

# D2.1. Training materials for training of the partners and exchange of the knowledge and good practices

WP2. EXCHANGE OF THE GOOD PRACTICES TRAINING AND SUPPORT



**Title:** D2.1. Training materials for training of the partners and exchange of the knowledge and good practices

**WP leaders:** WECF

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# 1 Introduction

According to the International Energy Agency (IEA), despite making up 39% of the global workforce, women make up only 16% of the workforce in the traditional energy sector, with a Gender Pay Gap of 20%<sup>1</sup>. Recent data also shows that, despite spending more time at home and using more energy services, women have limited participation in domestic energy decision-making and are known to be more vulnerable to energy poverty.

One of the main objectives of the project *Empowering underrepresented women in the energy sector (EUWES)* is to raise awareness about and contribute to closing the gender gap in management and leadership positions across the energy sector. Through a comprehensive multi-level analysis and mapping of national policies and strategies, the EUWES project partners will identify and understand the barriers that hinder women's progress in the energy sector. Based on this data, the project will develop policy recommendations tailored to each national context as well as develop training targeting decision-makers, stakeholders, female STEM students and women already working in the energy sector.

Specifically, Work Package 2 will contribute to the removal of gender stereotypes in the energy sector and to empowering women working and studying in the energy sector to become future leaders and to reposition themselves in the existing structures by creating training materials that could be used and replicated in other countries. The Deliverable 2.1 gathers different training minutes and materials that have used previous experience and knowledge of the partners and have contributed to building the partners' mutual capacity.

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<sup>1</sup> IEA (2019): *Energy and gender. A critical issue in energy sector employment and access to energy*, source: <https://www.iea.org/topics/energy-and-gender> (last accessed 30.05.2023).

## 2 Online training

### 2.1 Training on mapping methodology

<b>Topic</b>	Mapping methodology
<b>Date</b>	11 <sup>th</sup> July 2023
<b>Duration</b>	2 hours
<b>Partner responsible</b>	WECF
<b>Number of participants</b>	5 (5 women)
<b>Slides</b>	<a href="#">EUWES web: Training-on-Mapping-Methodology Annex II</a>
<b>Recording</b>	<a href="#">Training on mapping methodology – Google Drive</a>

#### Minutes

- Aim of training:
  - Explain the different methods and tools of the mapping methodology to the partners.
  - Leave room for comprehension questions and discussion.
  - Brainstorm on databases, contact lists (for stakeholders), policy documents, and other content that already exist and can be used for the actual mapping process for each of the 4 project countries.
  
- Aim of the mapping:
  - Mapping Policies:
    - Understand the status quo of each national energy sector
    - Gathering data for D1.2, find gender policies and gender aspects in energy policies
    - Make data comparable for D1.4
  - Mapping Stakeholders:
    - Identify important actors that support EUWES goals
    - Create an overview of potential interview partners for gaining insight/qualitative data for D1.2
    - Identify gaps for placing policy recommendations
  - Mapping Beneficiaries:
    - Identify the target groups for beneficiary training
    - Create training material that matches the needs of women as well as counteracts on the barriers hindering them to enter the energy sector

After presenting the theoretical framework (gender-justice approach by Nancy Fraser; focus on rights, representation and redistribution) as well as the different methods (relational content analysis, lexical search, definitions of gender indicators for policy mapping, Power-Influence-Matrix by Mendelow for

stakeholder mapping, User's persona for beneficiary mapping), potential challenges were discussed such as:

- Not all partners are used to deal with qualitative research methods, e.g. relational content analysis and needs to dive into it.
- Each partners organization and each employee have their own academic background and their own way of finding and interpreting data. This might make it challenging to compare all D1.2 reports for D1.4 comparative analysis.
- Time pressure
- Finding no data on gender in each country, having restrictions in accessing the data
- Not much information about the gender-energy-nexus, since linking both areas is not that common in the 4 project countries.

The training was documented with a PowerPoint presentation as well as with a video recording uploaded to the shared Google Drive Folder: [Training on mapping methodology – Google Drive](#)

## 2.2 Training on communication

<b>Topic</b>	Communication
<b>Date</b>	1 <sup>st</sup> February 2024
<b>Duration</b>	1 hour
<b>Partner responsible</b>	ESF
<b>Number of participants</b>	6 (4 women and 2 men)
<b>Slides</b>	<a href="https://docs.google.com/presentation/d/1uwuaNk7gsUb5Y5U730xWgD7Hf5b58F1v/edit?usp=sharing&amp;oid=117881027496874149597&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1uwuaNk7gsUb5Y5U730xWgD7Hf5b58F1v/edit?usp=sharing&amp;oid=117881027496874149597&amp;rtpof=true&amp;sd=true</a> Annex III
<b>Recording</b>	<a href="https://youtu.be/RaSk9yeH4BI">https://youtu.be/RaSk9yeH4BI</a>

### Minutes

We identified some communication opportunities as well as different strategies to improve the project's impact (see slides before reading the discussion).

### Key Dates:

Below there is an initial compilation of essential opportunities for promoting our work within the EUWES project.

- Create short videos (reels) explaining reports D1.2 in our national language.
- Obtain photographs and short videos or quotes from participants during round tables.

We should take into account to use the specific hashtags #EUWES to enhance visibility across various platforms.

### Web and Social Media Strategies:

Optimising the visibility of our website is crucial. Sharing its link on our respective websites and social media platforms can amplify its reach. This presents an opportunity to disseminate this content through our usual channels, incorporating the website link: <https://euwes.door.hr/>

Other ideas mentioned during the discussion were:

- Publish short news items on the website. Each partner can share their participation in conferences, meetings, etc....
- Cross-post on other relevant websites. Utilize networks to connect with sister projects and share links.
- Organize website content by work packages, providing a brief description of each package.

**Twitter:**

Keeping track of project-related tweets amidst the Twitter feed can be challenging. A simple solution is to tag each other in posts, triggering notifications. Additionally, tools like TweetDeck can assist in monitoring the #EUWES hashtag, facilitating engagement with discussions surrounding the project.

**Instagram:**

Collaborating amongst partners by cross-posting content on Instagram can significantly enhance visibility. Instagram's algorithm often favors such collaborative posts, deeming them as relevant content deserving wider exposure.

**Mailing:**

Sharing pertinent project updates through targeted mailings is another effective strategy. Leveraging lists established in Work Packages 1 and 2 can ensure information reaches the appropriate audience.

Partners can also use their newsletter to distribute posts and updates to a wider audience. This would help to increase the project's outreach.

**Internal Strategies:**

Maintaining a shared calendar can centralize information on upcoming events or actions, enabling all organizations to stay aligned with project activities.

One resolution proposed during our discussion was to share an Excel table that includes a calendar in which all partners share the same content twice a month. The table will include a brief English summary for internal use, to later be translated into each national language. After these two communicative moments, each partner can propose independent content.

**Visual Identity:**

ESF will develop different front cover templates for each work package by changing the front image or its colours.



## 2.3 Training on joint policy recommendations

<b>Topic</b>	Joint policy recommendations for EUWES project
<b>Date</b>	23 <sup>rd</sup> of April 2024
<b>Duration</b>	1 hour
<b>Partner responsible</b>	Focus
<b>Number of participants</b>	10 (9 women and 1 men)
<b>Slides</b>	D3.2 Policy recommendation draft was used
<b>Recording</b>	/

### Minutes

- Aim of training:
  - Explain the joint recommendations of the EUWES project produced by Focus and improve partners' understanding of the proposals we are advocating at the EU level.
  - Provide opportunity to discuss joint policy recommendations and suggest changes or amendments.
  - Brainstorm on examples of best practices that support our recommendations and would give policy/decision makers a better idea of what we are proposing.
  - Brainstorm on how to enhance feminist perspective of joint policy recommendations.

Training was divided based on the target audience of a certain scope of recommendations: educational institutions, private sector, policy decision makers (European Commission). The presenter went through all the sets of recommendations. After each session there was an interactive session on how to improve recommendations and what are best practices that would better illustrate the recommendations.

After finishing with the presentation of joint policy recommendations a special part of the training was dedicated to the feminist approach to energy policy and on how project partners can further incorporate it into our recommendations.

No PowerPoint presentation was provided for the training. Instead, the presenter shared a Google Drive document and scrolled through the document explaining the recommendations. For the proposals of other recommendations and best practices we used Ideaboardz.com. For each section of the presentation we used a separate board: [educational actors](#), [private sector](#), [policy/decision makers](#). We also used a separate board to collect [proposals on enhancing a feminist perspective of our recommendations](#).

Zoom Meeting

Sign in

EUWES training on joint policy recommendati...

**NEW** You are chatting as a guest

Messages sent here are also posted in a meeting group chat in Team Chat. This means:

- Guests like you can post and see messages only during the meeting.
- All others can see, save, and share all posts even if they aren't present in the meeting.

Got It

Jiwon Yoo (WECF) joined as a guest

Who can see your messages?

To: Meeting Group Chat

<https://deaboardz.com/for/Educational%20actors/5260669>

02:44 10:04 23. 04. 2024

Zoom Meeting

Sign in

EUWES training on joint policy recommendati...

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Messages sent here are also posted in a meeting group chat in Team Chat. This means:

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Got It

Jiwon Yoo (WECF) joined as a guest

Who can see your messages?

To: Meeting Group Chat

<https://deaboardz.com/for/Educational%20actors/5260669>

02:44 10:04 23. 04. 2024

You are viewing Focus Association for Sustainable Dev.'s screen

View Options

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docs.google.com/document/d/1erX2sXUpVezOa3XS1tjW9janf6uMfNioEHlkhmZ8/edit

Inbox - katjusa@fo... My Drive - Google... FOCUS, DRUSTVO... Prijava - Focus... DELOVNA D3.2. Jol... DELOVNA D3.2. Poli... Finance 2024

D3.2. Joint policy recommendations

Datoteka Urejanje Ogljed Vstavil Oblika Orodja Razširitev Pomoč

more women to STEM studies and creating environments where female students can thrive.

**Recommendations:**

**Promote gender equality at the workplace:**

- Educational institutions should adopt **Gender equality plans** at the school, university or faculty level as an effective way to institutionalize efforts to promote gender equality. These plans can identify strategic areas for improvement, set ambitious objectives, and outline concrete measures for achieving gender equality.
- Educational institutions should **provide courses, workshops or training sessions for teachers and professors** to enhance their understanding of gender issues and unconscious biases. These sessions could include discussions on gender stereotypes, unconscious biases, and strategies for creating inclusive learning environments. By raising awareness, educators can better understand how their own biases may impact their interactions with students and work towards creating a more equitable classroom environment. This is in particular important for universities and faculties from STEM fields.
- **Strengthening the position of awareness and equal opportunities officers within educational institutions** is crucial for providing ongoing support and guidance to both faculty and students. By multiplying these positions and establishing equal opportunity officers for each department or faculty, institutions can ensure that there is dedicated support available for addressing gender equality issues at all levels. These officers can play a key role in implementing gender equality initiatives, providing resources and support to faculty, and advocating for institutional change.

**Integrate gender perspectives into STEM curricula:**

- Utilizing funding opportunities such as Erasmus+ projects to develop initiatives that

Unmute Stop Video Participants Chat Share Screen Summary AI Companion Record Reactions Apps Whiteboards Notes More Leave

## 2.4 Training on EU advocacy

<b>Topic</b>	Training on EU advocacy
<b>Date</b>	27. 6. 2024
<b>Duration</b>	1h 30 min
<b>Partner responsible</b>	Focus
<b>Number of participants</b>	7
<b>Slides</b>	<a href="#">Slides</a> , Annex I
<b>Recording</b>	<a href="#">Audio</a> <a href="#">Video</a>

### Minutes

The aim of the training was to provide knowledge about EU advocacy to empower project partners in conducting advocacy activities for the EUWES project. The training was conducted with the support of subcontracted expert Martha Myers-Lowe, a freelance consultant specializing in EU advocacy.

The training began with a brief explanation of EU institutions as advocacy targets, highlighting various departments and committees relevant to EUWES advocacy. It continued with a section on how to engage with the new European Commission. This part included strategies for directly engaging the Commission, engaging through platforms or working groups, and collaborating with existing EU gender equality networks.

Useful tips were provided on ensuring that EUWES aims align with the EU legislative agenda.

A short interactive session followed, where participants were tasked with framing a recommendation suitable for presentation to the European Commission. Participants considered aspects such as funding, national programs, research, education, institutional changes, and regulation.

You 10:37

- Gender action plan for EU funding programmes (similar to Horizon)
- More funding for Energy poverty measures
- Women and non-binary people and STEM (STEM entrepreneurship and EU funding) – A fund similar to Social & Climate Fund
- Calls dedicated to gender equality
- At least 50 % of Erasmus + programmes focusing on gender
- EU should force MS to include gender aspect (gender mainstreaming) into documents such as NECPs to encourage

Andrea Vides de Dios - ESF 10:38

- Integrate a gender perspective into Social Climate Funds
- Provide gender-specific capacity building for DG Energy
- Generate Gender-Disaggregated data to inform energy strategy
- Mandate gender equality plans and self-assessment for companies

Jiwon Yoo (WECE) 10:38

- More interdisciplinary themes in the Gender perspective, related to innovation and technology

After the interactive session, the presenter explained how to organize events in the EU Parliament. Good practices include organizing events with allied MEPs, engaging with existing EP events, and

working with civil society allies or through European Council members.

The presenter also discussed various ways to engage with new MEPs, including how to identify MEPs who are in the relevant committees and what types of engagement can be requested from them. This can range from lobbying for specific legislation to asking them to share EUWES messages on social media. It was noted that it is beneficial to engage with MEPs who may not be our natural allies, as we can still approach them and frame our demands based on their values.

The second interactive session followed, where participants debated in groups on how to approach a given MEP. They discussed which EUWES-related problems should be presented to the MEP based on their committee, how to present EUWES solutions to these problems, how EU institutions can help, and what specific actions we are asking the MEP or their committee to take.

The presenter concluded the training by outlining the next steps for EUWES partners.



## 3 All-day training in Munich

### 3.1 Training on feminist moderation

<b>Topic</b>	How to moderate a discussion in a feminist way
<b>Date</b>	16 <sup>th</sup> November 2023
<b>Duration</b>	1h 30 min
<b>Partner responsible</b>	ESF
<b>Number of participants</b>	8 (8 women)
<b>Slides</b>	<a href="#">EUWES web Feminist-moderation</a>
<b>Recording</b>	/

#### Minutes

We began by agreeing on some solidarity principles for the EUWES consortia discussions be present, engage fully, make space, expect the best of people, attack the issue and no discrimination.

#### A feminist approach to knowledge:

We collectively thought of examples of how dominant knowledge practices disadvantage women\*:

- Excluding them from the knowledge creation process.
- Denying their authority to participate.
- Denigrating other cognitive styles (i.e. exposing feelings).
- Producing theories that represent women\* as inferior, or significant only in ways that serve male interests.
- Producing theories about social phenomena that invisibles women\* or gendered power relations.
- Producing knowledge that reinforces gender and other social hierarchies.

There is an agreement within feminist knowledge theories that states that we need a greater presence of women in knowledge. This should not be just in a quantitative sense, but also to include a feminist approach to knowledge production. Thus, women's participation is important:

- To reduce gender bias and assure objective and neutral knowledge (feminist empiricism).
- Because subaltern groups can offer a purer and broader perspective than dominant groups (feminist standpoint theory).
- Because the partiality of our knowledge makes a plurality of perspectives necessary (postmodern theories).

#### Collective production of knowledge:

Collectively producing knowledge can imply a transformation and improvement of reality. We thought of

some examples in our own countries and contexts, like Aliança contra la Pobresa Energètica in Catalonia.

### **Creation of safe and accessible discussions:**

We jointly developed a description of what a safe space should be, agreeing on a space free of discrimination and that encourages the participation of everyone in an equitable way. In order to make it possible we can:

- Before the meeting
  - Select a comfortable format and environment
  - Create a safe space team and protocol
  - Try to get a list of participants and scan where conflict might arise.
- During the meeting
  - “This is a safe space for dialogue, please suspend judgement”
  - Go through the solidarity principles
  - Inform whom and how to contact the safe space team
  - Pay attention to who is mostly speaking and try to call on speakers who have not yet said anything.
- After the meeting
  - Feedback mechanism

It is also important to create an accessible discussion following the following instructions:

- Consider the accessibility of the building.
- Ask in advance what people's needs are and cater for them (regular breaks, adequate time, adequate duration, etc.)
- Transport, are there accessible options?
- When talking to someone with an assistant, make sure you speak to the person and not to the assistant (same to people with interpreters).
- When you use acronyms, make sure you spell them out in full. Avoid using jargon or slang, as this is difficult for non experts or non fluent speakers to understand.
- Use inclusive language (gender sensitive).

The moderator should be aware of some suppression practices to avoid them to happen:

- Making invisible: not listened to when they speak, not followed-up
- Ridiculing
- Withholding information: address issues when they are not present
- Double punishment
- Blaming and shaming
- Objectifying: comment on appearances
- Violence and threats of violence
- Projection method: not holding responsibility

- Consider the accessibility of the building.
- Ask in advance what people's needs are and cater for them (regular breaks, adequate time, adequate duration, etc.)
- Transport, are there accessible options?
- When talking to someone with an assistant, make sure you speak to the person and not to the assistant (same to people with interpreters).
- When you use acronyms, make sure you spell them out in full. Avoid using jargon or slang, as this is difficult for non-experts or non-fluent speakers to understand.
- Use inclusive language (gender sensitive).

After acknowledging those practices, we recreated some situations in which the moderator had to stop some of them.

### **Feminist moderation techniques:**

Some feminist practices to be implemented during discussions by the moderator would be:

- Active verbal communication: verbally spot conflictual dynamics.
- Allow silence when needed: it allows space for reflection.
- Use restatements: make sure you have not misunderstood.
- Personal space and body language: Removing from physical space when necessary; avoid offensive body language.
- Focus on feelings to stop a conflict from escalating.

## 3.2 Training on energy and gender nexus

<b>Topic</b>	Exploring the energy and gender nexus
<b>Date</b>	16th November 2023
<b>Duration</b>	90 minutes
<b>Partner responsible</b>	ESF
<b>Number of participants</b>	6 (6 women)
<b>Materials</b>	<a href="https://www.sciencedirect.com/science/article/abs/pii/S221462962030133X">https://www.sciencedirect.com/science/article/abs/pii/S221462962030133X</a>
<b>Recording</b>	/

### Minutes

Aim of the training:

- To delve into the concept of feminism/gender in relation to the energy model.
- To establish academic background and to share different visions between partners regarding this issue.
- To serve as input for future public policy recommendations to be worked on by different partners.

We began by reading the paper and we underlined each of the sentences that seemed most relevant to us in the article and that allowed us to better represent the concepts worked on by the project.

We first discussed our positionality regarding the article as organizations, as well as our general impression of its main theses.

We shared the chosen phrases and discussed the concepts expressed in the article and proposals such as the power structures inherent in the energy market and what contributions the gender perspective could make to empower women in this regard.

We worked on the proposals for the article based on the conclusions of the previous sessions, sharing the situation in the different countries, and their different situations in terms of the existing scope of work on gender and energy.



### 3.3 Exchange on national mapping gender policies reports

<b>Topic</b>	Mapping energy and gender policies
<b>Date</b>	16 <sup>th</sup> November 2023
<b>Duration</b>	2 hours
<b>Partner responsible</b>	WECF
<b>Number of participants</b>	8 (8 women)
<b>Slides</b>	/
<b>Recording</b>	/

**Minutes**

The exchange was conducted during the 2<sup>nd</sup> partner meeting in Munich, on the 16<sup>th</sup> of November 2024.

All partners had prepared a draft of their respective report D1.2, WECF has proofread them to carve out the similarities and differences as a basis for the comparative analysis (D1.4). Furthermore, WECF gave feedback to the partners on how to restructure their reports and how to fill some gaps.

The main result of the first proofread round shared by WECF was that:

- none of the analyzed partner countries pursue gender mainstreaming in energy policies, but that all 4 countries have several gender policies.
- there is a high need in training for STEM students and STEM disciplines, since gender stereotypes reflected in the education sector led to the underrepresentation of women in energy companies/private sector.

It was recommended that all partners edit their reports towards adding internal gender frameworks and the implementation/adaptation of these in their countries (such as the UN Resolution 1325 or 2030 Agenda on Sustainability (in terms of SDG 5 Gender Equality).

WECF had provided a template for a structure to allow for comparison between all reports (the template was provided in the D1.1 Mapping Methodology). So, it was recommended to all partners to stick to this clear chapter structure with subchapters (Theoretical framework, methodology, discussion and empirical part on internal gender frameworks, national gender frameworks, national energy policies, analyzing energy policies with a gender-lense, women’s representation in the private sector and women’s representation in the economic sector, as well as a first draft of policy recommendations).

Furthermore, the discussion revolved around finding the right framing of gender aspects, in terms of when and whether to use the term “sex-disaggregated data” or “gender-disaggregated data”, in terms of when to use the terms “feminism” and “gender justice”. Also, it was recommended that all consortium partners make sure that they include insights from their stakeholder interviews in the respective D1.2. In the discussion, it was highlighted to further extend points on the gendered dimensions of energy poverty.

# 4 All-day training in Barcelona

## 4.1 Training on WP2 materials D2.2

<b>Topic</b>	Train the trainers - modules for stakeholders
<b>Date</b>	16th of May 2024
<b>Duration</b>	1,5 hours
<b>Partner responsible</b>	WECF
<b>Number of participants</b>	6 - 4 W, 2 M
<b>Slides</b>	/

### Minutes

The aim of this training was to present the prepared training material for D2.2 to all partners and try out some tasks and tools together. Hence, it was a format of Train the trainers (ToT).

The training was split into modules concerning authorities & decision-makers, private sector, and research & academia. Due to a limit of 1,5 hours of this training, only some slides of the prepared material (D2.2) were shown and reflected upon, each for 30 minutes.

- Authorities/decision-makers: The training for authorities highlighted the topic of gender-responsive energy policies. Firstly, a short input about the reasons for including gender indicators within policies was given by WECF, so that the partners have arguments they can provide to stakeholders. Together, the partners brainstormed on the question “Which gender indicators are necessary to identify an energy policy as gender responsive?” in a Google Jamboard. This brainstorming task is meant to serve as a starting interactive task during the stakeholder training. Some of the indicators collected were for example the addressing of barriers that impede women to benefit from measures, the addressing of structural causes of inequality and the intersections of inequality (e.g. in terms of age, immigrational background, parenthood).
- Private sector: For the private sector, WECF focused on showing the module on Diversity, Equity, and Inclusion (DEI) to the partners and on testing 2 concrete interactive methods with them: The Power Flower and the Privilege Walk. Both methods are based on reflections; the participants must (re)think about their privileges and the background they come from and discuss with each other what kind of barriers exist that hinder diverse social groups from fully participating, e.g. in decision-making processes, and including how certain social factors can grant or deny advantages in life. It encourages self-reflection and awareness of one's own privileges and the systemic inequalities that affect different groups. The Privilege Walk is a group exercise and the Power Flower a tool that can be used as a pre-step for the one-on-one reflection. WECF decided to test these two activities due to a short amount of time of the overall partner’s training, since these activities illustrate the DEI principles as well as the topic of

intersectionality. During the WP1 of EUWES project, stakeholders in interviews for D1.2 and D1.3 mentioned that they would appreciate content on these topics.

- Research & academia: WECF decided to introduce the reasoning behind Gendering STEM studies and disciplines to the partners. For example, the partners discussed stereotypical thinking and an androcentric perspective, focusing on the needs of men, which can lead to faults in innovative processes or the usage of technologies (a commonly known example is the one of the airbags). Incorporating the gender perspective into energy technologies helps to react to the needs that different genders have in terms of using the technology, hence this is one of the reasons to start with that perspective already in study programs. After introducing the reasons, the partners aimed to test one interactive module which is 'Creating a module on gendering STEM'. WECF showed some best practices of universities which have interdisciplinary seminars, and which are incorporating them in STEM curricula. The aim of the task is to think about a similar seminar or lecture that universities can offer, also in terms of credit points (ECTS), bachelor's or master's program, hours, and concrete subtopics.
- The partners discussed the advantages of the content prepared for D2.2 and the different tools and methods. The feedback from the partners can be incorporated when conducting the training in each project country and when editing the training material.

## 4.2 Training on WP2 materials D2.3

<b>Topic</b>	Train the trainers - train the beneficiaries
<b>Date</b>	16th May 2024
<b>Duration</b>	1,5 h
<b>Partner responsible</b>	ESF
<b>Number of participants</b>	6 (4 women)
<b>Slides</b>	/

### Minutes

The aim of this training was to present the prepared training material for D2.3 to all partners.

The training was split into modules concerning students, employees in the energy sector, and mixed groups.

### Female students:

<b>Subjects</b>	Gender, Fossil Energies, Just Transition, Intersectionality, Renewables, Feminisms, Impacts, Ecosocial Transition, Global Justice, Climate Emergency	
<b>Estimated time</b>	2 hours	
<b>Participants</b>	Students over 15 years old.	
<b>Learning outcomes</b>		
<ul style="list-style-type: none"> <li>• Students know the relevance of energy in today's world.</li> <li>• Students can recognize and question professional gender stereotypes.</li> <li>• Students know the links between gender and energy.</li> <li>• Students exercise critical-constructive thinking.</li> <li>• Students create their own idea of a fair energy model and how to promote it.</li> </ul>		
<b>Materials</b>		<b>Preparation for the trainer</b>
<ul style="list-style-type: none"> <li>• Guide, cardboard, continuous paper, post-its and markers</li> </ul>		Read this guide carefully.

The partners discussed the different possibilities of the proposal, and how to adapt it to different groups of students according to their profile and background knowledge.

### Women employees in the energy sector:

<b>Subjects</b>	Gender, Fossil Energies, Just Transition, Intersectionality, Renewables, Feminisms, Impacts, Ecosocial Transition, Global Justice, Climate Emergency	
<b>Estimated time</b>	2 hours	
<b>Participants</b>	Women working in the energy sector	
<b>Learning outcomes</b>		
<ul style="list-style-type: none"> <li>• Women identify obstacles to equality within their workplace.</li> <li>• Women know the links between gender and energy.</li> <li>• Women are able to advocate against the situations of inequality and violence that they perceive and/or experience.</li> <li>• Workers develop tools for equality in their workplace.</li> </ul>		
	<b>Materials</b>	<b>Preparation for the trainer</b>
	<ul style="list-style-type: none"> <li>• In-person: Projector, presentation, cardboard, post-its, tape, and markers.</li> <li>• Online: Presentation, Zoom and Miro.</li> </ul>	Read this guide carefully.

### Mixed group:

<b>Subjects</b>	Gender, Fossil Energies, Just Transition, Intersectionality, Renewables, Feminisms, Impacts, Ecosocial Transition, Global Justice, Climate Emergency	
<b>Estimated time</b>	2 hours	
<b>Participants</b>	Students in technical programs and women working in the energy sector.	
<b>Learning outcomes</b>		
<ul style="list-style-type: none"> <li>• Students find mentorship in women working in the energy sector.</li> <li>• All participants identify the links between gender and energy.</li> <li>• All participants are able to advocate against the situations of inequality and violence that they perceive and/or experience.</li> <li>• All participants find tools to support each other.</li> </ul>		
	<b>Materials</b>	<b>Preparation for the trainer</b>
	<ul style="list-style-type: none"> <li>• Guide, cardboard, post-its and markers</li> </ul>	Read this guide carefully.

The partners discussed the advantages of the content prepared for D2.3 and the different proposals. The feedback from the partners can be incorporated when conducting the training in each project country and when editing the training material.

## 5 Conclusion

During these 15 months of the project, the partners have developed training proposals based on their experiences and their possibilities and responsibilities in the present project. All trainings have contributed to improving partners' skills and knowledge in the gender and energy nexus, stakeholder mapping techniques and public policy analysis, the use of feminist techniques (in the moderation of spaces and activities) and advocacy at the European level.

This interaction and cooperation between partners have allowed the execution of the other work packages and implementation of tasks in a more effective and coordinated way, enhancing pre-existing strengths and qualities and guaranteeing future actions with the sustainability provided by the training of trainers. All in all, the objectives set for this task have been achieved in a satisfactory manner, as the attached minutes and materials indicate.

## 6 Materials for trainings

The materials for the trainings described above are to be find at:

<https://drive.google.com/drive/u/1/folders/1zCv1440dEhqXSjhTzc3ZvqJmcYQgayb>

Some of the materials used for internal training have not yet been made public by the organizations, so the link is attached so that they can be consulted for verification purposes.

In the following pages, slides from other presentations can be found.

## Annex I

# EU advocacy



Aim: To feel confident in engaging with EU institutions on EUWES demands (EC + EP)

Martha Myers, [LinkedIn](#)

## EU advocacy targets

### → European Commission: Technical

- ◆ Departments for EUWES → [Justice and consumers](#), [Energy](#), [Climate](#)
- ◆ Research and programmes → Just Transition Platform, Equality platform for energy sector, Gender Equality platform

### → European Parliament: Political

- ◆ Relevant committees for EUWES → [FEMM](#), [ITRE](#), [ENVI](#), [CULT](#), [EMPL](#)
- ◆ Members decided [next week](#)

### → Council of the EU: National (least transparent)

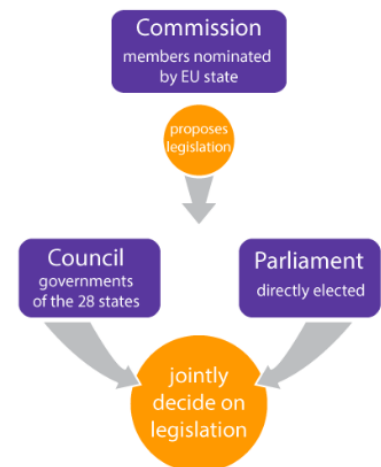
- ◆ Government ministers from each country
- ◆ Not to be confused with the European Council! (Heads of state) [info here](#)

### ★ Committee of the Regions (CoR)

- Advisory board of local representatives to advise on EU regulation

### ★ European Economic and Social Committee (EESC)

- Voice of civil society in Europe



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# Q1: How to engage with the new European Commission?

- Direct advocacy (Sept onwards)
- A platform or working group
  - ◆ [Just Transition Platform - New equal opportunities working group](#) advisors to European Commission
  - ◆ [EU Equality platform for the energy sector](#) advisors to European Commission
- Work with ongoing EU Gender Equality networks
  - ◆ [Gender Equality good practice seminars](#)
  - ◆ [European network of experts on gender equality](#)
  - ◆ [European Institute for Gender Equality](#)
  - ◆ [Network of legal experts in gender equality and non-discrimination](#)
  - ◆ Commissions [Gender Equality Strategy 2020-2025](#)

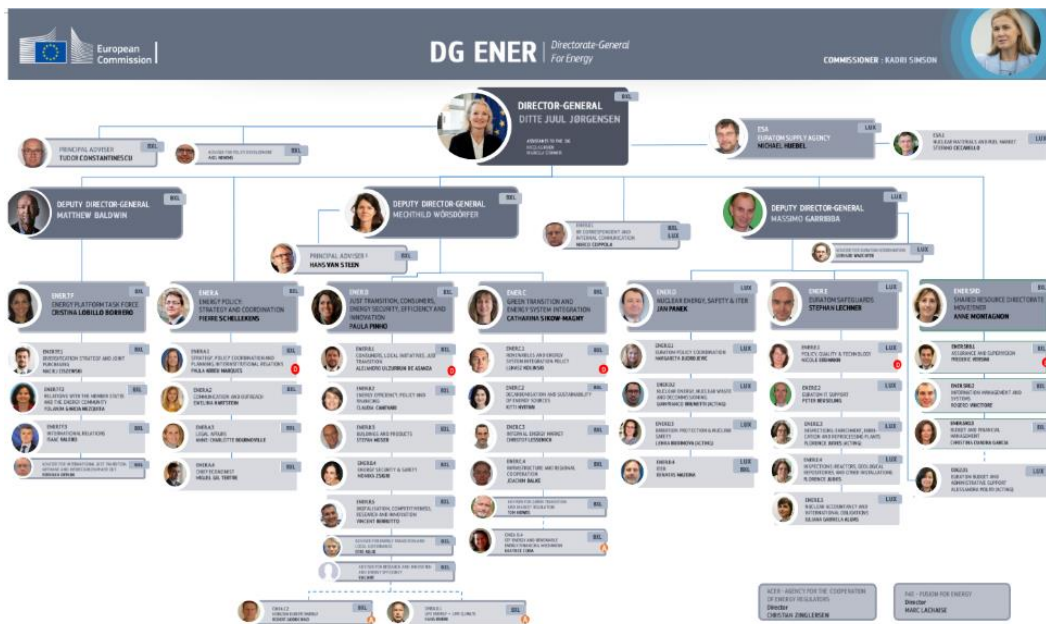
Over **30,000** lobbyists in Brussels, mainly corporations.

A very small percentage are civil society

**Check:** You are on the [EU Transparency register](#)

More on [EUWES document here](#)

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Freelance consultant



Commission contact: [FIRST.LAST@ec.europa.eu](mailto:FIRST.LAST@ec.europa.eu)

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## How do EUWES aims fit into the EU legislative agenda?

- ★ [Strategic agenda 2024-29](#) (security, defence, energy, migration+)
- ★ [Legislation 'train'](#)



The screenshot shows the 'Legislative Train Schedule' website. At the top, there is a header with the title 'Legislative Train Schedule' and a search icon. Below the header is a decorative banner with a cityscape and a train. The main content area features a table with the following columns: 'Legislative Initiatives', 'Announced', 'Tabled', 'Blocked', 'Close to adoption', 'Adopted/Completed', and 'Withdrawn'. The table lists six initiatives, each with a corresponding number of initiatives in each stage.

Legislative Initiatives	Announced	Tabled	Blocked	Close to adoption	Adopted/Completed	Withdrawn	
1 A EUROPEAN GREEN DEAL	0	31	27	5	24	76	5
2 A EUROPE FIT FOR THE DIGITAL AGE	0	28	12	4	14	51	5
3 AN ECONOMY THAT WORKS FOR PEOPLE	0	15	26	11	15	70	6
4 A STRONGER EUROPE IN THE WORLD	0	13	4	6	0	54	2
5 PROMOTING OUR EUROPEAN WAY OF LIFE	0	13	17	1	8	60	1
6 A NEW PUSH FOR EUROPEAN DEMOCRACY	0	9	12	1	4	38	1

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## Discussion (15 mins)

*The European Commission requires tangible and technical recommendations*

What specifically can EUWES partners ask the European Commission to do?

- Funding
- National programmes
- Research
- Education
- Changes in institution ways of working
- Regulation
- +?

*Example: A social climate fund to fund renovation programmes for vulnerable households*

7 min break out room in pairs then feedback

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## Q2: How to organise events at the European Parliament?

With:

- An allied MEP
- Existing EP events ([Gender Equality Week 23](#))
- Work with civil society allies (e.g. [Beyond Growth conf](#))
- European Council member

Can also apply to organise events at:

- The Committee of the Regions ([Application here](#))
- The EESC ([Application here](#))



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## Example MEP outreach

European Parliament

Lina GÁLVEZ

Group of the Progressive Alliance of Socialists and Democrats in the European Parliament

Member

Spain - Partido Socialista Obrero Español (Spain)

Date of birth: 13-09-1989 - Seattle

Home

Vice-Chair

- Committee on Industry, Research and Energy

Member

- Committee on Women's Rights and Gender Equality
- Delegation for relations with the United States

Substitute

- Committee on Employment and Social Affairs

Home

- Main parliamentary activities
- Other parliamentary activities
- Curriculum vitae
- Declarations
- Assistants

Lina Gálvez Muñoz  
@linagalvezmunoz

Dream team

Let's keep fighting 🙌

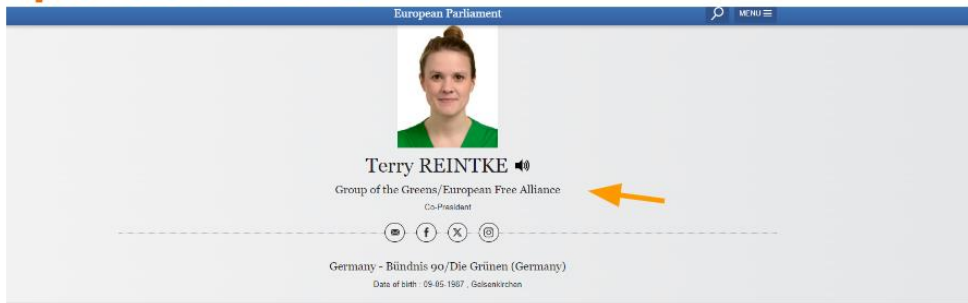
Stronger gender equality for a better Europe 🇪🇺

@TheProgressives Katarina Barley & all

Example MEP outreach

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# Example MEP outreach



## Home

### Member

**CONF** Conference of Presidents

### Substitute

- EMPL** Committee on Employment and Social Affairs
- LIBE** Committee on Civil Liberties, Justice and Home Affairs
- FEMM** Committee on Women's Rights and Gender Equality
- DLIN** Delegation to the EU-UK Parliamentary Partnership Assembly

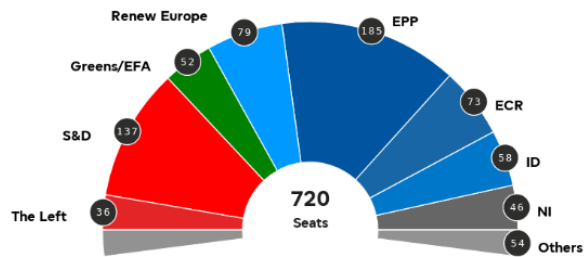
### Most recent activities

Home
Main parliamentary activities
Other parliamentary activities
Curriculum vitae
Declarations
Assistants

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## European Parliament 2024 - 2029

Provisional results



### Provisional

Composition of the European Parliament based on available provisional or final national results published after voting has finished in all Member States, based on the structure of the outgoing Parliament.

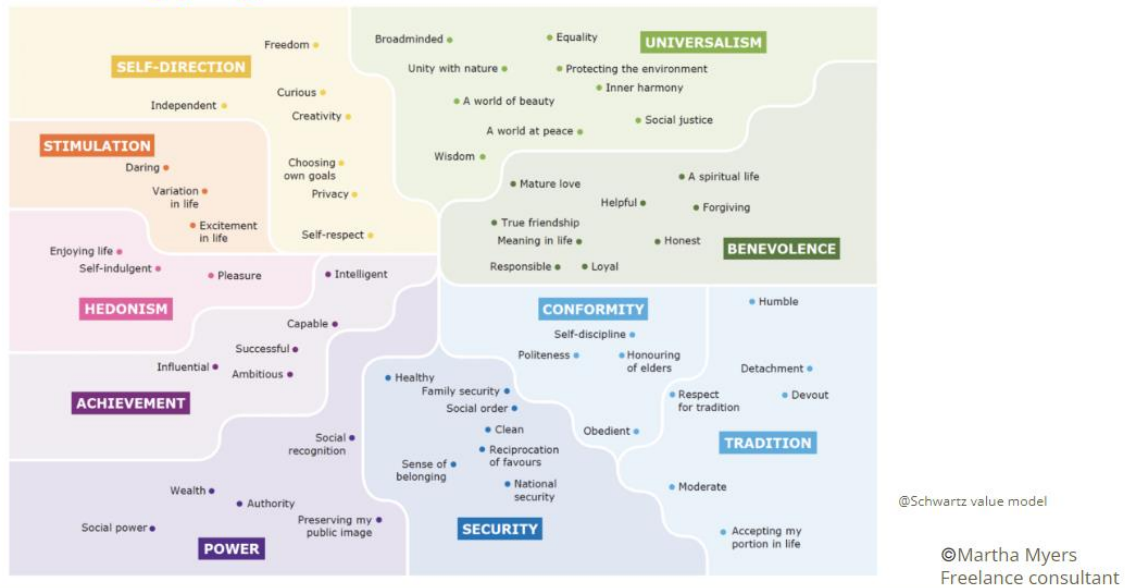
According to Parliament's rules of procedure, a political group shall consist of at least 23 Members elected in at least seven Member States.

Source: Provided by Verian for the European Parliament



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# Value mapping



## Activity: Advocacy in European Parliament (15 mins)

**Step 1:** Identify an MEP you want to reach out too in a relevant committee from your country (2 min)

**Step 2: Discuss as a group how you would approach this MEP on behalf of EUWES to clearly state:**

1. The problem
2. EUWES solution
3. How can the EU institutions help
4. What you are asking from them and their committee

\*Aim for 2 sentences for each point\*

Please put number by your name: FOCUS (1), DOOR (2), ESF (3), WECF (4)

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## Suggested EU steps for EUWES partners

### July

- Scan committee members of relevant European Parliament committees from your country. Who would be good to reach out too?
  - ◆ Send EUWES recommendations to 8 MEPs per organisation, also requesting a meeting
- Send recommendations to relevant EU coalitions & NGO allies
- Play a role in relevant European Commission platforms (JTP, Equality in energy sector)

### Sept/Oct

- Scan legislative agenda relating to your objectives

### Nov

- Meetings with European Commission representatives ([Martha can help if needed](#))

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## Qs & final thoughts



Thank you for your great work!

Feel free to reach out anytime

## Annex II



TRAINING:

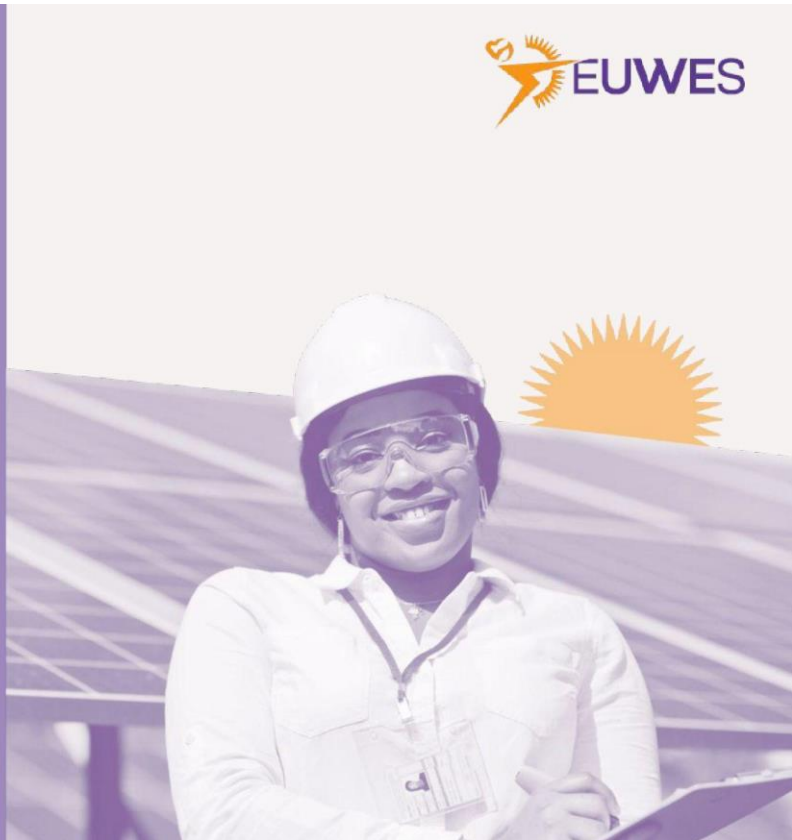
### MAPPING METHODOLOGY

For EUWES Partners

July 2023 – WECF

Marta Ferdebar

Kiara Groneweg



### Agenda

- Introduction
- Aim of the Mapping
- **Background information**
- Mapping of Policies
- Stakeholder Mapping
- Target Group Mapping
- Q&A



## Aim of the mapping

### Mapping Policies

- Understand the status quo of each national energy sector
- Gathering data for Deliverable 1.2, find gender policies and gender aspects in energy policies -> D1.2 due end of October (if postponed)
- Gathering data for Deliverable 1.4, aim to compare the distinct national situations

### Mapping Stakeholders

- Identify important actors that support EUWES goals
- Identify 4-8 people for indepth-interviews and meetings
- Generate information for Deliverable 1.3



### Target Group Mapping

- Identify target groups for training
- Understand the needs of women as well as the barriers hindering them to enter the energy sector
- In comparison to the other both mappings – not the highest priority

## Background information

### Mapping from a gender-just point of view

- Aim was to find an analytical standpoint, several indicators to agree on
- 3 focal aspects: Representation, Recognition, Redistribution
- **Representation:** Women's representation in the energy sector workforce is below 30% in all partner countries. One of EUWES main goals is to raise this percentage.
- **Recognition:** Transforming the energy sector, making women visible, e.g. through creating access to training and equal chances – women should have the same possibilities to join the energy sector than men have
- **Redistribution:** Having the same access to financial resources, reducing the Gender Pay Gap, Gender Care Gap, Gender Pension Gap in the energy sector





## Mapping policies

### Criteria for selecting policies

- Time frame of 2005-2023
- Different types of policies
  - Gender Equality Policy Initiatives; check EIGE Gender Equality Index
  - Gender Mainstreaming
  - Gender Action Plans to international climate treaties or energy policies
  - Energy policies: identify the three main energy policies (most recent) and do a lexical search
- 1) Search for policies, 2) Create an overview with the policy template, 3) Prioritize around 10 policies/initiatives and analyse 5 of them in more detail

#### How to find data:

- Webpages of ministries, governmental institutions
- EIGE Gender statistics data base, UN Women Data Hub
- Check on other data banks, e.g. on OECD, World Bank etc. for your country
- Google Scholar and Academic Institutions data banks for publications on gender in the national energy sector

## Relational content analysis

### Why?

- This type of analysis just helps to structure the content of the distinct policies
- Provides a direction by asking questions:
  - How do national strategies promote gender equality?
  - Which measures ensure equal opportunities for women to participate in the energy sector, especially in leadership positions?
  - Do the strategies and measures go further, and address representation, rights and redistribution aspects aligned to gender?
  - Which sectors are pushing gender equality in the energy sector beyond the energy sector itself? Is there a cross-sectoral strategy?
- Use Gender codes & indicators to cluster the relation between gender and energy

### Set of gender codes & indicators:

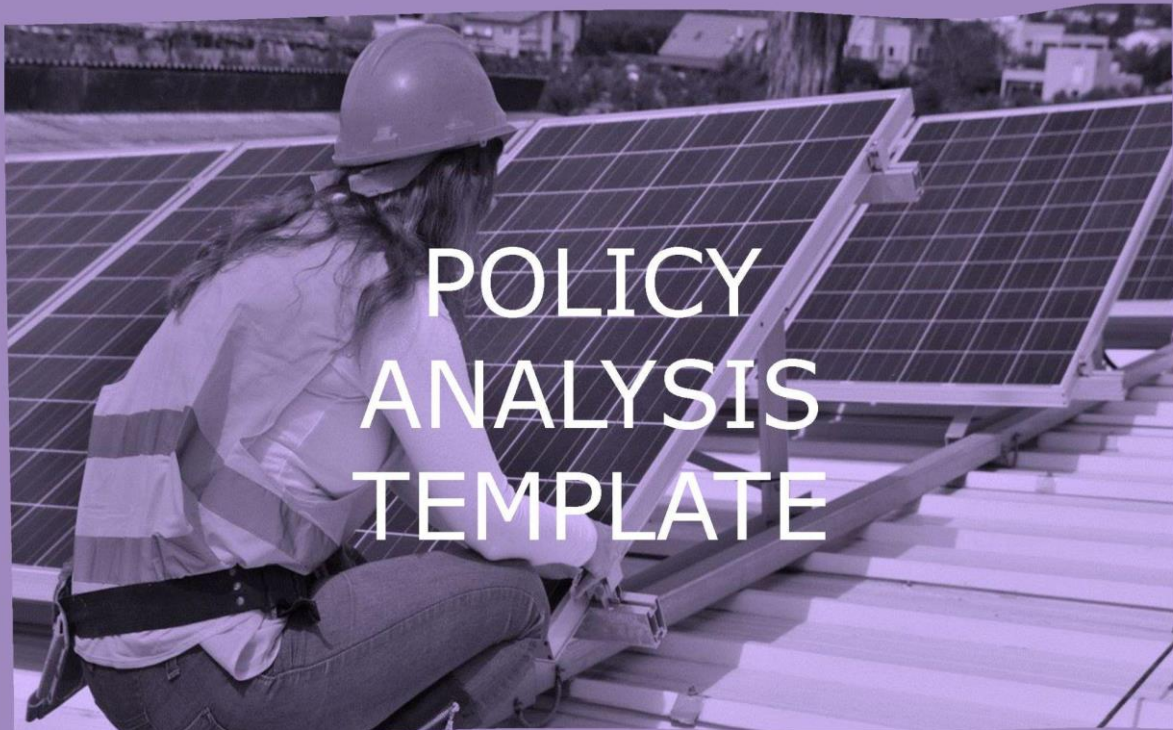
- Mentioning different gender identities (women, men, other genders), maybe even sexual orientation in gender and energy policies
- Mentioning of gender concepts in energy policies; political representation and economic representation
- (Material) resource distribution in favour of women or other groups in marginalised situations

## SHORT TASK: BRAINSTORMING

- Think of governmental actors/ministries/municipalities etc., whose webpage you can visit to check for gender data.
- Which other (national) databank could be helpful?



- 7 Min



## Challenges

- Time pressure
- Finding no data on gender in each country
- Each partner has their own way of interpreting data → no basis to compare the data
- Not much information found about the gender-energy-nexus in some partner countries
- Stay motivated.



## Structure of D1.2 Report of Mapping Policies (idea)

1. Introduction
2. Short wrap-up of methodology for policy mapping (copy-paste)
3. General overview of gender legislation in specific country
4. Overview: gender policies
5. Overview: energy policies
6. Presenting results of in-depth analysis (e.g. clustered according to codes)
  - A. Mentioning of gender aspects in (energy) policies
  - B. Political representation of women
  - C. Economic representation of women – wage, measures against gender pay gap,
  - D. Gender-budgeting measures/material resource distribution
7. Discussion of results
8. Conclusion



## Stakeholder Mapping

- Stakeholders in the EUWES project are individuals and organisations with a vested interest and concern about **gender** and **energy**
- Conducting stakeholder analysis will help **identify behaviour**, intentions, and interrelations of stakeholders regarding the EUWES project with an aim to evaluate and ascertain their influence on decision-making and implementation
- **Stakeholder mapping** is a technique which uses visual tools to categorise various stakeholders by depicting stakeholder groups, the interests they represent and the power and influence they hold
- Stakeholder identification will be carried out through the use of the **stakeholder grid** (Excel Spreadsheets) which will give an overview of the overarching procedure as well as for each Level 1-4

## Overarching Procedure

### Four Levels of Mapping

- **Level 1** – Mapping of stakeholder groups, making a list of contact details
- **Level 2** - Identify values, experience, relevance and power of stakeholders with the help of a power-interest matrix
- **Level 3** - Prioritizing contacts and reaching out to the most important stakeholders (at least 2 to 3 per group)
- **Level 4** – Identifying entry points for policy recommendations and formulating specific recommendations for the different stakeholder groups

## Level 1 - Stakeholder Overview

### Four Stakeholder Groups

- **Political decision-makers and policymakers** – National and regional politicians, government agencies, municipalities
- **Private energy sector** – Energy technology companies, Energy utilities, SMEs
- **Civil society** – NGOs, CSOs, trade unions, energy communities and cooperatives, citizen energy movement
- **Academia and education** – Universities, research institutions, professors, PhD students

## Level 2 - Power-Interest Matrix

- **Field of interest** and expertise
- **Motivation** for supporting EUWES goals
- **Power** - position, visibility, network, influence
- **Gender expertise** - former projects
- **Rating** on a scale of **High**, **Medium** and **Low**
- **Cluster stakeholders** into one of **four groups** – high power high interest (HH), high power low interest (HL), low power high interest (LH), low power low interest (LL)

## Level 3 - Stakeholder Engagement

### **IDENTIFY 1 to 2 STAKEHOLDERS PER STAKEHOLDER GROUP TO ENGAGE WITH!**

- **Direct contact** by unstructured or semi-structured interviews - Overview of contacted stakeholders (eg. name, stakeholder group)
- **Goals** - Qualitative, quantitative, emotional, actions (eg. reaching out to 10 stakeholders, finding stakeholders for long-term collaboration)
- **Touchpoints, media and measures** - Means of contacting the stakeholder and conducting interviews, formal or informal meeting style
- **Evaluation and reporting** - Gathering of necessary information, difficulties contacting the stakeholders, usage of the template for minutes

## Level 4 - Advocacy and Policy

- **Advocacy campaigns and policy recommendations** - stakeholder mapping and engagement will give insight into gender gaps and barriers in the energy sector which shall then be addressed by policy recommendations
- **Stakeholders** - Decide on different key messages for each stakeholder, identify stakeholders for long-term collaboration, choose who to contact again
- **Policies** - Identify stakeholders relevant for the policymaking process, decide which policies need to be elaborate further
- **Touchpoints, media and measures** - Concrete campaigns and measures will be developed under Working package 4

## Semi-Structured Interviews

- The format has a **conversational tone** and encourages a two-way communication by allowing the interviewee to ask questions
- The interviewer asks questions within a **predetermined** thematic framework but the questions are not set in a particular order
- By **tailoring questions** to each interviewee, the interviewer facilitates a more fluid conversation
- The interviewer asks **open-ended questions** and asks follow-up questions to draw out more specific information, since by allowing flexibility, the interviewee can elaborate, clarify and rephrase their answers
- The interviews will allow for gaining more information about the current gender situation in each national energy sector and the current **barriers** for women and **entry points** to transform the sector to a more gender-just one

## Template for Minutes

### Virtual and In-person Meetings

- **Overview** – Name, organisation, stakeholder group, contact details
- **Key messages** – One or more messages tailored for specific stakeholders
- **Communication materials** – In-person, phone call, video call, flyers, publications
- **Conclusion** – Agreement reached and follow-up
- **Evaluation** – Awareness and information creation about gender and the energy sector

# TARGET GROUP MAPPING: BRAINSTORMING

- **Was your organization providing trainings? Have you already identified target groups for these trainings? Do they fit to the topic of EUWES trainings?**
- **Which contact lists from which projects can you reuse?**



**- 7-10 Min**

## Target Group Mapping

### Objective

- Identifying underrepresented women, especially young women, to carve out their gender-specific challenges, address their needs, and find opportunities to strengthen their capacities, build their careers and promote leadership opportunities.
  - Deliverable(s): Training sets; target group mapping must not be documented in one of the next deliverables, but it helps to create training material
- EU female politicians,
  - national female politicians,
  - women in municipalities/local governments,
  - female managers and employees in energy companies,
  - women in research and education organisations,
  - female students in STEM,
  - Project partners,
  - Male co-workers, colleagues, etc.





## Target Group Mapping

### Process

- User's personas
- A Presumption
- B Guiding questions/ Needs assessment
- C Data bank/contact lists
- D Compare data, check with contact lists and needs assessment responses – define specific target groups and tailored material set
- E Validate and refine





Partners:





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## Annex III



Communication  
Online Training

02/2024  
Ingeniería Sin Fronteras



Communication Online Training

1. Communication and dissemination plan
2. How we communicate
  - EUWES channels:
    - Web <https://euwes.door.hr/>
    - Hashtag #EUWES
  - Channels of the organizations
3. How can we improve?
  - Opportunities and key dates
  - Social media strategies
  - Internal strategies

## 1. Communication and dissemination plan

The main objectives of the communication and dissemination plan are:

- Create simple and uniform communication messages for use by all partners.
- Inform potential target groups about the project activities, objectives and timetable by broadening the scope of the project.
- Provide information on project objectives, activities, progress and results to local, regional, national and EU media.
- Provide information on project objectives, activities, progress and results to key stakeholders at local, regional, national and EU level.



## 1. Communication and dissemination plan

Objectives by work package:

- WP1: Mapping and evaluation of national situations and key stakeholders.
  - Two documents will be shared with target groups and stakeholders (key stakeholders in policy-making, energy sector, higher education, and labour market level, groups of women employed in the energy sector and female students who will participate in WP2), as well as media:
    - Four mapping reports for each country and the key findings. **DONE!**
    - Comparative analysis based on the national reports containing key findings and key recommendations. **ALMOST DONE!**
  - Objectives:

Identify key stakeholders in policy-making, energy sector, higher education, and labour market level targeted under WP2 (training) and WP3 (advocacy campaign). On the other hand, partners will also identify target groups of women employed in the energy sector and female students who will participate in WP2 (training).
- To do:



## 1. Communication and dissemination plan



### Objectives by work package:

- WP2: Exchange of the good practices training and support.
  - In WP2, three sets of training materials will be created for partners, key stakeholders and beneficiaries. The objectives, progress, and results of the training conducted in the four countries will be disseminated through EUWES media channels:
    - The training materials prepared will be made available online for wider audiences to use.
    - The capacity building events will be communicated to the target groups via a set of different communication activities (social media, mailing to WP1 contacts, etc.) to ensure a good participation of local actors.
- Objectives:
  - Three sets of training materials will be created for partners, key stakeholders and beneficiaries
- To do:
  - Made available online the training materials (web EUWES & Partners?) and Disseminate the training events to the target groups through different communication activities (social networks, mailing to WP1 contacts, etc.)

## 1. Communication and dissemination plan



### Objectives by work package:

- WP3: Advocacy campaigns and activities.
  - Through WP3, two documents will be disseminated to decision-makers on national level targeted in the national advocacy campaign
    - [National advocacy plan](#). (includes list of key actors, activities and other communicative activities)
    - Joint policy recommendations.
- Objectives:
  - Ensure that policy recommendations reach relevant actors such as management representatives of energy companies, representatives of decision-makers, higher education professionals, and representatives of employers' organisations who will be included in the future advocacy and policy work. Also, a set of public talks, workshops, and training (using materials created under WP2) on gender equality will be organised as part of the advocacy campaign. **Think about strategies for disseminating materials from these activities.**

## 1. Communication and dissemination plan

Objectives by work package 4: Communication requirements by funder:

- All project-related information will be provided in English on the **project's website** as well as in the national languages of the partners.
- All public activities will be disseminated through partner's social media or/ and media work.
- Each partner will create **10 press releases**.
- Each partner will create at least **250 press clips** and other evidence of the presence in media and social media (1000 in total) that will have an estimated outreach to 120,000 people.  
[https://docs.google.com/spreadsheets/d/1uhqoPML4cFAIaP7fvZ2\\_yzV7KY-GlvSe/edit](https://docs.google.com/spreadsheets/d/1uhqoPML4cFAIaP7fvZ2_yzV7KY-GlvSe/edit)
- Mention in the communication, along with the hashtag **#EUWES: "Empowering Underrepresented Women in the Energy Sector"**. A secondary hashtag could be used to adapt it to the specific activity being developed. For example, when communicating about the energy transition, the hashtag #EnergyTransition.
- When possible, all posts will include an **image** or a **video** to encourage engagement among social network users and

## 2. How we communicate

EUWES channels

- Web <https://euwes.door.hr/>
- Hashtag #EUWES (And others like #EnergyTransition)

Channels of the organizations

	Web	Twitter	Instagram	Facebook	LinkedIn	Youtube
DOOR	<a href="https://www.door.hr/">https://www.door.hr/</a>	@DOOR_hr	@door.hr	/DOOR.hr	X	X
ESF	<a href="https://esf-cat.org/">https://esf-cat.org/</a>	@ESFCatalunya	@esfcatalunya	/EnginyeriaSenseFronteres	-	X
FOCUS	<a href="https://focus.si/">https://focus.si/</a>	@Focus_drustvo	@drustvo_focus	/drustvoFocus	X	X
WECF	<a href="https://www.wecf.org/de/">https://www.wecf.org/de/</a>	@WECFDeutschland	@wecf.germany	/WECF.germany	X	X

### 3. How can we improve?

#### Opportunities and key dates

- Opportunities:
  - Think of advocacy moments where to disseminate the documents wp1, wp2 and wp3. At meetings? At round tables? At an international event?
  - Creation of audiovisual content: photos, instagram reels, videos.
  - Disseminate more the EUWES Project website, where all the information created by the different organisations is available. <https://euwes.door.hr/>
  - Take advantage of the Key Dates to relaunch the materials created with a specific hashtag.
  - Others?
- Key dates:
  - January 26th: International Clean Energy Day
  - February 14th: International Energy Day
  - March 5th: World Energy Efficiency Day
  - March 8th: International Women's Day

### 3. How can we improve?

#### Web and Social media strategies

1. Improve EUWES web visibility: Creation of content, visibility on social networks.
2. Twitter:
  1. Tag us in order to retweet us.
  2. Follow the hashtag #EUWES
3. Instagram:
  1. Shared posts between multiple accounts
4. Mailing
  1. Creating targeted mailings with relevant information (WP3?) / Using lists created in WP1 and 2

### 3. How can we improve?

#### Internal strategies

1. Knowledge exchange between partners. Sharing information in email threads, or Telegram group (press releases, articles).
2. Shared calendar (Google Excel)
3. People communication referents:
  - FOCUS: Darja Valenčič [darja@focus.si](mailto:darja@focus.si)
  - WECF:
  - DOOR:
  - ESF: Daniel López [daniel.lopez@esf-cat.org](mailto:daniel.lopez@esf-cat.org)

A large, white, sunburst-shaped graphic with many sharp points, centered on a purple background. The text "Thank you!" is written in a purple, sans-serif font inside the sunburst.

Thank you!





Partners:



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# EUWES