Green Values for Everyday Use:

Environmental Sustainability, Gender Equality, and Participatory Democracy

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академія

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Introduction

Have you ever wondered what green values are and if they are relevant today? Whether recycling is enough to counter climate change? How to make your office more tolerant? How to meet the needs of different groups in decision-making?

Let's find the answers to these and other questions together in this booklet.

This booklet is the result of the joint efforts and practices of Ukrainian experts and activists who work in the areas of environmental protection, human rights, urban policy and others. We present this booklet at a moment when Ukrainian society is actively transforming and at the same time faces serious challenges. What is needed is political stability, systemic reforms, protection of human rights and environmental solutions. At the same time, global threats are growing. The pandemic, growing populism, ecological crisis, escalating violence, radical right-wing movements and hate crimes, social inequality and increasing social tension have been affecting people around the world. Each of us plays a major part in overcoming and mitigating the consequences of these problems. And since these challenges are interconnected, they need to be tackled together.

We are convinced that progressive democratic values are the foundation we can rely on as a community. In this booklet we take a look at so-called green values, i.e. democratic principles that were first formulated by

the German Green Party in the early 1980s. These are: environmental sustainability, social justice and gender equality, and participatory democracy. These values defined the policy of Alliance 90/The Greens, which entered the German Bundestag in 1983. Thirty years later, these ideas, initially received as marginal, have become so widespread among the population that all German parties had to include them in their political agenda in some way or another. Green values also advanced far beyond Germany's borders. They have been adapted by Green parties all over the world and have become an integral part of political and economic life in most democracies. Support for the Greens in Germany is rapidly growing ahead of the 2021 elections. This demonstrates that the ideas advocated by the Greens are particularly relevant today.

We propose green values as a guidance for the development of Ukrainian society. Conscious commitment to environmental sustainability, gender equality and participation will help enhance the culture of social responsibility. Society, including civic society, will grow in strength and solidarity, and therefore will be able to introduce the necessary progressive changes. Mutual support of activists and organisations of different areas of focus will also contribute to preventing burnout.

It is important to note that green values need to be implemented as a package. You cannot address one problem independently from others, because all of them share systemic roots. Climate change, for example, affects women and the poor the most, while participatory approaches can help bring in different experiences and reveal new solutions to environmental and social problems.

In addition to a summary of the essence of green values, you'll find self-assessment questions for each of them in this booklet. The questions can be addressed at the personal, team and systemic levels. You can check whether green

values are being implemented in your team and plan
further steps to encourage your organisation to develop in
a more holistic way. We hope this booklet will help us as
a community to better understand each other and grow
stronger for the sake of the sustainable democratic future
of Ukraine and the world.

How to Use This Booklet

First and foremost, we would like to highlight that the questions in this booklet were designed as a roadmap. There are no strict requirements for implementations of all them in your team all at once.

- Go through the questions and answer all that are relevant to your activities.
- Take into account your areas of success and celebrate them!
- Map out an action plan for the priority areas for you at the moment.

Remember that this is not an exam, but an exercise to help find common values and consistently introduce them into your everyday work.

The topics are organised into sections: environmental sustainability, gender equality and participatory action. Each section provides you with a definition of a particular value. The questions are grouped into three levels: personal, team and systemic.

The personal level is for self-assessment. Answer the questions individually or as a team and incorporate them into your daily life. This can help you change your habits and become a greener person.

The team level is for work within an organisation. The best way is to answer these questions as a team. You can incorporate green values into your organisation's long-term strategy and everyday work and practice them in different areas of your organisation's life.

The systemic level is for community and social change. You can spread green values through your projects; unite around them with partners and your target audience; incorporate them in your messages and make them the core of coalitions and advocacy campaigns.

At the end of the booklet there are links to recommended resources on each topic.

Environmental Sustainability

Environmental sustainability is a way of interaction with the environment which allows nature to renew the resources used. This allows to keep the natural balance, as well as such interaction can last as long as required.

This involves such components of ecosystems as wildlife (plants, animals, and micro-organisms), geophysical resources (water, air, soils, and minerals) and the pollution assimilative capacity. Some of these resources, such as forests, are renewable. According to the principles of environmental sustainability, woodcutting is possible at a pace that allows trees to grow and regenerate fully. Other resources, such as minerals and fossil fuels, are non-renewable. They can be extracted at a pace that will suffice until we can switch to alternative energy sources. As for pollution, pollutants should only be released into the environment in amounts that can be safely and harmlessly neutralised in nature. Some waste products, such as glass, do not decompose at all.

Nowadays, mankind uses more natural resources for its needs than nature can renewably provide. And this over-consumption is growing rapidly. The consequences of the ecological disbalance are pollution, extinction of plant and animal species, and climate change. They result in negative impacts on the economy and on people's lives.

The poor, the sick, the elderly, children and women suffer the most from environmental problems.

In order to protect ourselves from the worst consequences of the ecological crisis, we, mankind, must fundamentally change our ways of housekeeping and consumption. For example, by the end of the twenty-first century we must go fossil free (stop using coal, oil, and gas) and stop destroying ecosystems. The nations of the globe have signed a number of international agreements and have set goals to reduce their environmental impact. The Paris Agreement, for example, requires countries to cut their greenhouse gas emissions to mitigate climate change.

Thus, each of us can contribute to achieving environmental sustainability. We can adopt eco-friendly lifestyles, support environmental organisations and demand necessary changes in local and national policy.

Learn more about the topic from the lecture "Recycling or Protesting? The Things We Must Do to Help the Planet" and from the recommended reading list at the end of this booklet.

PERSONAL LEVEL

- **How does my lifestyle affect the environment? Do I know how to assess and reduce my ecological footprint?**
- **Do I try to reduce my ecological footprint by using the following eco-friendly alternatives in my household:**
  - **reusable grocery bags instead of disposable bags;**
  - **non-disposable dishware instead of disposables;**
  - **phosphate-free detergents and cosmetics;**
  - **waste sorting and recycling of paper, plastics, glass, metal, batteries, and organic waste;**

Yuliya Makliuk's lecture "Recycling or Protesting? What Shall We Do to Help the Planet" within the Green Academy

- **bicycle and urban transport instead of a private car;**
- **locally produced products instead of imported ones;**
- **reducing meat and using natural leather and fur;**
- **refusing of redundant and impulsive shopping;**
- **giving priority to second-hand, local and eco-certified products (Organic, FairTrade, Forest Stewardship Council, "Ecologically clean and safe" label);**
- **reducing flights in favour of trains or online events;**
- **treating wildlife with care, especially when on vacations: avoid dropping litter or harming the nature including collecting rare plants and animals;**
- **energy-efficient living, including insulation, efficient use of electricity and drinking water, and using renewable energy.**

● What do I know about the environmental condition and environmental problems in my area, my country, and the world? From which sources can I get reliable information on these issues?

● Do I contribute to environmental awareness of my family members, colleagues, and community? Can I be a role model?

● Am I aware of my environmental rights and duties as defined by law? If my environmental rights are violated, am I ready to defend their observance at court or other institutions?

● Am I familiar with local or global environmental organisations? Do I support their work through personal participation, information or financially?

● What do I know about eco-friendly companies and products? Do I prefer their products and services? Do I invest in such companies?

● What do I know about local and national environmental policies? Do I pay attention to the environmental component in the election programmes of candidates and parties?

TEAM LEVEL

- Are we aware of environmental requirements and restrictions established by legislation that are relevant to our organisation? For example, regarding waste management, emission permits, etc. Do we follow these rules?

- Does our organisation support corporate social responsibility policy or green office rules? Do we have an eco-strategy? Are environmental values present in our organisation's strategy?

- Do we try to reduce our organisation's environmental footprint by:

  - waste reduction, waste sorting and recycling;
  - refusing to use air balloons, floating lanterns, confetti and other non-recyclable products during events;
  - accounting and reduction of energy, electricity and water consumption;
  - choosing eco-friendly office products: unbleached paper, reusable dishes, phosphate-free detergents, eco-certified products, etc.;
  - choosing eco-friendly services: recycled paper printing, green and vegetarian/vegan catering, eco-friendly cleaning, recyclable packaging, electric car taxis, bicycle couriers, green office equipment, servers and software, reusable souvenirs, etc.;
  - choosing environmentally responsible banks that invest in renewable energy
  - choosing environmentally responsible partners and contractors;
  - reducing car and air travel in favour of public transport, trains and online events;
  - choosing local and environmentally responsible locations for meetings and conferences;
  - choosing eco-friendly team activities such as litter pick, nature tours, bike rides, canoeing, volunteering in a nature reserve, fundraising charity events for environmental projects;

- **encouraging eco-friendly behaviour of your employees through training, eco-friendly gifts and bonus for eco-friendly behaviour.**

- Are we aware of the extent to which our organisation's activities influence the environment? Do we take an assessment on our own or by inviting experts?

- Is there a manager or a team on environmental issues in our organisation? Who is or can be responsible for this function in our team?

- Are all our employees aware of the environmental values and practices of our company? How can we improve their awareness and involvement through trainings and bonus pay?

- Do we use our organisation's office for generating renewable energy? Can we install a solar water heater or a solar panel on the wall or on the roof of our premises?

- Do we use our organisation's territory for eco-friendly infrastructure? Can we organise a bicycle parking, waste sorting space or mini-garden here?

- Are we aware of the possibility of partially offsetting the negative environmental impact of our organisation's activities by investing in reforestation, renewable energy development, etc. (environmental or carbon offsetting)? If we use such services, do we choose accountable companies with a spotless reputation?

SYSTEMIC LEVEL

- **Are we familiar with local and global environmental organisations? Can we support them administratively or financially by signing petitions, spreading information, participating in protests, providing them with grants or organising projects together?**

- **What do we know about Ukraine's international environmental and climate change commitments? How can we encourage the fulfillment of these commitments?**

- **How active are we in communicating the organisation's environmental values and practices to our partners and clients and in the media? Do we participate in environmental events, such as Earth Day, climate marches or Earth Hours?**

- Is our organisation a member of corporate environmental initiatives, such as the UN Global Compact or World Business Council for Sustainable Development?

- Are we aware of the environmental problems our partners tackle? How can we support them or get involved in their activities?

- Can we collaborate with other organisations in our field to promote environmental values and practices? For example, by organising events together or establishing an association.

- Do we know what changes in legislation and politics could help us and our partners make our activities more eco-friendly (for example, benefits, subsidies, increased enforcement)? What can we do to foster these changes?

- How can we strengthen an environmental sustainability component in our public activities?

Gender Equality and Social Justice

Gender equality refers to equality in rights, opportunities and responsibilities for all people regardless of their gender identity and/or sexual orientation. Equality does not mean that women and men will become the same. On the contrary, diversity is a social value. Gender equality implies that people's life course and values are not determined by their reproductive organs, and that people can make the choices that are right for them. Gender equality is not only a 'women's issue'. It is relevant to building a fair world and is both a necessary condition and an indicator of sustainable development of a human-centred society.

Gender inequality is one of the aspects of social inequality—a systemic phenomenon whereby inequality between people is created by dividing them by skin colour, nationality, gender and sexual orientation, age, country of origin, physical ability, and so on. This division leads to hierarchical relationships based solely on people's belonging to certain groups.

The solution to these inequalities is social justice, i.e. ensuring the interests and rights of different people based on their needs and considering their unique qualities. The intersectional approach is a key. It recognises that these characteristics do not exist separately, and that each person blends them in a particular way. This means that their combination determines a person's social status. To achieve social justice it is important to consider them in a single package, since it is impossible to achieve equality in only one aspect.

In Ukraine, gender inequality is mostly present at the level of social practices and norms. They regulate both the observance of existing laws and people's everyday behaviour. For example, the commonplace opinion that household chores and raising children is a woman's task results in women actually spending three times more time on these activities than men. Among the biggest legislative challenges born from the idea of women's secondary role is the state's refusal to ratify the Istanbul Convention. This convention stipulates measures to combat gender-based violence. The so-called anti-gender movements are also strong in Ukraine. They struggle to preserve patriarchal norms that establish significant societal inequalities among different groups of people.

Social norms are not a given, so we can change them along with societal practices. Each of us can contribute to achieving gender equality and social justice in our personal and professional lives.

Learn more about the topic from Anna Dovgopol's lecture "Why Talk about Gender?". Please find a link to this lecture and other materials in the Recommended Resources section.

Anna Dovgopol's lecture
"Why Talk about Gender?" within the Green Academy

PERSONAL LEVEL

- **What gender-based and sexuality privileges do I have personally? How do I benefit from them?**

- **Do I expect stereotypical behavior from people according to their gender? For example, do I think that women should be beautiful and emotional while men should be strong and reserved?**

- **How fair do I share household chores, children care and care about relatives? Is there 'purely women's' or 'purely men's' work in my family and team?**

- **Do I convey gender stereotypes in my communication with my children? What kind of words, toys, clothes and expectations do I choose when it comes to them?**

- **Do I tolerate (e.g. by not discouraging or by supporting) sexist and homophobic behaviour or jokes in my environment?**

- What language do I use? Do I use gender-neutral language and gender-specific job titles?

- How are important decisions made in my family? Who has a right to vote and who has the final word?

- Can I use my power and privileges to give a voice to less privileged people and groups?

- Do I notice acts of gender-based or sexual violence, humiliation or injustice towards me or others? What do I do in these situations?

- How can I learn more about the reality of women and gender non-conforming people from different social groups? Am I curious about books, articles, and films written by or about them?

- How can I help make my city or community safer and more women-friendly? What about other marginalised groups?

- Am I aware of the organisations and public campaigns that support gender equality and tolerance locally and globally? Do I support them financially or through my participation?

- Do I pay attention to the gender composition of authorities? Do I support women and other marginalised groups in elections?
- How educated am I on gender equality issues? From what sources can I learn more about this subject?

TEAM LEVEL

- **Do we comply with the Ukrainian legislation on non-discrimination on the basis of gender or sexual orientation (employment, equal pay for equal work, etc.)? Do we fulfill our obligations as an employer regarding maternity and paternity leave and family medical leave?**
- **Is there a formal policy, guidelines or unwritten code on gender equality, tolerance and non-discrimination in our organisation?**
- **Is there a sexual harassment policy at the workplace in our organisation? Is there a procedure to follow if sexual harassment or abuse is suspected and is everyone aware of the procedure?**
- **Do we have a policy to avoid gender or sexual discrimination in hiring? Is it acceptable to describe the job vacancy as follows: 'we are looking for a good-looking girl under 25' or 'work for men only'?**
- **Are men and women in my organisation equally paid for equal work?**
- Can our team members work or participate in activities and projects with their children?
- Is there a representative balance in decision-making in my team, not only in terms of people's gender, but also in terms of the ideas the team members communicate?
- Who has more power (formal and informal) in my team? Is there a correlation between a person's gender and their level of influence in our team? Is everyone aware of this?

- Do we use gender-specific job titles in the work of our organisation (badges, job titles, greetings, etc.)?
- Do we use gender (and other) diversity in visual images, portraying men and women in non-stereotypical roles?
- Do we take care of men and women not being given stereotypical gendered tasks (washing the dishes for women and bringing chairs for men)?
- Are there sexist jokes in our organisation? Do we tolerate them?
- Do we pay attention to the media coverage of our events to check if they don't convey gender stereotypes?
- What holidays do we celebrate in our organisation, and in what way? For example, International Women's Day, Day of Defenders and Defendresses of Ukraine, Mother's Day, Father's Day, etc.
- Who speaks the most at our organisation's meetings? Does everyone have a chance to speak out?
- Who does the expert work on the projects? Does their background, including gender socialisation and sexual orientation, influence their work?
- Is there gender diversity in the management of our organisation? Are there any special measures to maintain this diversity (gender quotas, mentorship, permission to bring children to work, etc.)?
- Is there a gendered dress code in our organisation?
- Are the things around us gendered (stereotypical books, cups, other goods with sexist prints, etc.)?

SYSTEMIC LEVEL

- **When designing a project do we assess its influence on men, women and other groups of people?**
- **Who can participate in a project and whom does it help? Is this project targeted on women's needs exclusively**

or on men's needs as well? How was this needs analysis conducted?

- **If the project is targeted on marginalised groups, what special steps are designed to engage them?**

- **Are there any barriers that prevent certain groups from participating in or benefiting from our project? For example, do women in a particular area feel free to participate in public events? Is the event timing and location suitable for parents with small children? If such barriers exist, what can we do to clear them?**

- Do we make an effort to ensure the interests of different groups to be represented in the project?

- Do outsiders see that we include different groups? Do different groups feel that we include their interests?

- Are we familiar with local and global organisations that promote gender equality and tolerance? Do we provide them with administrative or financial support by signing petitions, spreading information, participating in protests, giving grants or donations, organising projects together?

- How active are we in communicating our organisation's gender-sensitive values and practices to our partners, clients and media? Do we participate as an organisation in events within International Women's Day, Pride, or 16 Days of Activism against Gender-based Violence?

- Can we collaborate with other organisations in our field to promote gender-sensitive values and practices? For example, by organising events together or establishing an association.

- Do we know what legislative and political changes might help our society to become more tolerant? What can we do to foster these changes?

Participatory Democracy

Participation refers to the engagement and involvement in decision-making of stakeholders, contractors and those affected by the decisions being made. Citizen participation is one of the four key elements of democracy. The others are the alternation of government through elections, a rule of law which applies equally to all citizens, and protection of human rights. Participatory democracy is thus one of the models of democracy that draws attention to the importance of direct action and the participation of people in decision-making, rather than merely representative instruments of delegating power to elected bodies and officials.

Participation can be top-down: the state or the authorities involve people in decision-making, for example by holding referendums, public consultations, debates or hearings. Another option is bottom-up: public initiatives, protests, petitions and other types of grassroots activism and direct action.

Participation is a way of power distribution. Parties in this process have different amounts of resources and therefore have different responsibilities and decision-making rights. Increased participation is intended to reduce disparities in access to power, which may result in a fairer distribution of resources in society.

When planning and implementing participatory processes, it is important to analyse privileges and consider inequalities. People from different social groups may have different amounts of time to participate in public debate and different levels of expertise and knowledge about a certain situation. Even the physical accessibility of buildings, working or non-working hours of meetings, and the possibility to participate with children have a significant impact on people's access to participation in decision-making. Creating equal opportunities for involvement requires tackling these questions.

The participatory process is a discussion between different interest groups and a way to take into account the needs of different people. The use of data, research, scientific evidence and analysis makes this discussion more informed. A participatory process aims at finding common goals and solutions. When the interests of different parties do not coincide, the solution that prioritises the needs of the least privileged is the fairest.

Participation is possible at different stages of decision-making on a given question: setting an agenda (defining problems and priorities), analysing alternatives, developing a decision, making a decision, implementing the decision, evaluating the decision, revising the decision. At each of these stages, participatory tools of different levels can be used: informing, consulting, dialogue of the parties, cooperation and delegating.

Learn more from Ivan Verbitsky's lecture "What Participation Is and When It Is (not) Needed" via a link in the Recommended resources section at the end of this booklet.

Ivan Verbytskyi's lecture
"What Participation Is and When It Is (not) Needed" at the Green Academy

PERSONAL LEVEL

- **Do I give others a chance to express their opinion? Do I listen to them? Do I pay attention to their opinion?**

- **Do I use non-violent communication and active listening?**

- **Am I flexible in decision-making? Am I open to the result? Am I ready to change my mind after I hear other's opinions and accept it?**

- **Do I have resources to participate personally and organise the participation of the others (for example, emotional state, time, enough information, competences and skills, finances, premises)?**

- **Do I give others the right to take part in decision-making? Do I give others the opportunity to take part in decision-making?**

- Do I give others the right not to take part in decision-making? Do I give others the opportunity not to take part in decision-making?

- Do I set a task to myself to make decision-making which caters to the needs of others possible?

- Am I sometimes biased? Do I notice if I am biased? Do I inform others when I am biased?

- What privileges do I have compared to others, for example, better education, high revenue, health condition, privileges based on sex and gender, being born in a wealthy family, place of birth and residence (city/village, city centre / provincial area, neighbourhood with good infrastructure / neighbourhood with poor infrastructure), being part of a majority (Ukrainians / ethnic minorities, heterosexuality / homosexuality, cisgender/transgender)? Do I understand how much it influences my access to decision-making?

TEAM LEVEL

- **Who makes decisions in our team? Who takes part in the discussion around the decision? What is the procedure?**

- **How do we make decisions in our team: by one person, consensus, compromise, or voting?**

- **Do participation mechanisms work at all stages of our work? Do our team members consider decision-making processes and their results as clear, transparent, open and legitimate?**

- **Is there a possibility of equal participation of all team members? Does everyone have the chance to express their opinion in a convenient way?**

- **Do we practice delegating tasks? At what stage do we delegate? How is monitoring of intermediate and final results ensured? How is responsibility for the involvement, the decision, its implementation and the outcome distributed among the team members?**

- **How are resources distributed in our team? Who is more and less privileged? Does the decision affect different people differently? What inequalities exist or might emerge as a result of the decision, its causes and consequences?**

- Does everyone understand what is happening in our organisation? How transparent are the team processes? Are the work rules formalised in our team? In what way? How were they formed? Does everyone respect the established rules? What happens with those who don't respect them?

- Are there coalitions or non-formal practices in our team? How much do they contribute to or disturb equal participation? Do we have a system of documenting our discussions, decisions, self-analysis and self-reflection, and work processes?

- Who defines and changes the decision-making process? Who can influence the decision-making

process? Does everyone understand decision-making rules and practices? How transparent are they?

- Are our processes of discussion and decision-making open and transparent? Is participation voluntary? What are the consequences of non-participation? Does everyone realise the consequences of inaction?

- Do I have a sense of belonging to our team activities and results? Do I feel responsibility for decision-making? Does everyone feel such responsibility?

- Does our team respect the principles of nonviolent communication? Does everyone respect these principles?

- Am I aware of the necessary information? Do I understand the decision-making processes and status quo in our team? Do all participants understand the process, the results and the consequences of their participation in decision-making? Do all participants of the decision-making process have enough information to make an informed decision? Is everyone equally informed?

- Are our partners, contractors and beneficiaries involved in our decision-making process?

- Do we practice a non-burnout culture in our team? Do we encourage empathy in our team? Do we ensure comfort work conditions for every team member?

- Is there trust in our team? Are there mechanisms and practices of integration in our team? Do we gather the needs of the team members? Is there a mechanism of gathering the needs of every one of our team members?

SYSTEMIC LEVEL

- **Is participation of stakeholders and beneficiaries ensured at all stages of decision-making and implementation in our community? Were all stakeholders and those likely to be affected by the decision involved? Was early involvement ensured? Were all the physical and psychological conditions for comfortable participation created, including format, time, place, information, safety?**

- **What resources do the different interest groups have? Who is more and less privileged? Does the decision affect different social groups and categories differently? What inequalities exist or are likely to emerge as a result of the decision, its causes and consequences? Were these inequalities addressed in the participatory process?**

- **Did all participants have an equal opportunity to participate in the decision-making (a chance to express their opinions, interests, and needs; equality of representation; non-discrimination)? Was the full variety of possible opinions and values represented in the decision-making process?**

- **Are the participants satisfied with the engagement process? Do they understand how and why a particular decision was made? How do they feel about the engagement process? Do they consider the decision legitimate? Do they consider the process transparent and open?**

- Is participation voluntary? What was the advance notification about the place, format and purpose of the participation? Did all participants have access to all necessary information to participate and make a decision?

- Is there an understanding of all stakeholders and those who will be affected by the decision? Were their needs addressed in terms of mechanisms and

conditions of informing, participation, decision-making, implementation, evaluation of the decision, and giving feedback? Can participants influence the chosen mechanism of participation in decision-making? Were the conditions for voluntary, transparent and informed participation of all stakeholders and those affected by the decision ensured?

- Were the goals, objectives and procedures of participation in the decision-making clearly formulated and understood? Were the participants informed about them? Was the moderation of the process professional, neutral and unbiased?

- Was the decision not made in advance? How were the opinions, interests and needs of different stakeholders taken into account? How was the feedback (informing the participants about the decision made and its justification) facilitated?

Recommended Resources

ENVIRONMENTAL SUSTAINABILITY

- "Recycling or Protesting? What Shall We Do to Help the Planet", a lecture by Yuliya Makliuk within the Green Academy: https://www.youtube.com/watch?v=UYIT0RjFyG0

- "Why the world is turning unjust due to climate?" Oksana Aliieva's lecture within Green Academy : https://youtu.be/vV9d9cWyGtU

- Iryna Stavchuk's TEDxKyiv Talk "What is Happening to the Climate on the Planet and How We Can Act": https://www.youtube.com/watch?v=3skAtNILWns

- "Green Office" booklet from the Association "Energy Efficient Cities of Ukraine" (EECU): https://enefcities.org.ua/en/activities/green-office/

- "How to Start Recycling in the Office, and Not Quit in a Month", an article in The Village Ua: https://www.the-village.com.ua/village/city/eco/312925-yak-zrobiti-ofis-ekologichnim

- 5 Steps towards Zero Waste from Dyvovyzhni NGO: https://youtu.be/Flr_YMCfzgI

- Online course on renewable energy "Green Light for the Earth" from Ecoaction NGO: https://study.ed-era.com/uk/courses/course/#!426

All publications

- Online course for companies and organisations "What's Next: To Business about Sustainable Development" from the UNDP: https://courses.prometheus.org.ua/courses/course-v1:Prometheus+SDB101+2020_T2/about
- Sustainable Development Goals in Ukraine: http://sdg.org.ua/ua/sdgs-and-governments
- A Change of Course. How to Build a Fair Future in a 1.5° World: https://ua.boell.org/en/2017/01/30/change-course-how-build-fair-future-15deg-world
- Climate (Un)justice: the Impact of Climate Change on Vulnerable Social Groups in Ukrainian Cities: https://ua.boell.org/uk/2021/01/14/klimatichna-nespravedlivist-vpliv-zmini-klimatu-na-vrazlivi-socialni-grupi-v-mistakh
- Transition of Ukraine to the Renewable Energy by 2050: https://ua.boell.org/en/2017/11/07/transition-ukraine-renewable-energy-2050

GENDER EQUALITY AND SOCIAL JUSTICE

- Anna Dovgopol's lecture "Why Talk about Gender?" within the Green Academy: https://www.youtube.com/watch?v=bX5NvmEgVAs
- Gender in Detail: https://genderindetail.org.ua/
- Povaha. Campaign Against Sexism: https://povaha.org.ua/
- Feminist Critique: http://feminist.krytyka.com/ua
- "Krona" Gender Information and Analytics Centre: http://www.krona.org.ua
- Video on gender budgeting: https://www.youtube.com/watch?v=Dh2B7ausEJo

Books
- How to Design a Fair-Shared City? http://ua.boell.org/uk/2018/12/12/yak-sproektuvati-spravedlive-misto

- Why We Should not Be Afraid of Feminism: http://ua.boell.org/uk/2018/09/25/chomu-ne-varto-boyatisya-feminizmu
- Gender for Media: http://ua.boell.org/uk/2016/12/26/gender-dlya-mediy-2017
- http://ua.boell.org/uk/2017/04/20/gender-dlya-vsih-viklik-stereotipam
- More publications on gender democracy on the Heinrich Boell Foundation website: http://ua.boell.org/uk/vsi-publikaciyi-genderna-demokratiya-0
- Organisations: https://genderindetail.org.ua/community/organizations/
- Experts: https://expertky.povaha.org.ua/

PARTICIPATORY DEMOCRACY

- Ivan Verbytskyi's lecture "What Participation Is and When It Is (not) Needed" at the Green Academy: https://www.youtube.com/watch?v=5SUzf40Gnl8
- How to Evaluate Civic Participation: Six Instruments: https://mistosite.org.ua/articles/yak-otsiniuvaty-hromadiansku-uchast-shist-instrumentiv
- Government-Community Collaboration: Six Typologies of Public Participation: https://mistosite.org.ua/uk/articles/r%D1%96vn%D1%96-sp%D1%96vpracz%D1%96-vlady-%D1%96-gromady-sh%D1%96st-typolog%D1%96j-gromadyanskoyi-uchast%D1%96
- "Participation that Fails": Tips How to Organise Participatory Process: https://mistosite.org.ua/articles/uchast-bez-uchasti-porady-iak-provodyty-partysypatsiiu
- Results of the Open Space "Participation that Fails: What Projects Do We Need to Re-invent Community Engagement in Ukraine?", Slavutych,

May 4–6, 2017: https://drive.google.com/file/d/0B7DloIasmMO5ZlVPblZyN2xfekk/view

- Code of Good Practice for Civil Society Participation in the Decision-making Process: https://rm.coe.int/16802eeddb

- Practical Tips on Establishing Constructive Cooperation between Civil Servants and NGO Representatives in Ukrainian Cities: https://cedos.org.ua/en/researches/praktychni-porady-iak-nalahodyty-konstruktyvnu-vzaiemodiiu-mizh-sluzhbov_ytsiamy-i-predstavny_tsiamy-ho-v-ukrainskykh-mistakh/

- Mapping Study into Entry Points for Citizens' Engagement in Policymaking in Kyiv. Challenges and Opportunities for Citizen Engagement in Kyiv: https://cedos.org.ua/en/researches/mapuvannia-tochok-vkhodu-hromadian-do-protsesu-rozrobky-polityk-u-kyievi-vyklyky-i-mozhlyvosti-zaluchennia-zhyteliv-u-kyievi/

- The Mechanisms for the Participation of the Citizens in Decision-making in Kyiv: the Research Results: https://cedos.org.ua/en/researches/mekhanizmy-uchasti-hromadian-u-protsesi-pryiniattia-rishen-u-kyievi-rezultaty-doslidzhennia/

Notes

About Foundation

The Heinrich Boell Foundation is a non-governmental, resource-based organization that promotes a democratic agenda and changes public discourse with a view to green democratic development. The Foundation is part of the Green Political Movement of Germany and the EU. In Germany, the Foundation has been operating since 1997. Heinrich Boell Foundation, Kyiv office, Ukraine has been operating since 2008 and implements such programs as "Democracy Support and Human Security", "Gender Democracy/Women Rights/LGBT-Rights", and "Climate Change and Energy Policy".