IO2 - In-service training for VET tutors

Building an understanding of the potential of the STEAM sector for women and examining the barriers that many women face in the sector
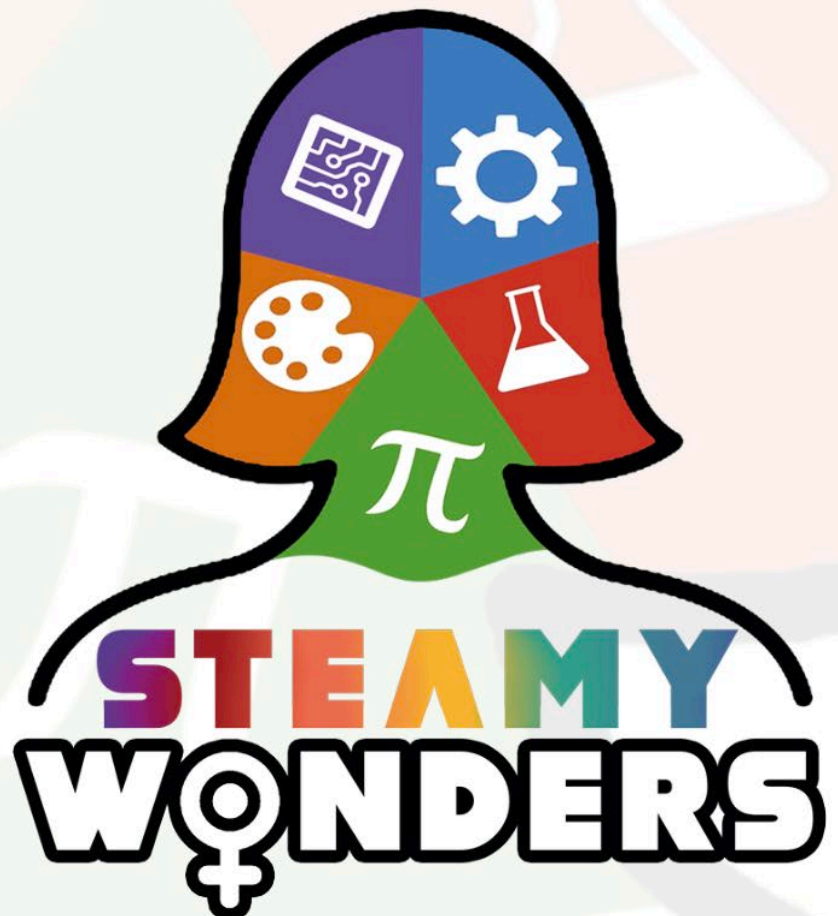
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Introduction

Self-directed learning is a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes

Self-directed learning helps you optimize your educational experience, allowing you to focus effort on useful information that you don't already posses and exposes you to information that you don't have access to through passive observation.

In this case, guidelines (links) to external materials are available to everyone via the Internet, and which will be of great benefit to you to further expand the knowledge you will primarily acquire through face-to-face learning and **strengthen your competences for working in on-line environments and understand the potential of the STEAM sector for woman and examining the barriers that many woman face in the sector.**

Apart from the link to the resource, the title of the resource, the time needed to master that resource and brief description of what it is about in that resource is given in each resource. In this way, you will be directed to useful materials, but also encouraged for self-directed learning, because on certain topics you will be able to continue to explore and build your skills.

Building an understanding of the potential of the STEAM sector for women and examining the barriers that many women face in the sector

SDL resource #1: **Short history of Woman in STEM**

THEORETICAL	References: 1. Women in Science (Broader picture/Worldwide) 2. Women of Science (Europe) 3. For the Future of Women in Science, Look to the Past	Nathalia Holt /Youtube 4. Reflective Questions	50 minutes
ACTIVITY	1. Female Role Models	30 minutes

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Short history of Woman in STEM			
Activity title	A Short History of Women in STEM: Women in Science (Broader Picture/Worldwide)	Duration	20 min
Why is this resource important?	This resource provides a cultural and historical context to women's pursuit of science and technology worldwide beginning in the Ancient World and the Middle Ages. It clearly links global events and their effect on the scientific sector, specifically on women's role in its development. It also names notable figures that paved the way to modern science and how they acted as role models to future generations. This is an important resource for contextualising a broader understanding of the science sector, and the different intersections of various individuals from across the world under its umbrella.		
What will you learn from this resource?	-Who were the early women pioneers in the sciences? -The various women throughout the Middle Ages, the Enlightenment, 19th century, 20th century paved the way for future generations of women scientists and mathematicians. -How major historical movements and events affected women's pursuit in research and academia. -A broad understanding of the pursuit of research and education by women throughout the ages. -Role models of women mathematicians and scientists.		
Sources & References	Ferry, G. (2019, December 2). Women in Science. Encyclopedia Britannica. https://www.britannica.com/topic/Women-in-Science-2100321		

Short history of Woman in STEM			
Activity title	A Short History of Women in STEM: Women of Science (Europe)	Duration	10 min
Why is this resource important?	This resource provides an in-depth cultural and historical context to women's pursuit of science and technology in Europe from the early 18th century until the present. By bringing the exploits of the past, ever briefly, to the forefront, the author can provide a more comprehensive understanding of the low percentages of women pursuing STEM careers in the present and the debate around the low percentage of women being granted a Nobel Prize in the sciences. Hence, a solution can be offered when a broader picture is explored.		
What will you learn from this resource?	-How the educational systems of the past resisted women's academic pursuits, especially in the sciences. -How the increase of access to education for women in the 19th century sparked a de facto rise in the percentage of women students and researchers in the sciences. -The biases against the intellectual capacities of women through the ages -The names and exploits of various women scientists against the status quo of the day. -The effect of the feminist movements on women's access to academia and science in particular.		
Sources & References	Louis-Pascal Jacquemond , « Women of science », Encyclopédie d'histoire numérique de l'Europe [online], ISSN 2677-6588, published on 22/06/20, consulted on 11/10/2021. Permalink : https://ehne.fr/en/node/12317		

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Short history of Woman in STEM			
Activity title	A Short History of Women in STEM: For the Future of Women in Science, Look to the Past	Duration	15 min
Why is this resource important?	This Ted Talk by Dr Nathalia Holt discusses the primary lessons from NASA's women pioneers. In her talk, she refers to specific historical references and how these narratives contribute to the conversation of the present. She highlights the value of women mentorship and representation for future generations and discusses specific individuals whose work deserves credit in the science community.		
What will you learn from this resource?	-Lessons the speaker learnt from NASA's women pioneers -The value and importance of women mentorship and representation for future generations -Past women's exploits in science and the importance of providing recognition to the works of these women -Specific role models of in the science community.		
Sources & References	Nathalia Holt (2016, December 9). For the Future of Women in Science, Look to the Past. TedXPasadenaWomen/Youtube. https://youtu.be/YtdDOfO7hC0.		

For the Future of Women in Science, Look to the Past
Reflective Questions

1) What connections with other women can you make to better the life of your community?

2) How can our connections with other women change our workplace and personal relationships in radical ways?

3) What take-home message did you find most interesting/valuable to your life?

4) How will you implement this message into both your professional and personal life?

SDL resource #2: Social, Cultural Factors that Push Women Away From STEM

THEORETICAL	References: 1. 5 barriers women face in STEM careers 2. The Hidden Women of STEM / 3. Reflective Questions	25 minutes
ACTIVITY	1. Find the statistics Quiz game with Blooket Read: Europe has more women scientists and engineers but progress remains slow 2. Interactive game: https://www.blooket.com/set/616962a200f8780030fcc003	30 minutes

Social, Cultural Factors that Push Women Away From STEM			
Activity title	Social, Cultural Factors that Push Women Away from STEM: 5 barriers women face in STEM careers	Duration	5 min
Why is this resource important?	This article explores the subtleties of alienation that women experience in the working world, with a specific focus on STEM careers. The author divides the discriminatory practices into 5 "barriers" that are most commonly the culprits faced by women. These are double competence, misunderstood motherhood, lack of mentorship, stereotype threat and implicit bias, income inequality. Each barrier is explained briefly with references to research in the field. This provides a strong and valid outline of the barriers women experience in the development of their professional lives.		
What will you learn from this resource?	-Women are less likely to face blatant discrimination at work but there still exists subtle practices that limit women's professional growth -There are 5 main barriers women face in their workplace: double competence, misunderstood motherhood, lack of mentorship, stereotype threat and implicit bias, income inequality. -The definition of each barrier and how it hinders women's progress.		
Sources & References	Olivia Warfield (11 April 2018). 5 barriers women face in STEM careers. https://digileaders.com/5-barriers-women-face-stem/		

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Social, Cultural Factors that Push Women Away From STEM			
Activity title	Social, Cultural Factors that Push Women Away from STEM: The Hidden Women of STEM	Duration	12 min
Why is this resource important?	This Ted Talk discusses the experience of feeling invisible in the STEM fields because of the social and cultural stereotypes placed not only on women but on black women especially. The speaker goes on to discuss the tactics she had tried to use to make her voice heard and her presence known at her workplace and how researching role models in the field help helped build her confidence to pursue a career in STEM. The speaker ends the talk by providing practical advice on how to best begin and grow your STEM career as a woman.		
What will you learn from this resource?	-How it feels to be isolated and alienated as a black woman in the STEM sector -The social and cultural challenges faced by women, especially black women, in pursuing a STEM career -Practical tactics to face these challenges and develop your STEM career		
Sources & References	Alexis Scott (13 March 2018). The Hidden Women of STEM. TEDxMountainViewCollege/Youtube. https://youtu.be/mPohBFk6SV0		

The Hidden Women of STEM
Reflective Questions

1) What elements or structures made the speaker in the TedTalk feel invisible?
2) What are the challenges faced by women in STEM today?
3) What practical steps does the speaker share on how to face the challenges women face in STEM?
4) How can you incorporate these tactics in your life?

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Social, Cultural Factors that Push Women Away From STEM			
Activity title	Europe has more women scientists and engineers but progress remains slow	Duration	10 min
Why is this resource important?	This article provides a detailed picture of the current situation of women scientists and engineers in Europe from 2008 to 2021. The article heavily relies on Eurostat figures to explore the reality of the sector and how gender discrimination remains active despite the small progress that has been achieved. The statistics are also contextualised and easy-to-follow to make the reading experience for non-researchers a more straightforward experience. This resource will be used for the interactive activity under the same name in Activity 4.		
What will you learn from this resource?	-The persistence of the gender gap among scientists in Europe despite the progress in the political and social mindset. -The statistics of active women scientists and engineers from 2008 to the present. -What these figures mean for Europe. -Specific nations making progress in decreasing the gender gap in the sciences and technology. -Suggestions for other countries to decrease the gender gap.		
Sources & References	Christina Lago (2 March 2021). Europe has more women scientists and engineers but progress remains slow. Techmonitor. https://techmonitor.ai/leadership/workforce/europe-more-women-scientists-engineers-progress-remains-slow		

SDL resource #3: **Combating Gender-based stereotypes (our own and helping others do so)**

THEORETICAL	References: 1. How can Women in STEM Industry Help Overcome Gender Bias 2. What You Can do to Reduce Gender Bias and Why You Should 3. Reflective Questions)	30 minutes
ACTIVITY	1. Implicit Association Test-Gender and Science	20 minutes

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Combating Gender-based stereotypes (our own and helping others do so)			
Activity title	Combating Gender-based stereotypes (our own and helping others do so): How Can Women in STEM Industry Help Overcome Gender Bias	Duration	5 min
Why is this resource important?	This article provides the main barriers and stereotypes women researchers face in the STEM industry. The article leans on research from respectable establishments such as the UNESCO Institute of Statistics and The George Institute for Global Health, which both point to their being a significant gender bias against women in intellectually challenging positions, senior leadership and research authorship. The article outlines the following pervasive gender stereotypes against women pursuing STEM research: "bad at math", "no work-life balance", "can't do longer shifts", "can't lead the pack". The author continues with practical tips on overcoming gender bias in academic publishing.		
What will you learn from this resource?	-The main challenges faced by women researchers of STEM. -How statistics provide evidence for a persistent gender bias in STEM research. -The main gender stereotypes faced by women in STEM research. -Practical steps for women researchers to follow in order to avoid gender discrimination in academic publishing.		
Sources & References	Uttkarsha Bhosale (30 September 2021). How Can Women in Stem Industry Help Overcome Gender Bias. Enago Academy. https://www.enago.com/academy/women-researchers-gender-bias-in-stem-industry/		

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Combating Gender-based stereotypes (our own and helping others do so)			
Activity title	Combating Gender-based stereotypes (our own and helping others do so): What You Can Do To Reduce Gender Bias and Why You Should	Duration	20 min
Why is this resource important?	This YouTube Video is a TEDx talk by Dr Susan Fleming, a Senior Lecturer at Cornell's Hotel School. Her talk focuses on the reasons people of all genders should be informed and actively involved in reducing gender bias in their immediate and wider society. However, she does not only provide a theoretical framework to the conversation but also offers well-founded practical steps to exercise that will challenge gender bias in their immediate circles. This video complements the previous resource in this activity for it provides a broader perspective on gender bias on the grassroots level.		
What will you learn from this resource?	-Defining gender bias. -Why people of all genders should be interested in issues of gender bias. -How issues of gender bias affect everyone and not only those on the disadvantaged end of the discrimination. -The forms of gender bias present in societies. -Practical steps to challenge gender bias in your immediate community.		
Sources & References	Susan Fleming (3 December 2018). What You Can Do to Reduce Gender Bias and Why You Should. TEDxCornellUniversity/Youtube. https://youtu.be/n_cGws3qGaA		

What You Can Do To Reduce Gender Bias and Why You Should
Reflective Questions

1) How would you define gender bias?

2) Do you agree with the speaker that gender bias is an issue for all genders and not only those on the receiving end of the bias?

3) Have you experienced any gender bias in your personal/professional life?

4) Which of the practical steps the speaker mentions will you incorporate in your life?

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Combating Gender-based stereotypes (our own and helping others do so)			
Activity title	How women can reach their potential in STEM: How can we promote gender equality in STEM	Duration	20 min
Why is this resource important?	This article explores the UN statement, "science and gender equality are both vital for the achievement of the internationally agreed development goals, including the 2030 Agenda for Sustainable Development." It provides an overview of the global and the EU situation regarding women in the sciences. They also outline practical steps to face the challenges, with a focus on the EU.		
What will you learn from this resource?	-This IAT will provide you with a self-understanding of your attitudes and stereotypes that is measured by the IAT. -The results provided by the IAT will point to implicit gender bias towards the sciences and liberal arts. -The results will compare your results to others in your community, which is a valuable tool for comparison and future analysis.		
Sources & References	Project Implicit. Gender-Science IAT. https://implicit.harvard.edu/implicit/takeatest.html		

SDL resource #4: How women can reach their potential in STEM

THEORETICAL	References: 1. How can we promote gender equality in STEM 2. 5 ways to close the gender gap for women in STEM 3. Why we need more women in tech by 2030 – and how to do it	25 minutes
ACTIVITY	1. Mapping Your Skill 2. Key Competences for Lifelong Learning 3. Activity	40 minutes

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How women can reach their potential in STEM			
Activity title	How women can reach their potential in STEM: How can we promote gender equality in STEM	Duration	10 min
Why is this resource important?	This article explores the UN statement, "science and gender equality are both vital for the achievement of the internationally agreed development goals, including the 2030 Agenda for Sustainable Development." It provides an overview of the global and the EU situation regarding women in the sciences. They also outline practical steps to face the challenges, with a focus on the EU.		
What will you learn from this resource?	-The progress of the UN 2030 Agenda for Sustainable Development across various EU countries. -The global and EU situation regarding women in science. -Practical steps for governments and individuals to take to improve the current statistics in gender bias in science.		
Sources & References	International Day of Women and Girls in Science: How can we promote gender equality in STEM. GearingRoles. https://gearingroles.eu/international-day-of-women-and-girls-in-science-how-can-we-promote-gender-equality-in-stem/		

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How women can reach their potential in STEM			
Activity title	How women can reach their potential in STEM: 5 ways to close the gender gap for women in STEM	Duration	10 min
Why is this resource important?	This article explores the areas in STEM that are yet to see improvement and the persistence of gender discrimination as a career obstacle. The article continues by providing the best ways to help close the gender gap of women in STEM. These steps include: knowing that you belong, education, speaking up for credit, maintaining your confidence over time, invest in strong peer networks, being authentic.		
What will you learn from this resource?	-The progress of the UN 2030 Agenda for Sustainable Development across various EU countries. -The global and EU situation regarding women in science. -Practical steps for governments and individuals to take to improve the current statistics in gender bias in science. -The steps include knowing that you belong, education, speaking up for credit, maintaining your confidence over time, invest in strong peer networks, being authentic.		
Sources & References	Renee Morad (23 October 2019). 5 ways to close the gender gap for women in STEM. knowyourvalue. https://www.nbcnews.com/know-your-value/feature/5-ways-close-gender-gap-women-stem-ncna1070101		

How women can reach their potential in STEM			
Activity title	How women can reach their potential in STEM: Why we need more women in tech by 2030 – and how to do it	Duration	5 min
Why is this resource important?	This article explores how diversity within teams perform better in contrast to homogeneous teams. It continues to argue that women must be involved in problem-solving current crises such as climate change, cyberwarfare, and the upheaval of the job sector. The article also provides solutions from important thinkers across the globe that argue against the tunnel vision of perceiving the lack of women's participation as an ability issue. Some of these solutions include the value of role models, awareness, helping others, directly appeal to girls with coding programmes, teach girls the skills early.		
What will you learn from this resource?	-The value of diverse teams in contrast to homogeneous teams -The importance of involving women in problem-solving current crises -Solutions to increasing woman's participation: the value of role models, awareness, helping others, directly appeal to girls with coding programmes, teach girls the skills early.		
Sources & References	Ellen Stofan (3 November 2017). Why we need more women in tech by 2030 – and how to do it. weforum. https://www.weforum.org/agenda/2017/11/women-in-tech-engineering-ellen-stofan		

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How women can reach their potential in STEM			
Activity title	Mapping your Skill	Duration	5 min
Why is this resource important?	This interactive educational video provides the necessary knowledge on "mapping your skills". It begins by outlining eight career readiness competencies that are essential for professional success in today's market. It then continues to ask participants to think and note down specific instances in their life of them demonstrating these skills. Some of these skills include digital technology, leadership, professionalism and work ethic, career management, global and intercultural fluency.		
What will you learn from this resource?	-The essential skills for success in the current market. -The value of adding these skills when applying for jobs. -How to adopt these skills into your professional profiles. -Reflective exercises that will help connect these skills with personal lived experience.		
Sources & References	Sharon Belden Castonguay. Exercise 5: Mapping Your Skills. coursera. https://www.coursera.org/lecture/career-decisions/exercise-5-mapping-your-skills-sGxMU?utm_source=link&utm_medium=page_share&utm_content=vlp&utm_campaign=top_button		

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How women can reach their potential in STEM			
Activity title	Key Competences for Lifelong Learning	Duration	5 min
Why is this resource important?	This short article discusses the primary key competencies for Lifelong Learning, it begins by defining the term "competence". The EU has identified 8 primary competencies that encourage their citizens to adapt to changes in society. These 8 competencies include communication in the mother tongue, communication in a foreign language, basic competencies in maths, science and technology, digital competence, learning to learn, social and citizenship competence, entrepreneurship and entrepreneurship approach, and cultural consciousness and expression. The article describes each competence for a more contextual understanding of the competencies.		
What will you learn from this resource?	-Definition of competencies -The EU's policy on key competencies regarding their citizens -The 8 key competencies that are encouraged for adaptability within changing society -How these competencies relate to the professional and personal life of the individual.		
Sources & References	Esra Telli. Key Competences for Lifelong Learning. EPALE. https://epale.ec.europa.eu/en/blog/key-competences-lifelong-learning#:~:text=%20Key%20Competences%20for%20LifeLong%20Learning%20%201,8%20Cultural%20Consciousness%20and%20Expression..%20COMMUNICATION...%20More%20		

Skill/ Competency	Importance to the role	Skill Strength	Strategy to upscale skill	Strategies implemented? (complete at a later stage)
Communication skills in the mother tongue				
Communication skills in a foreign language				
Digital Competence				
Social and Citizenship Competence				
Entrepreneurship and Entrepreneurship Approach				
Cultural Consciousness and Expression				
Educational Commitment				
Technical Skills				
Interpersonal Skills				

SDL resource #5: How to Find Opportunities for Women in STEM- Links to resources in all partner countries

THEORETICAL	References: 1. i) EU opportunities a ii) Special programs for women a iii) Women TechEU	25 minutes
ACTIVITY	IO1 Digital Breakout Room Maths	30 minutes

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How to Find Opportunities for Women in STEM- Links to resources in all partner countries			
Activity title	Funding opportunities in research and innovation	Duration	10 min
Why is this resource important?	This webpage provides useful links to funding bodies working in the STEAM sector, especially for women and youth. There are external links to the funding bodies and on the exact page from where to find more information on the criteria and eligibility.		
What will you learn from this resource?	-The names of different funding bodies providing funding to STEM research -The grant schemes of EU research by women -The criteria, eligibility and guidelines to apply for funding when you are a woman pursuing a career in STEM		
Sources & References	Funding opportunities in research and innovation. European Commission. https://ec.europa.eu/info/research-and-innovation/funding/funding-opportunities_en		

Activity title	Special programs for women	Duration	10 min
Why is this resource important?	The webpage provides a summary of the special programs available for young female scientists, and to mature female scientists seeking to return to work after childbirth. Though most of the programs are in Germany (though not exclusive to German nationals), there are other funds that also offer opportunities for cross-border support. This is a vital resource for women wanting to pursue or re-enter a career in STEM but do not have the financial support to do so.		
What will you learn from this resource?	-Different funding opportunities are available for women re-entering work after childbirth -Grants for young female scientists looking to develop their research and career -Funds available for women looking to continue their education and training -Funds for childcare for mothers		
Sources & References	Special programs for women. Karlsruhe House of Young Scientists (KHYS). https://www.khys.kit.edu/english/special_programs.php		

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How to Find Opportunities for Women in STEM- Links to resources in all partner countries			
Activity title	How to Find Opportunities for Women in STEM: Women TechEU	Duration	5 min
Why is this resource important?	The webpage provides an overview of the Women TechEU initiative to offer support and funding for women who are looking for coaching and mentoring from female founders, as well as targeted funding to take their business to the next level. The scheme covers a lump sum of financial support, mentoring and coaching by the EIC Business Acceleration Services (BAS), and various opportunities to participate in activities organised by InvestEU and Enterprise Europe Network. This is an important resource for women looking to take their careers to the next level but do not have the funds to do so.		
What will you learn from this resource?	-Information on Horizon Europe's new initiative, Women Tech EU, and the context surrounding its inception. -The scheme and support available for women in tech looking to develop their careers. -How to access the mentoring and coaching support offered by the scheme. -How to access the financial support offered by the scheme. -How to participate in the various activities organised by InvestEU and Enterprise Europe Network.		
Sources & References	European Innovation Council. Women TechEU. https://eic.ec.europa.eu/eic-funding-opportunities/european-innovation-ecosystems/women-techeu_en		

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SDL resource #6: Developing resilience, rediscovering your self-confidence and speaking up for yourself

THEORETICAL	References:	45 minutes
	1. How to be more confident at work	
	2. How to build your confidence – and spark it in others	
	3. Reflective Questions	
	4. What We Can Learn About Resilience from Female Leaders of the UN	
	5. Building Resilience Among Women at the Workplace to Achieve SDG5	
ACTIVITY	1. Resilience in the Workplace: What are the Benefits and How Can Businesses Develop It?	25 minutes
	2. Activity: Resilience Tree	

Developing resilience, rediscovering your self-confidence and speaking up for yourself			
Activity title	Developing resilience, rediscovering your self-confidence and speaking up for yourself: How To Be More Confident At Work	Duration	10 min
Why is this resource important?	The article provides a general overview of the reasons employees may lack confidence at work. These include lacking the skills necessary for the job you were hired for, being less experienced in the role, being new to the company, feeling threatened by colleagues, fear of losing one's job, past public humiliation and a bad relationship with one's supervisor or employer. The article continues to outline 10 methods that can improve confidence levels using resources and advice from leading thinkers and innovators in the sector.		
What will you learn from this resource?	-Definition of confidence -The main reasons employees experience a lack of confidence in their workplace, according to research. -The importance of confidence in the workplace -Steps to take in order to increase confidence in the workplace according to leading thinkers and innovators in the sector.		
Sources & References	Jacquelyn Smith (6 March 2012). How To Be More Confident at Work. https://www.forbes.com/sites/jacquelynsmith/2012/03/06/how-to-be-more-confident-at-work/?sh=418ed530d9b2		

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Developing resilience, rediscovering your self-confidence and speaking up for yourself			
Activity title	Developing resilience, rediscovering your self-confidence and speaking up for yourself: How to build your confidence – and spark it in others	Duration	15 min
Why is this resource important?	This TedTalk by Brittany Packnett explores confidence through the speaker's personal and professional experiences. As a renowned educator and activist, Packnett highlights the value of confidence in revolutionising the personal and professional lives of individuals who desire to realise their dreams. Through her own experience as a black woman, she shares anecdotes from people who have re-shaped her understanding and thinking of the world around self-confidence. Finally, she outlines three ways that will help individuals build their confidence		
What will you learn from this resource?	-Definition of confidence -Confidence in both personal and professional lives. -Contextual confidence, especially as a black woman. -How confidence is essential to realising your dream. -Personal experience of the speaker with confidence. -Three ways to improve one's self-confidence and confidence to realise one's dreams.		
Sources & References	Brittany Packnett (17 June 2019). How to build your confidence – and spark it in others. TED. https://youtu.be/b5ZESpOAolU		

How to build your confidence – and spark it in others
Reflective Questions

1) How would you define confidence?

2) What is the difference between confidence and self-confidence?

3) Do you agree that confidence is key to realizing your goals/dreams/aspirations?

4) Which of the practical steps to improve your confidence the speaker mentions will you incorporate in your life?

Developing resilience, rediscovering your self-confidence and speaking up for yourself			
Activity title	Developing resilience, rediscovering your self-confidence and speaking up for yourself: What We Can Learn About Resilience from Female Leaders of the UN	Duration	10 min
Why is this resource important?	This article explores the lessons on resilience that can be learnt from female leaders in the UN who work in disaster situations. Using personal narratives, the author navigates through the primary principles of resilience including purpose, progress, recognition, compassion, self-compassion, positive relationships. The narratives do not only outline experiences but also specific actions the interviewees have incorporated into their practices. These actions are easily reproducible in readers' contexts, which points to a sustainable cycle of growth in resilience.		
What will you learn from this resource?	-Definition of resilience -The value of resilience -The principles of resilience according to women working within UN: purpose, progress, recognition, compassion, self-compassion, positive relationships -How the personal narratives of the UN women incorporate the principles of resilience -Practical actions to build and practice resilience		
Sources & References	Monique Valcour (28 September 2017). What We Can Learn About Resilience from Female Leaders of the UN. Harvard Business Review. https://hbr.org/2017/09/what-we-can-learn-about-resilience-from-female-leaders-of-the-un		

STEAMY WONDERS

Developing resilience, rediscovering your self-confidence and speaking up for yourself			
Activity title	Developing resilience, rediscovering your self-confidence and speaking up for yourself: Building resilience among women at the workplace to achieve SDG5	Duration	5 min
Why is this resource important?	This article highlights the urgency required to push reforms that will provide women with equal rights to economic resources, access to ownership and so on. The vulnerability of working women, especially those who also occupy the single-parent, is also discussed and how the current system does not support their professional life. The unsustainable structures and the need for systemic changes are creating a barrier against a resilient workforce that is supportive of diversity within its conception. The article provides suggestions for employers to improve the conditions of their women employees to help build the resilience of their workforce.		
What will you learn from this resource?	-Definition of resilience -The value of resilience -The barriers women, specifically single parents, face in the workplace -How these challenges affect the resilience of the workforce as a whole -Suggestions for employers to improve the resilience of their workforce that addresses the barriers women face in the workplace		
Sources & References	StuartTaylor/Bright Ampadu Okyere (8 October 2020). Building resilience among women at the workplace to achieve SDG5. TheBFTOnline. https://thebftonline.com/08/10/2020/building-resilience-among-women-at-the-workplace-to-achieve-sdg5/		

RESILIENCE TREE

Often, we treat resilience as hard or tough, something we need to achieve but is just out of our reach. The following activity visualizes resilience in the form of a tree, where different substrates, textures, senses and experiences blend together to help you grow into resilience rather than constantly trying to tackle something out of reach.

The roots
The roots represent the things in our life from which we draw strength. Roots reach deep into the soil and pull out the vital nutrients to help the rest of the tree grow. They hold the tree in place without hindering growth upward.
Begin by writing down the things that you draw strength from around the roots of the image of the tree.
Ask yourself:
-What are the things that give me strength?
-What allows me to stand strong and resilient?
Examples include family, beliefs, community, friends or creativity but can also be very specific to names, or places.
Write these things by the roots of the tree.

The trunk
Here you will write down the values that are important to you. The trunk holds the shape and structure of the tree upright and can be seen as the sum of the tree. The trunk also centres the tree for this is where we find the rings showing the age of a tree.
Your values are elements, which encourage or motivate you. They shape your decisions. These can include kindness, fairness, relationships, and equality. These all shape who we are, just as the trunk shapes the tree.
Write these values in the trunk of the tree.

The leaves and the branches
Finally, think about you on a good day. When all is going great and life is good - what are you like, by yourself or in the company of others? During these times we are in most cases displaying the best of ourselves so think about these times and all the things about you that you like – maybe that is your sense of humour, your creative side, your generosity etc.
Write these things by the branches.

How do roots, trunk and branches help my resilience?
As you complete your tree think about how these three sections connect.
Your roots are what allows you to draw strength. Your resilience will grow if you give more time and value to these things. Look at what you have written. How can you reshape your present life to give these things more time?
Your trunk represents your values. You are at your best when these values are central to what you are doing. Your energy and resilience will be at their highest when you give more attention and time to these things. How can you allow your values more space in your life?
Your branches are you on a good day. Be content with these things as they are your strong points. Allow yourself to celebrate these qualities, when you're funny or kind, or even when
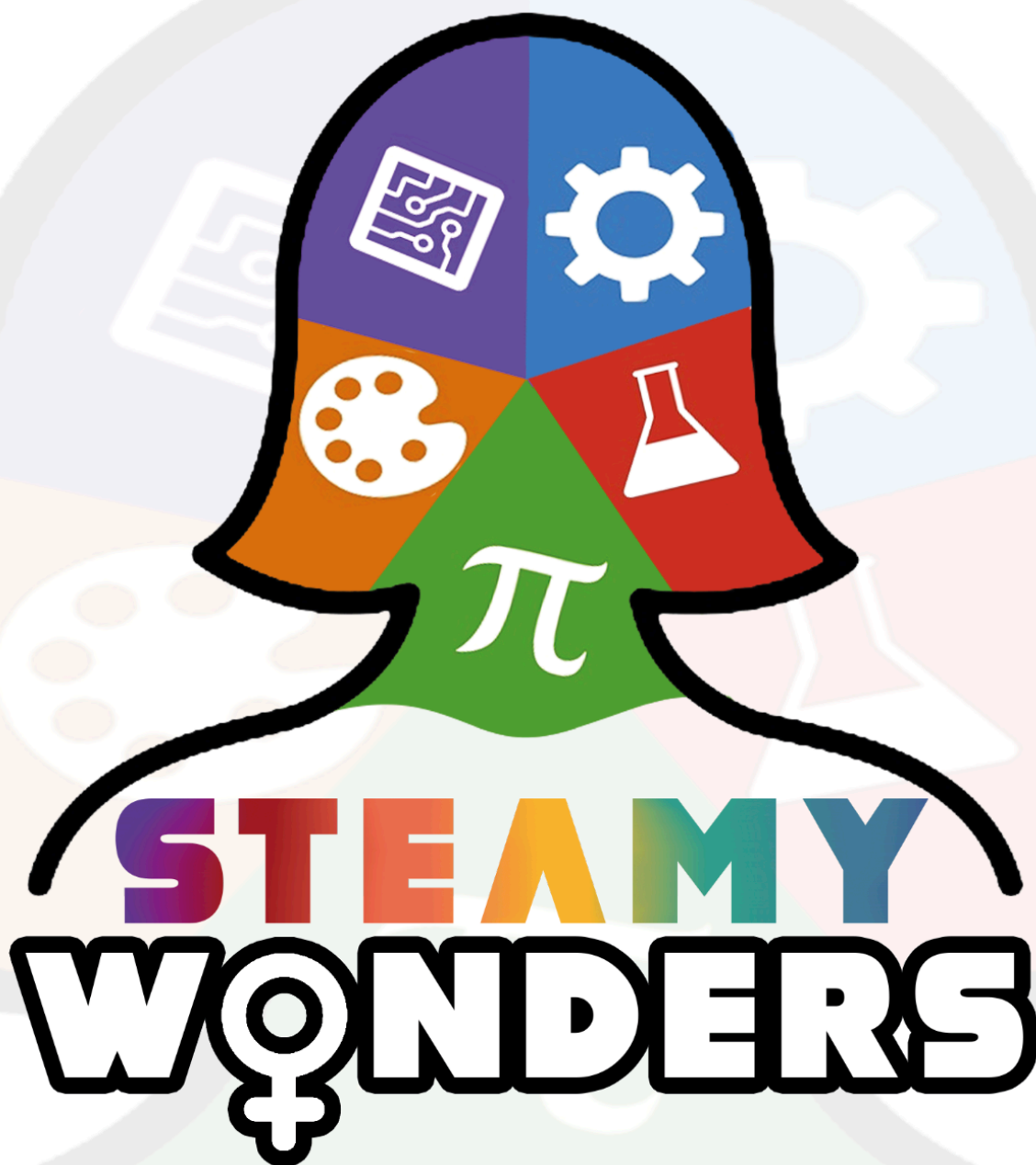
you are generous. These are the fruits of your roots and trunk. Being content in these elements will allow you to fill up your reserves for tougher times.

SDL resource #7: Career management

THEORETICAL	References: 1. EC Europa Career Management Toolkit	25 minutes
ACTIVITY	1. Worksheet	30 minutes

Career management			
Activity title	EC Europa Career Management Toolkit	Duration	25 min
Why is this resource important?	This document was prepared in the framework of the EURAXESS TOPIII project, under the Horizon 2020 programme. It details the knowledge necessary for someone looking to draw their Career Development Plan and the tools necessary to execute a successful Career Development Plan. The topic covered in the document include the definition of a Career Development Plan, the process to produce one, self-assessment tools, exploration tools, developing the required skill for one's industry, training , action plan tools and the careers services available within the EU framework.		
What will you learn from this resource?	-Definition of a Career Development Plan -Reasons for having a Career Development Plan -The Process of drawing a Career Development Plan -Self-assessment process to pinpoint skills and interests -Self-assessment tools and how to use them -Exploration tools and how to conduct smart research -Skills Development tools and how to access training -Action Plan Tools and how to use them -Which Careers Services are appropriate		
Sources & References	EURAXESS. Career Development Plan EC EUROPA. https://ec.europa.eu/research/participants/documents/downloadPublic?documentIds=080166e5bd4ed377&appId=PPGMS		

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