of contacts with potential female ambassadors and participants;
2. organization and evaluation of the event "Ambassador Meet and Connect";
3. creation of an initial communication group.

Content of (each) activity:

1. Preparation and establishment of contacts

During the preparatory phase, women working in public administration, educational and research organizations, forest management enterprises, and the private sector were identified as potential female ambassadors in the forestry and nature conservation sectors. Invitations were sent to these participants, other relevant partners, female students in BSc studies (2nd, 3rd, 4th years of the Department of Forestry and Nature Conservation), and PhD students at the Faculty of Forestry. The event agenda, promotional materials, presentations, and other supporting materials were also prepared.

2. Implementation of the central event

The central activity took place on 27 March 2026 in Belgrade, titled "Ambassador Meet and Connect". The program included an introduction to the Fem2forests project and the Ambassador Programme, a presentation of the pilot activities conducted within the project, a session called "My Journey Through Forestry" where female ambassadors and other participants discussed their education, professional development, and challenges, and a session titled "My Place in Forestry: What Would I Like to Do in the Future?" in which female students and young women at the start of their careers shared their interests, motivation,

and dilemmas related to professional development. The event concluded with final remarks and a discussion on opportunities for further networking and communication.

After the event, an evaluation was conducted through an anonymous questionnaire. Qualitative data were also collected from meeting notes and comments from participants and female students. Based on this information, the effects of the pilot activity were assessed.

3. Continuation of communication

Following the event, an initial communication group was formed (email list and Viber group), establishing a foundation for continued cooperation.

Format used:

The pilot activity was conducted as a professional meeting featuring mentoring, networking, and experience sharing, followed by an informal component (a joint business lunch). The event included short introductory presentations, personal professional stories, open discussion, and direct exchanges among female ambassadors, female students, and other participants. This format proved particularly suitable for open dialogue, intergenerational exchange of experiences, and establishing an initial foundation for further cooperation.

Target groups reached:

The pilot activity included the following target groups:

- female students from the Faculty of Forestry and young women at the start of their careers;
- women employed in the forestry and nature conservation sectors;
- representatives of public administration;
- representatives of forest management enterprises and private companies;
- representatives of educational and research organizations;
- professors from the University of Belgrade – Faculty of Forestry.

There were 25 participants at the event. Of these, 6 served as female ambassadors, 11 were female students and young women at the beginning of their careers, and the remaining participants were representatives of public administration, public and private enterprises, educational and research organizations, and professors of the Faculty of Forestry.

The female ambassadors who participated in the event represented various parts of the forestry sector, including public administration, forest management enterprises, the private sector, and higher education institutions (University of Belgrade – Faculty of Forestry).

Summary report

To what extent did the pilot intervention progress according to the plan?

The pilot activity was largely implemented according to the national implementation plan for the Ambassador Programme in Serbia. All key elements were completed: identifying and including the initial group of female ambassadors, organizing the central event, involving female students and young women at the start of their careers, preparing and distributing promotional materials, and establishing an initial communication group. In this way, the main objective of the pilot activity was achieved: initiating the national implementation process of the Ambassador Programme in Forestry and laying the foundation for further development of the network.

Please describe what went well in pilot implementation.

The participatory format of the meeting was particularly effective, as it enabled open and direct dialogue among female ambassadors, female students, and other participants. The program segment focused on personal stories and the exchange of experiences also worked very well. Responses collected through the evaluation questionnaire show that participants most often highlighted the honest professional stories shared by female ambassadors, professors, and other participants as the most useful and inspiring part of the event. These stories illustrated various career paths in forestry, including work in public administration, public and private enterprises, research organizations, nature conservation, and private entrepreneurship based on non-wood forest products. Participants identified *"inspiring first-hand stories from participants," "honest personal stories," "the opportunity for discussion and different perspectives,"* and *"the people and their personal stories"* as particularly valuable elements of the meeting.

The opportunity for direct interaction with colleagues from practice was also highlighted as highly valuable. This is confirmed by responses such as: *"conversation with women from the forestry sector who shared inspiring experiences with us," "interaction with people from the forestry sector," "conversation with senior colleagues,"* and *"mutual interaction and advice from professors."* Other valuable aspects included diverse professional experiences, practical advice, presentations of employment opportunities, and open discussion about the challenges and concerns female students face at the beginning of their careers.

The session intended for female students and young women at the start of their careers also functioned very well, as it allowed them to openly discuss their interests, motivations, and dilemmas, and to gain support and concrete insights into professional development opportunities through conversations with more experienced colleagues.

The agenda was well balanced and ensured a logical flow from introductory topics to personal experiences and joint reflection.

Survey results confirm a very positive overall assessment of the event. All respondents gave the highest score to the organization, the relevance of the topics, the quality of the format, the inspirational value of the personal stories, the contribution to a better understanding of

career opportunities in forestry, and the strengthening of contacts among participants. Among female students and young women at the beginning of their careers, almost all stated that after this event, forestry appeared to them as an attractive career option. In addition, all female respondents who answered the questions on professional development stated that conversations with the female ambassadors helped them better understand their own professional paths.

Which factors contributed to these successes?

Several factors contributed to the success of the pilot activity:

- a carefully designed program with a clear structure and ample space for personal stories and discussion;
- the presence of female ambassadors from diverse professional backgrounds, which showcased the wide range of career opportunities in the sector;
- the strong motivation of female students and young women to speak openly about their interests, dilemmas, and expectations;
- an open and supportive atmosphere that encouraged mutual trust and the exchange of experiences;
- visible and concrete examples of women's professional pathways in various parts of the sector.

Through the personal experiences of the speakers and discussions with female students, several important messages emerged regarding the professional development of women in forestry and related fields. The central theme was the importance of personal development, perseverance, continuous self-improvement, and overcoming prejudices that still exist regarding women's choice of profession and career path in this field. It was particularly emphasized that continuous investment in knowledge and skills, patience and persistence, openness to new experiences, and readiness to accept challenges as an integral part of career development are crucial for professional advancement.

The evaluation results also indicate that the quality of the event was significantly enhanced by participants' openness in sharing personal experiences, the honest tone of the discussion, and the diversity of professional perspectives represented. This is confirmed by responses in which participants identified *"open communication," "openness and communication among female students, professors, and colleagues from private and public enterprises,"* and *"bringing together colleagues from different sectors with female students"* as particularly strong elements of the event. The responses also show that personal stories, direct contact with women from the sector, and exchanges with representatives of different institutions were perceived as the most valuable aspects of the meeting. This confirms that the event format was well aligned with the objective of the pilot activity namely connecting female ambassadors, female students, and other actors from the sector.

In addition to the content, the organizational aspects of the meeting were also positively evaluated, as reflected in responses such as *"good organization and constructive presentations"* and *"the way the moderation was conducted, the organization of the meeting, punctuality."* This indicates that the organization of the event and the quality of moderation, which linked the experiences of the female ambassadors with the questions and interests of female students, should also be highlighted as important success factors.

Which difficulties did the pilot intervention encounter?

The pilot activity did not encounter significant organizational difficulties.

However, during the discussion, several challenges affecting the professional development of female students and young women in the forestry sector were identified. The most frequently mentioned challenges were:

- uncertainty about employment after graduation;
- prejudice that forestry is "a man's job";
- the gap between knowledge acquired at university and practical work requirements;
- limited employment opportunities in smaller communities;
- fear of deadlines, obligations, and professional expectations, especially among those who wish to remain in academia.

These challenges were also clearly reflected in the comments of female students, such as: *"I was afraid of prejudices," "my biggest fear was the place I come from, because I thought there were no jobs in forestry,"* and *"I am afraid of the gap between science and practice, because I do not know what awaits me when I start working."*

In addition, through evaluation and discussion, participants pointed out that future meetings could include more time for open discussion, a larger number of women from practice, and additional activities to support mentoring and provide more concrete connections between female students and institutions and organizations in the sector. Some participants also noted that a short additional break and a slightly longer format would further enhance the quality of the exchange.

At the same time, it was evident that the meeting had a highly encouraging and motivating effect. The female students emphasized that they were particularly inspired by the personal stories of the speakers, their perseverance, and the confirmation that it is possible to build a successful career despite obstacles, stereotypes, and uncertainty. Several participants stressed that after the meeting they felt additional motivation to continue investing effort in their education and professional development.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country after finishing Fem2forests?

The meeting was evaluated as highly stimulating, motivating, and useful for the further professional orientation of female students and young women in the field.

This pilot activity demonstrated that Serbia has a strong foundation for developing a national network of female ambassadors in forestry. The meeting confirmed that female students are highly motivated but need additional empowerment, visible examples of good practice, and support in transitioning from academia to professional work. Female ambassadors and other sector participants also showed a willingness to share their experiences and support young women in their professional development.

Evaluation results indicate that future activities should continue to focus on personal professional stories, direct interaction with women from the sector, and more concrete presentations of employment opportunities and career development in forestry.

During the meeting, it was concluded that ongoing activities are needed to empower female students and young women at the start of their careers by promoting successful professional pathways, encouraging continuous self-development, and strengthening institutional support for gender equality. Participants recognized the importance of perseverance, professional development, and mutual support, while the main challenges identified were persistent prejudices, employment uncertainty, and aligning professional expectations with real working conditions.

Responses to the evaluation questionnaire show that the topics addressed during the event largely met participants' expectations, but there is also interest in further developing certain content areas. The following were identified as desirable topics for future activities:

- the position and role of women in forestry;
- employment opportunities in the sector;
- the transition from studies to professional work;
- more concrete practical examples.

Additionally, some participants expressed interest in more field-based and experiential activities, such as visits to protected areas and educational institutions (secondary forestry schools).

The responses also show clear interest in continuing and expanding activities of this type. This is confirmed by comments such as: *"repeat a similar gathering," "organize more events like this,"* and *"such events should be organized more frequently because they are truly useful for everyone."*

The most frequent suggestions for future events included organizing similar meetings more often, involving a larger number of women from practice, and providing more time for discussion, questions, and informal exchange of experiences. These findings confirm that

the pilot activity has the potential to develop into ongoing support and networking for women in the forestry sector.

Accordingly, the following activities are planned as a continuation of the pilot action after the completion of the Fem2forests project:

- maintaining and further developing communication among female ambassadors, female students, and young women at the start of their careers through the established email list and Viber group;
- organizing new meetings of a similar type, with more time for questions, discussion, and mentoring;
- promoting successful professional stories of women in forestry through promotional materials, short interviews, and other digital content;
- strengthening cooperation between the faculty, forest management enterprises, national park management bodies, public administration, research organizations, and the private sector;
- further promoting gender equality, greater representation of women in forestry, and better understanding of the specific challenges women face during professional development, including balancing family and professional responsibilities.

3.8 Slovenia

Overview of pilot action

Goal: To anchor the results of the Fem2forests project at the national level by establishing a sustainable national framework for women in forestry in Slovenia and by initiating a process that brings together women interested in participating in national training, mentoring, and knowledge exchange activities.

Number of activities conducted ((e.g. research, presentations, mailings, events, social media , ...)):

- One national meeting/event for women in forestry
- Several working meetings for preparation of founding documents and coordination for National Association of Women in Forestry
- Legal registration procedure for the Association
- Social media promotional campaign (multiple posts in English and Slovenian language) of Slovenian ambassadors
- One educational outreach activity at a grammar school (two-day activity including presentations for 150 students)
- Preparatory work for a photography exhibition
- Logo proposal for National Association of Women in Forestry

Content of (each) activity:

A national meeting of women in forestry was organised as a key milestone of the pilot action. During the meeting, participants discussed the long-term objectives of strengthening the role and visibility of women in forestry in Slovenia. A founding group was formed, and the board of the Slovenian Association of Women in Forestry was established.

Following the meeting, the statute of the association and the required founding documents were prepared. The application for official registration of the association was submitted to the administrative unit. After a request for amendments was received, the statute was updated and the documentation resubmitted for registration.

In parallel with the registration process, preparatory work on the visual identity of the association was undertaken, including the development of a logo proposal.

After the official registration of the Association, a new national meeting of women in forestry will be organised, and membership registration will be opened to women working in or interested in forestry.

A social media campaign presenting Slovenian female forestry ambassadors is being implemented in Slovenian and English. The campaign aims to raise visibility of women in the forestry sector and inspire young women to consider forestry-related careers. Ambassadors are also involved in the preparation of a photography exhibition, which will present their professional roles and stories.

As part of outreach and education activities, a two-day presentation at Gymnasium Novo mesto was organized. On the occasion of the International Day of Women and Girls in Science, the Slovenian forestry ambassador presented the Ambassador Program, the Fem2forests project, and its results to approximately 150 students and teachers (third-year students). The activity focused on promoting forestry careers and the role of women in the sector.

Format used: national meeting/event; working meetings and coordination meetings; legal and administrative procedures, social media campaign (bilingual posts); educational presentations and lectures at secondary school; participation in preparation of a photography exhibition; development of visual identity (logo proposal)

Target groups reached:

- Women working in the forestry sector in Slovenia
- Forestry ambassadors and mentors
- Students (secondary school level) and teachers
- Young women interested in forestry careers
- Forestry sector stakeholders and institutions
- General public through social media

Summary report

To what extent did the pilot intervention progress according to the plan?

The pilot intervention progressed largely according to the planned timeline. The most important milestone – the establishment of the National Association of Women in Forestry in Slovenia advanced significantly. The statute was prepared, a founding board was agreed upon, and the registration procedure was initiated and updated following administrative feedback. At the same time, promotion and outreach activities were successfully launched, including social media promotion of ambassadors and educational presentations to students.

Please describe what went well in pilot implementation.

Several aspects of the pilot implementation proved to be particularly successful. The organization of the national meeting of women in forestry was an important milestone, as it brought together professionals from the sector and resulted in agreement on the founding board of the future association. In addition, the preparation of the statute and registration documents was carried out efficiently, allowing the formal establishment process of the association to move forward. The pilot also achieved good visibility through the active promotion of ambassadors on social media in both Slovenian and English, helping to increase public awareness of women in forestry. Outreach activities were also successful, particularly the presentation at a secondary school, which reached approximately 150 students and teachers and contributed to raising interest among young people in forestry careers and the role of women in the sector.

Which factors contributed to these successes?

The success of the pilot was supported by several factors:

- Strong motivation and commitment of the ambassadors and mentors involved in the project.
- Existing professional networks within the forestry sector.
- Institutional support and collaboration with educational institutions.
- Visibility and credibility of the Fem2forests project, which helped facilitate outreach and communication.

Which difficulties did the pilot intervention encounter?

The main challenge during the pilot implementation concerned administrative procedures for registering the association, which required further amendments to the statute and resubmission of documentation. This slightly extended the timeline but did not affect the overall objectives of the pilot. Another challenge was coordinating activities alongside participants' regular professional obligations.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country after finishing Fem2forests?

After the official registration of the National Association of Women in Forestry in Slovenia, the following activities are planned:

- Organisation of a national meeting of women in forestry and the opening of membership registration for the association.
- Establishment of a knowledge-transfer section within the association to continue mentoring, ambassador activities, and professional networking.
- Ongoing promotion of forestry ambassadors through social media and public events.
- Participation of ambassadors in the photography exhibition during Forest Week in the Gallery at the Slovenian Forestry Institute.
- Development of regular training, mentoring, and outreach activities within the framework of the association.

These activities will ensure that the results and networks established through the Fem2forests project continue to develop and strengthen the role of women in forestry in Slovenia in the long term.

3.9 Ukraine

Overview of pilot action

Goal: A The main goal of the National Ambassador Program was to anchor the Fem2Forests project results in the long term at national level and to initiate the process of establishing a network of women willing to participate in ambassador and mentoring activities related to forestry education, career orientation, and gender equality in the forestry sector. The program aimed to increase the visibility of women working in forestry and create opportunities for girls and young women to interact with female role models and professionals from forestry and related environmental sectors.

Number of activities conducted (e.g. research, presentations, mailings, events, social media , ...):

- Inviting female professionals to the Initiative Group
- Development and dissemination of an online questionnaire through professional networks
- Analysis and presentation of the results of the questionnaire (poster and presentation)
- Regular online meetings of the Initiative Group
- Participation in the International Women in Forestry Conference in Graz

- Training for forestry practitioners on topics of leadership, networking and communication
- Setting up official network of female forestry professionals

Activity 1.1. – Identification of Initiative Group of Women and Female Forester's Network development

After finalization of the International Ambassador Program we had internal meeting with Ukrainian Ambassadors discussing further steps and activity plan. It was agreed that we need to involve more women into the active community, thus we A short questionnaire was developed and distributed through social media channels and forestry-related networks in order to identify women willing to share their educational and professional experiences in forestry and related sectors.

We have invited women via the Fb community "Women in Forestry" (UA) to the first online meeting where we discussed the prospects of establishment of the professional network in Ukraine.

Activity 1.2. – Capacity building of female forestry practitioners

Capacity building of female forestry practitioners was conducted via online meeting with Initiative Group, participation in International Women in Forestry Conference in Graz, training on Leadership, Networking and Communication.

All the activity, that invest efforts in the capacity building of female forestry leaders, they pay off and are very appreciated by the target audience.

Activity 1.3. – Creation of official network of women in forestry of Ukraine

Creation of official network is a long lasting process anywhere and in Ukraine it takes a long path as well, facing ongoing reform of forest management system, war-related shortage of work and rapid changes in tasks etc.

Started to be discussed in Fem4Forest project, partner team continued to promote idea of official network, supporting emerging initiatives and talks related to network establishment. Online meetings, polling of female forestry professionals about preconditions and needs in official network, modules of the above-mentioned training, dedicated to networking and cooperation – all these activities narrowed down to the first steps towards registration of the network:

- a. Preparation of the Draft Statute
- b. Defining founders of the network

Activity 1.4. – Career talks

Career talks was tested during the training for female forestry students, when one of the Initiative Group active member met with girls and told about her career path, obstacles, constraints, support factors along the way and answered questions of girls regarding important points to remember when planning a career development.

- Format used:
 - i) online meetings (regular)
 - ii) in-person participation in event
 - iii) online questionnaire
 - iv) in-person career talks
- Target groups reached:
 - a) women working in forestry and related environmental sectors.
 - b) female forestry students

Summary report

The pilot activities within the NAmbP progressed according to the planned objectives. The online outreach activities successfully initiated the ambassador identification process and increased the visibility of women working in forestry.

To what extent did the pilot intervention progress according to the plan?

The NambP progressed according to the initial implementation plan.

We succeeded with raising interest among female forestry practitioners towards partnership and networking, introduced them to one another, supported them in the initial actions towards building network.

It was not initially planned, but initiated by the group, to develop and conduct polling among female foresters of Ukraine regarding topic of networking, whether it is needed, what formats would be appreciated etc.

It was not planned, but appeared as a high interest, to participate in the International Women in Forestry Conference in Graz, where large group of Ukrainian female foresters participated, presented results of the survey (during poster session), had a chance to see the outer environment and exchange experience.

Training, designed specifically for female leaders in forestry, was a strong action in capacity building and community building and motivation for the next steps.

Please describe what went well in pilot implementation.

The interest of women towards having a community and safe space for communication was very important. Also the number of responses to polling questionnaire was impressive.

Which factors contributed to these successes?

What contributed to the successful implementation of the pilot activity was the following:

- support from the SE “Forests of Ukraine” was crucial and appreciated.
- prior activities within Fem4Forest project and other projects implemented in Ukraine by FORZA.
- Creativity and flexibility of local partner team.
- Availability of Fem2Forest funds, intended for activity.

Which difficulties did the pilot intervention encounter?

Several difficulties were encountered during the implementation of the pilot activity.

One of the main challenges was participation of the same people in the meetings due to highly occupied schedule of participants, which slowed down the continuity of the process of network building.

Outlook

How are you planning future activities as follow-up to the Pilot Actions in your country after finishing Fem2forests?

After finishing Fem2Forest project we plan to collect practical tools, developed and tested within the project and disseminate it among educational institutions.

Another important follow up of the project will be establishment of the national female forestry professionals network, which should develop into the independent organization. FORZA team among other organisations, aimed at gender equality and protection of women rights, will provide advisory, organizational and occasionally, financial support to assist in professional community development and raising.

Ukrainian National Forestry University in Lviv will continue professional orientation activities, tested within the project and expand it to other schools of Lviv and surrounding communities.

FORZA will continue cooperation with SE “Forest of Ukraine”, including its branch “Education and Training Center” on issues of training and retraining of female foresters in order to increase their competitiveness.

4 Learning cycle

The Learning Cycle supports the pilot initiatives as a peer-to-peer reflection format: At the kick-off meeting on September 16, 2025, the partner countries systematically shared their experiences regarding transferability, outcomes, and challenges, and jointly identified opportunities for improvement. It became clear that informal formats featuring authentic success stories—such as the Croatian story-sharing evenings—are particularly effective for building networks and inspiring girls to pursue careers in forestry. In nearly all countries, the medium-term benefits cited include increased motivation among female students, new bridges between universities and companies, and greater visibility of female role models; in the long term, the partners hope to see a higher proportion of women in training and the workforce, as well as a reduction in the gender pay gap. At the same time, common challenges were identified at this point: low student enrollment in some regions, competing reform processes at forestry schools, tight timelines, and limited funding. Synergies are created through the close involvement of associated partners—particularly gender equality officers, student councils, and employers—as well as through the integration with the ongoing awareness campaign. The interim evaluation on December 15, 2025, served to consolidate proven elements (charismatic ambassadors, cross-media communication formats, professional design of materials) and refined open issues (video quality, dissemination strategies, involvement of additional stakeholders). The ongoing process of exchanging experiences threw to project partners regarding to the pilot actions was designed to ensure the further scaling and continuation of the pilot initiatives beyond the end of the project.

Tools for students

Germany

Transferability to other contexts

- Croatia: very similar activity – informal setting – sharing stories – building a network

Medium- and long-term outcomes

- Motivating girls to pursue a career in forestry

Challenges and synergies

- How will the pilot initiative be continued? An active student group/student council/equality officer at the universities could continue the network and organize regular meetings
- Strengths/successes: high interest among female students, 114 female students reached, participants demonstrated their interest with numerous questions, positive feedback on the setting, the selection of speakers, and the benefits for their own career orientation
- Challenges: Uncertainty regarding the expected number of participants; sustaining the format beyond the project

Romania	Transferability to other contexts • Success factor: Associated project partners are involved Medium- and long-term outcomes • New connections between the faculty and businesses • Visibility of female role models • Increase motivation Challenges and synergies • Small number of students • Restructuring of forestry schools is the focus of students and faculty; pilot initiatives by Fem2forests may receive less attention
Austria	Transferability to other contexts • High awareness of gender equality and good cooperation, which is not the case in every country • No requirement for career guidance – traditional actors have better opportunities in the final year of school – no opportunity to influence the decision • Special funding not available • High proportion of girls in traditionally female occupations, resulting in a high gender pay gap, as this work is generally lower-paying Medium- and long-term outcomes • Smaller gender pay gap • Attracting additional potential skilled workers • Increasing the proportion of female students • Long-term sign of success – some of the female students decide to study forestry • Expanding the students' knowledge and interest, broadening the range of options Challenges and Synergies • Key success factors: charismatic female students and strong communicators • Synergy with the forestry school's open house facilitates organization • Participants enjoyed the various activities • Challenge: staff shortage due to illness, resulting in not reaching the expected number of experts
Bosnien and Herzegovina	Transferability to other contexts • Transferable to other contexts and countries Medium- and long-term outcomes • Increase the visibility of women in forestry and their stories Challenges and synergies • Strengths/successes: easily accessible digitally via QR codes

	• Challenges in technical implementation and in collaboration with the university's IT department
Croatia	Medium- and Long-Term Outcomes • Establishment of a network • Platform for role models • Development of guidelines for securing employment in the forestry sector Challenges and Synergies • Synergies with A 3.1 Awareness Raising Campaign starting from the date of the online award ceremony • Maintaining the network after project completion through student associations • Geographical distance requires organizing transportation and makes it difficult for students to network • Network building is supported by the project; there is concern that it will gradually dissolve without this support • Specialist for the design of the booklet • A product for different target groups
Ukraine	Transferability to Other Contexts • Similar initiatives are already being implemented in other sectors and countries; see the VR Holzcluster in Austria—exchange and learning will be helpful • The approach can be transferred, not the tool itself Medium- and long-term outcomes • Basic information for students about career paths – an informed choice to foster a deep understanding • Career map – universities can use it – will be used in the future • VR will remain within the organization – use in other areas is possible, e.g., for forest education – modern technology appeals to young people Challenges and Synergies • Strengths: innovative novelty enhances interaction compared to familiar formats like open houses • Challenge: involving the right people • Time-related challenges – start the process early, set interim deadlines • Make both tools visually appealing for young people ◊ Involve professional designers • Language barriers, difficulties in concluding contracts with external experts • Incorporating content from other projects and other stakeholders (national park, furniture making) as a synergy but also as a challenge, since different age groups are being addressed

Career Orientation	
Slovenia	Transferability to Other Contexts • The summer forestry camp, media campaign, and brochure can be adapted to other contexts and countries Medium- and Long-Term Outcomes • Summer Forestry Camp: Medium term: Girls decide to study forestry; more girls decide to participate in the summer camp; Long term: Girls remain in the forestry sector • Media campaign and brochure: Medium term: Better information about forestry jobs; portrayal of successful women in forestry Long term: More girls enroll in forestry training and later choose a career in forestry Challenges and synergies • Summer forestry camp: No major challenges; More applications than available spots; Weather issues ♦ consider more indoor activities for the future • Media campaign: Creating an attractive format for social media; a great success thanks to the engagement and interest of the participating girls • Brochure: Issues with distribution and an appealing format; for the content, it is essential to involve stakeholders from the forestry sector, as they have the necessary information and materials • Utilize project funding
Serbia	Applicability to other contexts • Green Day, hunting fair, day-long field trip, open house at a forestry operation, the forest as a classroom • All formats are adaptable and can be tailored to the specific regional context Medium- and long-term outcomes • Short term: Networking between forestry school students and female practitioners, identification with role models, improving contact among peers, reducing uncertainties regarding future career paths • Medium-term: Attracting more students to forestry studies, especially girls (very low number of female forestry students in Serbia) • Long-term: Pilot initiatives could be repeated annually if they prove successful

	Challenges and synergies • Currently, there are not enough girls enrolled in individual forestry schools • The Fem2forests timeline could pose a constraint; • The political situation is uncertain, with ongoing university students' protests • Success factors: Direct contact with the forestry school, student interest, involvement of industry partners
Czech Republic	Transferability to Other Contexts • Forestry Days, Open Houses, ambassador videos, "The Forest and Me" animated film • All formats are transferable and can be adapted to the specific regional context Medium- and Long-Term Outcomes • Greater gender equality in forestry companies • More girls choosing to study forestry; information about forestry careers • Engaging digital tools for continuing education • Strengthening the position of women in forestry Challenges and synergies • Challenges for Forestry Days/Open Houses: Do not pressure companies to make changes, but leave the decision up to them (so they do not feel threatened); a video would be a good introduction • Videos: Issues with preparation and video quality • Strengths/successes: High interest and participation in forest-based activities • Evaluation difficult, as few participants were willing to complete the questionnaires • Bureaucracy as an obstacle, difficulties in finalizing contracts
Ukraine	Transferability to other contexts • Open house at the Forestry Department, career brochure, social media campaign • All formats are transferable and can be adapted to the specific regional context Challenges and synergies • Time constraints, as many events are planned Strengths and successes: • Coordination with schools, as well as dialogue and interaction with forestry students and professionals, went well • The students were very engaged and interested • Good discussions about leadership and responsibility

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Integration of the VR pilot initiative with female role models visiting schools |
|--|---|

5 Summary

Building on the five innovation areas,

1. Private life/ family;
2. Personal development;
3. Education;
4. Working world and environment and
5. Entrepreneurship environment,

the Fem2forests team conducted participatory research that brought together stakeholders from forestry education, young women entering the field and seasoned female professionals. While the spotlight was on education – the gateway through which future forest experts pass – the dialogue naturally linked back to Private Life & Family, Personal Development, Working Environment and Entrepreneurship. The outcome is a set of evidence-based ideas that translate broad innovation goals into actionable steps for integrating and advancing women in forestry. To keep implementation clear and focused, these measures are grouped into four practical dimensions:

1. Communication;
2. Education;
3. Institution and
4. Employer.

The pilot actions proved to be valuable measures for promoting women in the forestry sector. The measures targeted various groups, were implemented using multimedia formats, and were tailored to the national needs identified during the course of the project. Although the pilot actions implemented are adapted to national structures, as demonstrated by the learning cycle and ongoing progress, they can be transferred between project countries and most easily adapted to national structures.

The measures targeted the following areas:

- Raising awareness of gender issues in education and training institutions;
- Stimulating interest among girls and young women in pursuing studies and careers in forestry;
- Removing gender-specific barriers throughout professional careers;

- Promoting long-term retention of women through inclusive measures and a supportive work environment.

The evaluation of the pilot actions reveals a high level of satisfaction among participants and indicates that most participants would like to see the measures continued beyond the end of the project. Consequently, the goal is to implement and expand these actions on a long-term basis after the project concludes. To this end, it must be determined in the project countries which stakeholders are capable of continuing the measures. The reflection process revealed that a permanent institutional link is essential for this.

Looking back, it can be positively noted that the pilot actions provided ideas for career prospects and revealed a connection to the interests of young women. Overall, the thematic diversity of the sector as a workplace was demonstrated.

Forestry encompasses a wide range of jobs and skills, from forest management and biodiversity conservation, through project activities and collaboration with the private sector, to education and public outreach; students gain a more realistic understanding of the forestry and nature conservation sector. Female students are additionally encouraged to consider these fields as promising career paths. Furthermore, networks were established among women: among students; between students and professionals in various forestry sectors; and with forestry stakeholders in the education sector. The goal of sparking interest in forestry careers among young female students and women was thus achieved.

Regarding the formats, participants expressed a desire for more practical activities and “lectures in nature.”

Challenges with the pilot actions arose because some of them required a significant time investment for more complex formats, and financial resources were limited.

For the ambassador program, national ambassadors were recruited and trained in all project countries. The training of the ambassadors as role models for young women and girls took place through project workshops, which were perceived as very successful and during which the ambassadors showed great enthusiasm. In addition to national networking among the ambassadors and with other women in the forestry sector, this also facilitated transnational networking among the ambassadors, which is to be maintained on a long-term basis. The goal of the ambassador program is to establish the ambassadors as long-term role models and sources of inspiration for young girls and women to pursue careers in the forestry sector. The aim is to support and encourage them, as well as to break down stereotypes and reservations regarding women.

6 Conclusion

Conclusions – Key take-aways for future roll-outs

1. **Keep it simple and social:** informal, low-cost events with inspiring speakers deliver strong engagement.
2. **Start early, plan for continuity:** embed pilots in existing school calendars and secure follow-up funding or student-led stewardship.
3. **Invest in professional communication:** visually appealing, gender-sensitive materials and tech-savvy tools raise both credibility and reach.
4. **Build coalitions from day one:** partnering with education providers, employers and equality bodies spreads workload, eases bureaucracy and anchors initiatives locally—paving the way for replication throughout the Danube Region and beyond.