

Gender and Climate Justice in adult education: presentation of tools



report of public event held in Sofia, Bulgaria
25 September 2025



Funded by
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Center for Sustainable
Communities Development

Second face-to-face multiplier event: Gender and Climate Justice in adult education: presentation of tools, organized by CSCD

Center for Sustainable Communities Development (CSCD) is an independent, non-governmental organization in public benefit, founded in 1994 by active professional women, in Bulgaria. It has won recognition as an Advocacy group working to: raise Bulgarian society awareness on gender equality issues; raise civil society intolerance to violence against women at home and in workplace; change the legislation to protect women and children victims of domestic violence; educate children and young people in human rights and the national and international regulations guaranteeing those rights; get media involved in gender issues discussions; acquire successful practices of foreign NGOs and adapt them professionally to the Bulgarian reality; promote and encourage women in starting-up their own business; and achieve more active women's participation in politics and decision-making, and create a national women's lobby.

This is a report of the second multiplier event organised by CSCD as part of the multi-year collaboration entitled: **"Gender and Climate Justice: Knowledge for Empowerment"**, in brief **COPGendered**. This project builds up tools, knowledge and methodologies for learners to upskill themselves (in groups, individually or with a teacher) in the relationships between gender inequality and the climate crisis. This includes providing tools for adult education providers. The project which lasted for three years ended in November 2025. The associations involved are in this project: WIDE+ (Europe), GenderCC-Women for Climate Justice/LIFE e.V in Germany, WIDE in Austria, GADIP in Sweden, KULU Women and Development in Denmark, Mundubat in Spain and CSCD in Bulgaria.

Proofreading and Lay out: Gea Meijers

Editing: Janine Wurzer, Gea Meijers, and Gioia Buonsanti

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Pictures: All pictures are taken with the explicit consent of the public and speakers before the event started.



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‘Gender and Climate Justice in adult education: presentation of tools’, report of public event 25 September 2025, Sofia, Bulgaria

CSCD organized a final public event to teach people, mostly female NGO representatives (which are the target group of COPGendered project), through popular education about the interlinkages between gender and climate justice. In total 22 people took part in the event: 2 men and 20 women. Or from another angle, 1 professor from Sofia University took part, 3 business representatives, and 18 NGO representatives.

CSCD as an organizer invited representatives of CSOs that are working on gender equality and environmental issues, educators and academia, youth. They were informed about the whole project results and practiced the tools developed. The event started with three presentations by the CSCD staff and were dedicated to the COPGendered project results.

The main objective was promoting awareness of the learning embedded in the project results – mainly the methods developed by CSCD for the online resource hub and the e-Learning tool (online platform with modules for self-study) so that other civil society representatives and similar change makers will use them.

The Event took part on September 25th, 2025, in Sofia, Bulgaria, HEMUS Hotel, Preslav Hall and was moderated by Jivka Marinova from GERT Foundation.

The image shows a Zoom meeting interface with a presentation slide. The slide is titled 'E-learning tool' and lists the following details:

- Launched in May 2025
- 6 modules:
 - Introduction to Gender and Climate Justice
 - LGBTIQ+ and Intersectionality
 - Energy
 - Transport and Mobility
 - Climate-Induced Migration
 - Extractivism

A QR code is displayed on the slide for access. The slide also features the 'gender & climate justice COP gendered' logo. The Zoom meeting title is 'LFE presentation's session'. The bottom of the image contains logos for various partners: KVINDERNES U-LANDSUDVALG, Mundubat, GenderCC Women for Climate Justice, GENDER AND DEVELOPMENT IN PRACTICE, wide Entwicklungspolitisches Netzwerk für Frauenrechte und feministische Perspektiven, Center for Sustainable Communities Development, and WIDE+.

PROGRAMME

09:00-09:45 Registration

09:45 – 10:00 **Why do we need to learn about gender and climate justice?** By Stanimira Hadjimitova, CSCD

10:00 – 10:15 **E-Learning Tool Presentation.** By Stanimira Hadjimitova, CSCD

10:15 – 10:30 **Online Trainers Hub Presentation.** By Nanci Borissova, CSCD

10:30 – 11:10 **Living with 2 tonnes of CO2 - what, why and how.** By Blajka Trepertanova, Eco NGO activists and owner of eco-restaurant “Благичка”

11:10 – 11:30 Coffee Break

11:30 – 12:30 **Working in 2 groups on 2 Tools of the Online Trainers Hub**

12:30 – 13:00 Plenary closing session

13:00 – 14:00 Lunch



To further deepen the learning presented with the COPGendered output, eco-expert Blajka Trepertanova reflected on how individual behavior is influenced and at the same time influencing the large-scale development of climate change. She presented the impact of climate change in an appealing way, focusing on everyone's personal responsibility for reducing CO2 when working or doing our everyday home duties.



The participants also actively worked together in smaller group work. Two subgroups were formed after the coffee break. Under the guidance of Nancy Borisova, Jivka Marinova, and Stanimira Hadjimitova, the participants actively engaged in two practical exercises

The event finished with a plenary open debate on how the outcomes can be used, where and by whom. It was repeatedly mentioned that climate justice is not very popular in the country, especially when looking at the climate change effects from a gender equality perspective. That's why it was recommended that ecological NGOs and gender equality ones start working together. This collaboration can improve and ensure successful advocacy activities on the issue. Some participants expressed concern that any advocacy activity to get the presented tools to become part of the education system will not lead to results for the moment. They see this as a result of the church and right-wing political parties' influence in the last number of years. As CSCD is a cofounder of the Bulgarian Platform on International Development, their representative pointed that the tools will be very useful for the work of the respective members.

CSCD team announced that the tools/methods in the online trainers' hub will also be translated into Bulgarian, it will be uploaded to the CSCD web and everyone participant will receive the link.

Report of the group work on the method: "Countering fake news on climate change and women's rights"

The workshop began with the facilitator explaining what a meme is, and different examples of memes were discussed with the participants. While the method is designed to further divide the workshop participants to work in smaller groups, it was decided to work in one group looking for fake news or stereotypical statements about both climate change and feminism at the same time.

The facilitator also explained the concept of fake news and how to discover it. A list of websites that the presenter handed out to each participant that revealed fake news as well as other similar sources for factchecking was reviewed. The problem was highlighted that fake claims are too common on social media and news sites; most people do not bother to visit the relevant sources to verify the news. With the introduction of new technology and deep fake news methods where fake videos and audio recordings are produced, it is becoming increasingly difficult to uncover false information.



The facilitator Nanci Borissova

A meme was created around the consumption of beauty products. It started with a remark of a participant that there are stereotypical statements about women attending too many beauty treatments and thereby harming the environment. Thanks to the lecture everyone had attended a

ЖЕНИТЕ ГЕНЕРИРАТ ПОВЕЧЕ CO₂ ОТ МЪЖЕТЕ



Процедура → ~0.5 кг CO₂

**СЛУЧАЙНА РАЗХОДКА
~100 кг CO₂**



Women generate more carbon dioxide than men.

little earlier, "Living with up to two tons of carbon dioxide", participants now had data from scientific analyses that men statistically harm the environment more. This knowledge served as the basis for the creation of the corresponding meme.

To create the meme, the different tools available online were demonstrated. However, the group decided to try making a meme using artificial intelligence. We asked ChatGPT to generate a meme based on the information provided by the participants. It is important to stress here that the idea for the stylistic structure and content of the meme was entirely up to the group representatives. After a detailed explanation of the requirements, we now had a developed meme.

During this process, the participants had a lot of fun and once again underlined that memes are a very powerful modern weapon to fight false claims as they spread virally among young people on social networks.

The group decided to try to make a second meme based on the claim that climate change ended in 1998. Here we asked the artificial intelligence on the chosen browser to propose a concept based on the said claim. It proposed to use the news that in 2025 South Korea is the victim of the most fires in its history so far. The concept of the meme was to have a caption with the claim: Global warming stopped in 1998. And underneath, the news of the climate disaster in South Korea with the caption "Keep believing me" at the bottom to ironically highlight the lack of credibility.

Artificial Intelligence did a good job of making the second meme as well, but the group wanted to make stylistic changes to the image itself and after being given instructions, we were not happy with the result.

ГЛОБАЛНОТО ЗАТОПЛЯНЕ СПРЯ ПРЕЗ 1998 Г.



**Но през 2025:
Южна Корея преживя
най-големите пожари в
своята история — десетки
загинали, хиляди евакуирани**

Продължавай да ми вярваш.



In conclusion, the general opinion of the group was that the meme is a powerful tool in the fight against fake news and stereotypes, as it is easily spread on social networks, the messages are well assimilated especially among the younger generations, and the joke form allows it to reach a huge audience. The exercise was useful for each of the participants. The group members expressed interest in keeping the materials given to them for the future and implementing the methodology among their learners.

Report on the group work on the method: "Audio-visual approach to feminism and climate change"

The presenter gave explanatory information on the topic of the film that was showed as topic for further discussion. The film showed address the History of the Klamath River problem that is a river that altered with a dam in the North America, leading to loss of biodiversity and negative impacts on the indigenous communities living with the river. The short movie 'Undammed' is produced by Swiftwater Film and available at the Patagonia channel:

<https://www.youtube.com/watch?v=PoZKMTqK8u4>

A brief discussion followed on the concepts of gender equality and what it means to integrate it into public policies, nature conservation and the framework based on the rights of indigenous peoples and an intersectoral approach. The concept of what 'intersectionality' means was clarified (looking through the intersection of the impact of different factors on an individual or group).

After watching the film, the Group had a discussion looking at the story from 3 different aspects:

1. The women's rights aspect:

1.1 How is this woman's life different from the lives of her ancestors - mothers and grandmothers?

It is noteworthy that most of the participants in the story were young women. Women and girls of the present generation have more choices, and have the opportunity for education. The dynamics of their lives have changed compared to previous generations, but tradition and modernity complement each other instead of opposing each other. They see the positive in traditions that allow them to lead full and healthy lives.

1.2. In your opinion, what skills and qualities does the main character in the film need in her everyday life?

She needs organizational skills, leadership skills and motivation. Her qualities are reinforced by her ancestral memory and supported by her family and the whole community. She also needs a lot of tenacity as the cause she is fighting for is difficult and long term. She also needs a lot of knowledge in various fields like law, biology, fish farming etc.

1.3. How does her active participation in the fight to remove dams contribute to a change in attitudes towards women and how does this affect women in her community?

Women are represented in their role as advocates, as they have always been. They have accumulated experience and knowledge, including ancient knowledge and the indigenous traditions derived from it. At the same time, the young women in the film are the bearers of modern ideas of leadership and the confidence that they can fight for the rule of law, which is on their side. The protagonist becomes a role model and a symbol of justice in the community.




2. The climate justice aspect:

2.1. How will removing the dams on the river help the local flora and fauna and the local population?

Land reclamation is a very difficult and slow process. What is destroyed in 50-60 years requires at least twice as long to be approximately restored. But the purpose of removing the concrete berms is to restore the natural path of the river and with it, the natural habitat of fish and wildlife.

2.2. What is the global significance of fish returning to the river?

It will restore the balance of species that are dependent on each other. The river itself will be restored, and so will the livelihoods of local people, which will bring new income and economic uplift. The film shows that the Klamath River basin used to be the third largest salmon fishery in



the U.S., and after the construction of the dams, the fish harvest dropped to 8% of what it had been. This was a drastic change in the livelihoods of indigenous people and in the economic independence of the region as a whole.

2.3. What other climate actions can be taken to support the local ecosystem?

First and foremost is the clearing of concrete walls and restoration of the natural river bed and path. Next is reforestation, water clarity monitoring, landslide prevention and fisheries regulation.

3. Indigenous rights aspect:

3.1 How does the climate crisis affect indigenous peoples?

They are gradually losing their livelihoods. Their rights enshrined in the US Constitution are practically violated, but at the same time they are orienting themselves towards education and choosing professions that lead them forward (law, biology, etc.) in standing up and reclaiming their rights.

3.2. How is the cultural identity of the tribe affected by contemporary changes in the environment they inhabit?

In addition to economic pressures and the loss of their natural habitat, indigenous peoples are also enduring emotional pressures caused by being forced to give up their traditional way of life without being able to take advantage of modern conveniences (they still do not have running water and electricity in their homes).

3.3 In your opinion, how can community action influence the actions of decision makers?

The first and main thing is that they raised the issue and persistently and relentlessly pursue their goals, becoming true leaders over the years. They gathered evidence of the results of wrong decisions (fish dying due to changing river conditions from human intervention) and organised advocacy actions such as public hearings that directly influence decision makers.