

Tools for Equal

Sustainable Development

for Young Women



CHAPTER N° 1 - PROJECT DESCRIPTION

I. Initiatives/Aims

We think that youth organizations, building the vision of tomorrow, must work hand to hand to increase the worldwide youth cooperation, develop intercultural dialogue and facilitate awareness about the global and local problems caused by the different civil societies.

We have made an analysis on how Women from different cultural backgrounds are or can become active citizens in the field of Sustainable Development. Sustainable Development is one of the highest challenges that a lot of societies are taking part in, because of the existent need in the development respecting such issues as Environment, Society and Culture.

We believe in a development of the future of the next generations and which will facilitate the integration of disadvantaged and/or discriminated social groups.

This project gives to the organization the opportunity to get knowledge of innovative educational and practical tools and good practices for Sustainable Development, to establish strong partnerships, to generate new opportunities for youth workers and young women, to develop a worldwide conscience, to develop new projects and to become leaders and active citizens.



II. Process

The participants have done and will do different activities: an initial meeting on-line (Kick Off), researches on the role of women in sustainable development focusing on the four pillars (Environment, Economy, Society and Culture), an Active Learning Training Course, creation of the Toolbox with practical and educational tools for facilitating women's integration in Sustainable Development, practical applications and the dissemination of the mentioned tools, seminars/worldwide campaign, job-shadowing, final meeting for the evaluation and dissemination of the results.

The transversal activities aims to give a great and stable character to the exchange of good practices through: national and international Networks, a website and specific materials.

and study the social work of organizations with a different social and cultural backgrounds, working in a different social and cultural context.



III. Results

The educational and practical tools produced by this partnership aim to valorise the role of Women in the field of Sustainable Development, through their implementation and dissemination in different cultural contexts worldwide.

These tools are collected in the Toolbox, in order to facilitate the partnership to spread its experience and knowledge to other organizations working for Sustainable Development and/or for Gender Equality.

The toolbox is spread through different actions:

a. A Campaign in each partner country through which local and national associations and our partnership get in contact and share their experience and knowledge on Sustainable Development and Gender Equality.

b. Job-shadowing lived by our partnership in one of our partners country. This is a good chance to discover



IV. Partners

- ✓ RCCD - Smolian, Bulgaria
rccd_smolian@abv.bg
- ✓ FDN – PMT – Daniela Espinosa -
daniespinosa8899@gmail.com
- ✓ Pistes Solidaires – Alix Bonneau -
alix@pistes-solidaires.fr
- ✓ JRP - Manoranjan Mishra -
jeevanrekha@hotmail.com
- ✓ CE.S.I.E – Stefania Giambelluca -
stefania.giambelluca@cesie.org
- ✓ CCN - Yagya Aryal -
aryalry@yahoo.com
- ✓ JPI - Naveed Qamar -
qamar.naveed@yahoo.com
- ✓ SEPEC - Gilda Candia Valenzuela -
gildacandia@yahoo.es
- ✓ ENFANCE ET PAIX - Felix Asamoah -
felixasamoah@yahoo.co.uk
- ✓ Asociación Iniciativa Internacional Joven -
ajinterjoven@hotmail.com
- ✓ MENA Group - Andalos Al-Basri -
menagruppen@yahoo.se
- ✓ ALTERNATIVE–V - Olena Koroliuk -
lenakoroliuk@gmail.com



CHAPTER N° 2 - CONCEPTS

I. Development

Development is a process of Positive Change in which the productive capacity of people is increased, distribution of benefits based on equality and emergence of local level institutions which relates to the external world based on partnership and equality, not dependent.¹

The development model, neo-liberalism or *global capitalism*, promotes an international division of work generating specialization in the production in geographic areas in the world.

Despite that, this model has generated an unequal development in the planet. We are talking about *unequal geographies* (according to Davis Harvey) where certain spaces in the planet reach the so-called “development”, while other areas are exploited and poverty grows.

Besides, we can also talk about “*unequal access*” in the development and/or underdeveloped countries; with this term we mean the unequal access to the wellness in terms of goods and services, for example because of gender and/or social discrimination.

The development is real when there is no inequality; it means that people have access to the benefits regardless of the gender, class and creed and participate actively in their own development process.

¹Bret 1990

There is respect for the social moral and personal values and attitudes, the people respect and promote culture and natural diversity.

II. Sustainable Development

“A development that answers to the need of the present without compromising the ability of the future generations, to answer to these needs”

In order a development to be sustainable there should be taken into consideration the present and future needs, such as:

- **Environment:** an awareness of resources and the fragility of the physical environment.
 - **Economy:** a sensitivity of the limits and potential of economic growth and its impact on society and on the environment.
 - **Society:** social institutions and their role in social development.
 - **Culture:** ways of being, relating, behaving, believing, and acting which differ according to context, history and tradition
- as underlying dimension.

“In many ways, community and culture represent the fabric of sustainable development”²

III. Gender

Gender is a social construct that ascribes different qualities and rights to men, women and queer people, regardless their individual competences and needs.

Gender and gender power are reflected at all levels of society.

Gender is not only about women. It is also about men. Solidarity in solving problems of gender inequality is essential.

What gender has to do with Sustainable Development?

- Two thirds of illiterate people worldwide are female.
- Nearly 70 % of the world's poorest people are female.



- Only, in 16 countries of the world, the women's representation in national parliaments is above 25 percent.
- Women's contribution to the global economy is growing rapidly but their labor remains undervalued and under counted on national level.
- An estimated one-quarter to one half of all women and queer people have suffered physical abuse.
- Men can suffer from gender inequalities too.

² Manitoba's 2005 Sustainability Report

- In some countries these include increasing male mortality rates, suicide rates that far surpass those of women, increasing social isolation, and problems related to alcohol, drugs and other substance abuse.

IV. Gender Equality

Lack of gender equality as a challenge to Equal Sustainable Development.

Gender equality refers to a state of affairs in which women and men enjoy the same opportunities in all walks of life.

Gender equality extend beyond improving female health and education. It includes access to economic resources, participation and leadership in decision-making, the human rights of women and efforts to eliminate discrimination against women.

Societies that discriminate on the basis of gender pay a significant price in the wellbeing of their people: in their economic growth, their governance and in their ability to reduce poverty.³

Gender equality promotes growth and contributes to development's effectiveness. Gender equality is at the heart of economic and social progress widely accepted as essential to sound development practice. It is a critical

component of efforts to eradicate poverty, enhance economic growth and democratic governance, and achieve sustainable development. Such challenges have to be constructive and practical, leading to concrete improvements for those marginalized dominant cultural

norms. Poverty reduction cannot be attained without social and economic equalities, sustainable development cannot be achieved or sustained without paying careful attention to gender-based disparities and differences.

To enhance the sustainability and effectiveness of development in intervention, gender issues especially the differences need to be understood, addressed and factored into policies and programmes.



³ *TheWorldBank2001*

CHAPTER N° 3 – RESEARCHES

3.1 ECONOMY PILLAR

I. Introduction

A definition that captures much of modern economics is that of **Lionel Robbins**:⁴ “...The new economics that is struggling to grow today constitutes our response to a new set of problems which earlier have only been dimly perceived , but has steadily grown in urgency over the last quarter of this century.

It attempts to put forward new ideas about how to organise the foundations of a sustainable economy at this juncture in history, when there are clear signs, that the global economy cannot move much further empowerment of people (as opposed to making and keeping them dependent), as the basis for people-centred development; systematic conservation of resources and environment, as the basis for environmentally sustainable development; evolution from a “wealth of nations” model of economic life to a one-

world model, and from today's international economy to an ecologically sustainable, decentralising, multi-level one-world economic system; restoration of political and ethical factors to a central place in economic life and thought; respect for qualitative values, not just quantitative values; respect for feminine values, not just masculine ones. Current economic focuses on: away from a state-centred or business-centred



economic system,

towards a more people-centred system (Gender balance), and away from money-measured growth as the principal economic target and measure of success, towards sustainability in terms of real-life, social and environmental and economic variables.

II. Data and statistics

- According to the UN Millennium Development Goals Report 2010, the share of women in paid employment outside the agricultural sector has increased slowly to 41% in 2008.



⁴ http://en.wikipedia.org/wiki/Lionel_Robbins

- In 2009, 65 % of women’s jobs were considered to be vulnerable, compared to 58 percent of men’s jobs.
- Worldwide, women are typically paid less, and have less secure employment than men, and women’s wages are 17 % lower than those of men.
- Many women workers have been hit particularly hard by the recent global economic downturn. The International Labour Organization (ILO) estimates that the crisis will result in 18.7 million more unemployed women, pushing many into informal or unsafe jobs at a faster rate than men.
- Senior-level jobs are still inaccessible to women. Worldwide, only one in four senior officials or managers are women.

III. Good Practices

Senegal - Traditional tontine and the permanent saving-credits tontine

In Senegal and most part of Africa the two form of economic growth in regards to women lies in what is called traditional tontine and the permanent saving-credits tontine. The differences between these two are that, traditional tontine is the regularity of the cash instalment. Secondly, unlike the traditional tontine which focuses on financing a specific



event or object

such as a ceremony or a household appliance, the permanent savings-credit tontine aims to stabilize income-generating activities through regular cash injections. The two forms of tontines are not incompatible, and women frequently belong to both simultaneously.

In the tontine model most commonly used among Senegalese women, members contribute a fixed amount of cash to a common fund at regular



intervals. The ‘pot’ is allotted to each of the members in turn; the recipient is selected according to criteria decided previously by the members themselves, such as lottery, fixed order, or discussion based on the needs of each member.

There are as many turns as members. Once the cycle is completed, the members either decide to stop or to start a new cycle. To these women groups which most of the time develops into various financial associations, tontines are multi-functional institutions that offer the benefit of security or insurance, economic support in the form of a safekeeping facility, loans, collective investments, and community development works, and social interaction.

Ukraine - Women's Economic Empowerment Project

One of the most effective and prospective initiatives, the Women's Economic Empowerment Project (WEE) addresses the needs of Ukrainian women for business and entrepreneurship skills. Activities include long- and short-term training, access to credit for women-



owned businesses, and grants to non-governmental organizations that support women in business. In partnership with 6 Ukrainian women's NGOs, WEE has established Women's Business Support Centers

(WBSCs), which offer three-month business-training courses for women. The Credit Union Program was launched with the aim of improving access to credit for women entrepreneurs by providing loans through credit unions. It began as a loan fund for WBSC graduates with viable plans for starting a business or expanding an existing one. Working



through local credit unions this program assists women entrepreneurs who may not otherwise qualify for bank loans or credit from donor programs to obtain start-up capital for business development, thus providing access to capital to a neglected business niche.

India - Self-Help Group

The Self-Help Group (SHG) movement in India has reached a great number of poor households since inception and thus has been recognized as the largest microfinance program in the world. The multi-pronged approach taken in India with the SHG movement places a focus on savings and other interventions which differentiate it from the strictly



Microfinance model. SHGs in India represent a diverse set of stakeholders including Self-Help Group Promoting Institutions, NGOs, Government organizations etc.

JRP, support organization for the self-help movement, has developed quality assessment and enhancement instruments for SHG federations, which has enabled them to provide essential guiding, bookkeeping and auditing services to the SHGs. To strengthen the SHG movement, JRP conducted several

area related to microfinance since livelihoods are typically financed by the loans that members received from the SHG. JRP has addressed this need by establishing livelihood resource centres which concentrate on best practice promotion, piloting models, training of trainers, and advocacy mentoring support livelihood promotion organizations. The SHG resource centre



for women and youth Entrepreneurs established by JRP had become a model in the state.



studies, and organized workshops to promote good practices and to build partnerships in order to maximize the impact. The support of livelihoods is increasingly being seen as an important



CHAPTER N° 3 – RESEARCHES

3.2 SOCIETY PILLAR

I. Introduction

*“Development is a process of Positive Change in which the productive capacity of people is increased, distribution of benefits based on equality and emergence of local level institutions which relates to the external world based on partnership and equality, not dependent”.*⁵

Social development implies that the basic needs of the human being are met through the implementation and realization of human rights. Basic needs include access to education, health services, food, housing, employment, and the fair distribution of income. *“A condition in which all members of society are able to determine and meet their needs and have range of choices to meet their potential is called sustainable development”.*⁶

In order to get this condition Citizens attitude and behaviour should change. Society is composed: by public and private institutions, family, religion and community.



II. Data and statistics

- In Pakistan, till 1990 women had only 10% seats in the National Assembly, since then women's reserved seats ceased to exist
- The literacy rate in Pakistan is of a ratio of male is 70% & Female 30% in the cities while in rural set up its 20% for Male & only 5% for Female
- In Peru, right of vote for women started in 1956
- In 1995, women were representing 11.7% of the Peruvian national Parliament and in 2006 the 29%
- In Italy, 4,5% gap between men and women salary for each work hour, but as men works more than women each year: men earn 50% - 70% more than women.

III. Good practice

Pakistan - Non-Formal Education for Vulnerable Children

Gender disparity is affected by the Local Conflict: 400 private schools enrolling 40,000 girls have been shut down; more than 170 schools have been bombed or

⁵ Bret 1990

⁶ Brundtland Report 1987



burnt, along with other government-owned buildings.

Just Peace International (JPI) has implemented a project on education



entitled “Non-Formal Education for Vulnerable Children”. JPI strove to address the problem that vulnerable children do not have access to quality education. This intervention focused on marginalized children that have been dropped out of school or never attended school. These will ultimately improve the role of women in sustainable development.

JPI has addressed this issue by supporting community-based non-formal schools.

This was not a parallel structure to formal education but a bridge to fill the gap and limitations of formal education. The vital thrust of this program was active participation of targeted communities. That is dynamic and regular involved in daily school matters and supervisory role through PTA - Parent Teachers Associations/Community Based Organizations.

The capacity building of the Teachers had the following basic components: participatory teaching methodology, schools and classroom management, lesson planning, production of low cost teaching aids, community participation, subject knowledge. JPI involved all the major education stockholders in the community, to ensure the sustainability and quality of community schools.

Perù - Training for teenagers and youth educators

SEPEC carries out a training for teenagers and youth educators of Lima and other Peruvian regions to encourage their citizenship, leadership, independence



and political awareness. The general objective is to promote the abilities of citizens and young women leaders to perform political actions and governance and to understand the importance and hold the democracy in the region of Lima and the overall country.

The actions took place in 10 public schools in Lima. The teenagers developed citizenship awareness through innovative methods of communication and education. In the mean time, a special



and/or community, in order to know their needs, perspectives and problems and find together possible solutions. This training aimed also to transfer personal skills and abilities to young men and women of the new generations who participate in social and popular organizations, or traditional or new political party.

Italy – Non-Formal educational and vocational training

CE.S.I.E carried out Personal and Vocational Training Course for 15 young women (15-19 years old) of a disadvantaged area of Palermo, that last 2 years. The trainees aimed to become social workers for childhood. They had a



attention was paid on the teachers and administrative staff in order to support them in this task, and to improve the quality of education and to create conditions for human development and citizenship awareness.

The activities were focused on developing personal and collective identity of students and actors of educations sector and on developing emotional aspects considering their individuality and their social behaviour. In order to achieve this social and personal development teenagers are invited to join a group





difficult social background and special learning needs. The Training activities aimed to overcome the self-esteem of these young women; improve their attitude towards responsibilities, mutual relationship and their group working skills; care of emotional aspect.

The Training last 2 years, the first phase focused on maieutic session and yoga, the second phase focused on theoretical lessons and the third year focused on internship. Each theoretical lessons was characterized by the following work scheme: 1 ½ h front lesson; 2 ½ h working groups related to the front lessons theme; ½ h discussion with all the group for comparing and discussing the work of each small group. At the end of each day,

the young women wrote the daily impressions and feelings about the thematic faced during the lesson in a personal Agenda. In the third and fourth phases, the target experiment and practice what they learned about assisting child in a kindergarten and then in a day nursery. They were having pedagogical support in order to guide them in finding by their own solutions for personal and group problems. This project answered to community needs (less kindergarten than the demand), social needs (women integration in society) and intercultural need (target were immigrants and autochthons).



CHAPTER N° 3 – RESEARCHES

3.3 CULTURAL PILLAR

I. Introduction

Culture should be view not just as an additional pillar along with environmental, economical and social objectives, because peoples' identities, signifying systems, cosmologies and epistemic frameworks shape how the environment is view and lived in.

Culture shapes what we mean by development and determines how people act in the world. It is a shared way of life that includes values, beliefs, and norms transmitted within a particular

society from generation to generation through symbolic learning and language. It is a kind of lens through which we are capable to know and remember the past that is our heritage. Without paying attention to culture, sustainable development is not possible, because profound changes must necessarily be culture-related. Sustainable Development is only achievable if there is harmony and a lignment between the objectives of cultural diversity, toleration and pluralism and that of social equity, environmental responsibility and economic viability.

Women's silence is a serious problem as

poverty itself. It is a vicious circle that must be broken. All over the world women writers can't express their opinion because so many social institutions are deaf to their plight and totally unaware about the importance of creative expression to mobilize people's energies for change. The impact of creative literature and its ability to point out crucial aspects of social problems and to envision better ways of living can't be denied. Just few people perceive

that human being development should be the base for sustainable development, political equality and peace and that art and culture are therefore strategic questions.



II. Data and statistics

Gender based discrimination is a pervasive and costly phenomenon. In many countries, because of cultural tradition, women can't become independent and be active involved in society: no work outside home, no property right, no health right, no right to mobility, participation in social activities. Following statistical data are showing us about the globally women situation because of the cultural impact:

- 70% of the 1.2 billion people living in poverty are female

- Earn only 10% of the world's income and own only 1% of the world's property
- Women are paid 30-40% less than men for comparable work on an average
- 60-80% of the food in most developing countries is produced by women
- Women hold between 10-20% managerial and administrative jobs
- Women make up less than 5% of the world's heads of state
- 60 % of the 130 million children in the age group of 6-11 years who do not go to school, are girls
- Approximately 67% of the world's 875 million illiterate adults are women.



have.” Starting from the inside, with “what you’ve got”, is the essence of citizen-led initiatives. The new approach used genuinely empowered young rural women with non-formal human rights education, custom-made courses on vocational trainings (on how to produce traditional souvenirs and make a successful marketing of them) towards the establishment of Bank of Young Women’s Ideas, supporting with

III. Good Practices

Bulgaria – Project “Community Asset-building through Empowerment of Young Rural Women”

This project, developed by Rhodopes Center for Community Development, is a response to the emerging need for new ideas and strategies that, rather than being needs-based or funding-led, use existing assets more effectively and promote citizen led initiatives - in short, approaches which support communities to take control in a democratic and inclusive way.



small grants cultural community-orientated projects, initiated and run by young female community members. One of the most important project results was strengthening civil society in the targeted rural communities, connected young women with the rest of community and

mobilise the abilities and insights of young rural women to offer their resources for solving a community's own problems. In conclusion, project team and beneficiaries both agreed that any genuine local revitalisation project must in fact be citizen-led, with outside agencies acting in a support role.

Nepal - Campaign for Community Development through Women Empowerment

Hinduism is the main religion in Nepal and people uses to take part in festival related to epic and religious Hindu books; Tihar, the festival of light, worship Goddess Laxmi, the Goddess of wealth and is one of the most important festival. During this Festival women have a fundamental role and its is a great occasion for young women to play typical music as Bhailo played in each and every house of the community where the collected some money. Money earned is usually used for entertainment, but this project is focus on the creation of a campaign promoting the use of this money for women group and income-



generating trainings targeting women. This campaign had a great success and through it women become self-dependent and started to earn money that they invest for their family needs and for their children education. Thus they are actively participating on



community development. After started this campaign the community people conscious about women education and their role on sustainable development. After discussion with all deprived women and create the women group. Women group involved on that campaign as an organizer and they used some musical instruments for the fundraising program in the community level.



Sweden - Ain't I a Woman Campaign

A National Campaign for highlighting the situation of undocumented immigrant women rights who are prevented from protection from violence and sexual abuse in Sweden. The campaign was aiming to give these women their right to be protected against violence and assault. The campaign was launched by the network of "No one is illegal" and demands that the right to protection from violence in Sweden should entitle all women in our society including women without documents and asylum seekers. Women without documents lack the possibility to defend themselves or report



violence and abuse to the police/social governments in Sweden. They are not only hiding from the government, but also from violent people in their near surroundings. Perpetrators who threaten, rape, abuse and blackmail undocumented migrant women are often well aware that making a police report or arrest is a big risk for these women.

Methodology/Practices: (1) Actions and nonviolent "attacks" on the Immigration



Authority (2) Participation in political arenas and festivals highlighting the fact (3) Seeking support from political parties to be behind the campaign including parliament members (4) Seeking support from a variety of organizations (5) Networks groups in different and major cities in Sweden to mobilize mentioned activities (6) A supporter (politician/organization) of the demands has to undertake actions and work for the campaigns demands to be counted as a supporter. Words of supporting or caring for these women are not enough.

Spain - Abre los ojos, el amor no es ciego (Open your eyes, love is not blind)





This project, developed by Andalusian Institute for Women, aimed to prevent first types of domestic violence, through the divulgation of a booklet targeting girls and boys (12 to 18 years old), their families and teachers. Many people only regard physical aggression as domestic violence, but in reality the more widespread form of domestic violence is psychological violence, which is no less devastating for the victims and often a first step to the development of physical aggression.

The booklet gather information about types of psychological violence that teenagers can encounter and which they, due to their cultural education, often perceive as “normal parts of a

relationship”, or even “necessary signs of love”. A growing number of teenagers start changing rapidly during their first serious relationships and do not develop in a healthy way: because of jealousy (often regarded as a proof of strong love) their life rotates only around their partner renouncing to study, friends, hobbies. The booklet offers worksheets to conduct 9 interactive sessions at school to aware teenagers about the first signs of psychological violence in a relationship and the importance to refuse this behaviour. Furthermore it offers a new model of relationship based on respect, freedom, equality and confidence. The whole booklet can be downloaded here:

http://www.juntadeandalucia.es/iam/IMG/pdf/Folleto_Internet.pdf



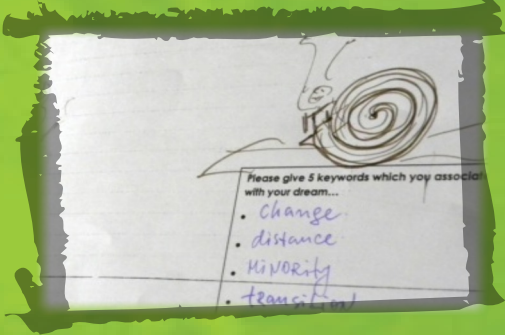
CHAPTER N° 3 – RESEARCHES

3.4 ENVIRONMENTAL PILLAR

I. Introduction

"All the interaction between natural, physical and alive "components" on which man has an impact stronger and stronger"

Environment doesn't mean working with and in the Sector of Nature; it means working on Prevention and Traitment of



Pollutions and their risks management of the territory and taking in consideration how to get better our life's style.

Sustainable development can be defined shortly as "Meeting the needs of present generations without compromising the ability of future generations to meet their own needs" according to the Report of the World Commission on Environment and Development.⁷

However, lifestyle and use of resources encouraged by the current model of capitalist development, goes against the environmental balance, especially in three dimensions: the extinction of natural resources; the exhaustion of the

fertile land by deforestation and drought product of pure water depletion, and global warming caused by the rapid melting of the poles and the resulting increase in sea levels.⁸

In many countries, women still have the lead role in the social reproduction of

culture, attitudes and knowledge about our interaction with the world and the environment. There lies the importance of concentrating the work on strengthening the role of women in Sustainable Development. It is therefore a circle, a string that is feed back and may include the following elements: Acces to lands, redistribution, clean growings and fair markets.

II. Data and Statistics

- The petroleum consumption is growing in the world. In 1997, the international market demanded 3.376 millions tons of oil per year and grows to 4.000 millions/year in 2007
- Each barrel of petroleum generates 0,48 metric tons of CO2
- The opening and drilling of oil in average generates 10 hectares of deforestation, 100 trucks full of garbage and 600 of cubic centimeters of liquid waste

⁷ Brundtland Commission

⁸ Jumps and Vázquez, 2009: 33

- 85% of energy consumption in Ecuador depends on oil
- Electricity production in France is dominated by nuclear energy which amounts approximately to 77 % (2007) and hydropower. Renewable energy sources (RES) such as biomass and hydro, participate to a significant extent to the energy mix
- In just 50 years the synthetic materials consumption grew from 0 to 200 million tons/year
- Consumis creates a number of artificial needs. Market modifies human behaviour through marketing and publicity.
- The damage of fertile lands (deforestation, waste, drought, clean water)
- Global warming (accelerated melting of the poles, sea level growth)

III. Good Practice

Ecuador - Red Guardianes de Semillas (Seed`s Guardians Net)

Red Guardianes de Semillas is a grassroots organization dedicated to promoting the conservation and use of local seed varieties and associated knowledge in Ecuador and southern Colombia. His interest is to build comprehensive models of life, for it also work in agroecology, natural building, food, solidarity economy, appropriate



technologies, among others. The methodology is based on Experiential Education, applied in the context of Live Classroom through Learning Modules provided. Modules together form the Learning Path for each participant.

The Experiential Education is learning through experience, the discovery of the conclusions themselves. It is based on practical activities, and the discussion after the activities, which draw conclusions and discuss concepts. Special emphasis is to share information among participants, so that the knowledge is created by their own. The Living Classrooms are spaces where the activities of the modules can be done in a real context of everyday life. For example, a module for the Construction of Elevated Tanks for Water Harvesting is done when a community builds its own storage tank to feed a nursery. The Pathways to Learning is the path that crosses a person as they learn what they want and they need to know to perform as a person and build the community. Paths are made by Learning Modules, and receive advice from the coordination.

France - Eco-sapiens.com

www.eco-sapiens.com

Eco-sapiens.com is a project born to give answer and guide people that in their everyday purchases through a website which references only products having a social or environmental capital increase. It's addressed to people that are conscious that their behavior and purchases have an impact on the environment and on the living conditions



of all the human beings. The objective is to make the ethical consumption more visible, more easily accessible and more pleasant to live to the everyday life so that this initiative can really grow.

By the distribution of any trade ethical, ecological, fair, solidarity initiatives, eco-sapiens wish to facilitate particularly the emergence of small original structures. The eco-sapiens site puts directly citizens looking for information in contact with products and services socially and ecologically responsible. Through the presentation of attractive alternatives and through the simplicity of implementation of certain number of behavior, eco-



sapiens wish to bring out the ethical behavior of the prejudices which surround it. The eco-sapiens company bases on the principles of the solidarity economy and the following values: Equity, Solidarity and Reciprocity; Transparency; Participative management. The consumers that more use this website are women. They explain that with the reason that women take care more of the education of their children so they are more conscious of the impact of the good purchase in people's life, and they start to buy alternative products to protect their children and giving them a respectful and health environment.





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Education and Culture DG

'Youth in Action' Programme



cesisie
the world is only one creature



Sepec
Servicio Ecueménico de Pastoral
y Estudios de la Comunicación



MIES
Ministerio de Inclusión
Económica y Social



MENA GRUPPEN
Organisation No:
800848-4747
The Swedish www.menagruppen.se
Middle East & North African Group



CCN Campaign for Change-Nepal
परिवर्तनका लागि अभियान-नेपाल