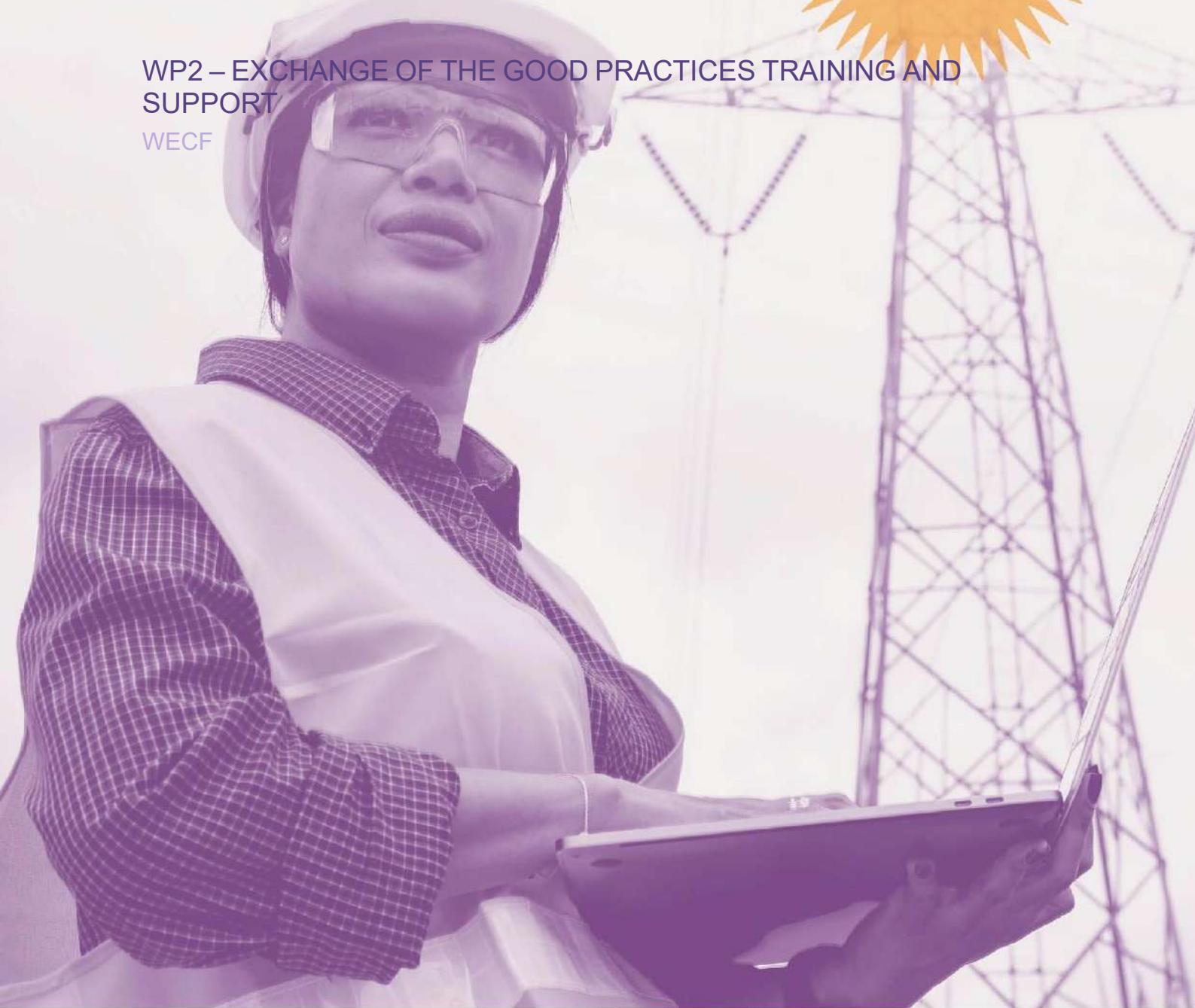# D2.2 – Training materials for key stakeholders in the renewable energy sector

WP2 – EXCHANGE OF THE GOOD PRACTICES TRAINING AND SUPPORT
WECF

EUWES

Title: Training materials for key stakeholders in the renewable energy sector

WP leaders: WECF

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1 INTRODUCTION

Despite growing awareness of gender equality as a key factor in sustainable development, the energy sector continues to lag behind in integrating gender into its policies and practices. There is a significant lack of training materials and concrete resources available to stakeholders on how to effectively integrate gender considerations across the sector. This gap perpetuates inequalities and limits the sector's potential to drive inclusive growth and innovation.

Gender mainstreaming in the energy sector is not only about fairness and justice, but also about improving efficiency, sustainability and overall performance. Ensuring diverse gender representation and participation at all levels of the industry enables the inclusion of different perspectives, which can lead to better decision-making, stronger community engagement and improved project outcomes. In addition, gender-responsive energy policies can improve access to energy, particularly for communities that are often disproportionately affected by energy poverty.

The development and provision of comprehensive training materials for stakeholders is critical to addressing this gap. Such training can enable professionals to recognise and respond to gender-related challenges in energy planning, project implementation and policy development. This in turn will support the creation of a more inclusive and resilient energy sector that benefits all people, regardless of gender identity.

To address this gap, WECF has developed a comprehensive set of training programmes tailored to three key stakeholder groups: authorities, decision-makers and civil society organisations (Group 1), the private sector (Group 2), and research and academia (Group 3). Each group will benefit from a two-module training series designed to address their specific role in promoting gender equality in the energy sector.

The training materials, produced in English, are easily adaptable and replicable in different contexts. The programmes are aimed at managers and employees of energy companies, decision-makers at national level and institutions, professors and lecturers involved in research and education. The main objectives of the training are to raise awareness of gender inequality in the energy sector and to promote commitment to change. This includes increasing the number of women and diverse genders enrolled in technical courses, expanding opportunities for women in research and higher education, and removing barriers to career progression within energy companies.

The trainings have been translated into the national languages of the EUWES countries, with partners responsible for implementation. Several trainings have already taken place, especially in Slovenia and Germany.

Below is a summary of the training programme. In addition to this training series, EUWES project partners have developed further initiatives, including a second series aimed at strengthening the gender capacity of the EUWES consortium (D2.1), and a targeted training programme specifically for women working in the energy sector and women students pursuing technical studies (D2.3).

Table 1: Overview of the stakeholder training programme

Stakeholder training programme	
Stakeholder group 1: *Decision makers and civil society organisations (G1)*	
G1.A	*Introduction, analysis and gender mainstreaming for energy policies*
G1.B	*Building and applying gender-just energy policies/programmes through gender tools*
Stakeholder group 2: *Private sector (G2)*	
G2.A	*Gender audit – understand and identify gender issues and patterns within a company*
G2.B	*Diversity, Equity and Inclusion (DEI)*
Stakeholder group 3: *Research and Academia (G3)*	
G3.A	*Gender mainstreaming in STEM curricula and teaching*
G3.B	*Gender awareness and diversity in STEM disciplines at technical universities*

2 TRAINING SET FOR DECISION-MAKERS, AUTHORITIES AND CSOs

2.1 G1.A – Introduction, analysis and gender mainstreaming for energy policies

Stakeholder group: Policy makers/Authorities & Civil society sector (G1)

Key words: gender-energy-nexus, analysis of national situation on gender/energy policies, gender mainstreaming for energy policies; intersectional approach

Objectives:

- Understanding the concept of gender mainstreaming
- Status quo of gender mainstreaming in energy policies
- Develop gender indicators for energy policies, how to screen energy policies with a gender lense

Table 2: Agenda G1.A in English

Time – 1,5hour	Topic
00:00 - 00:10	Welcome, icebreaker and presentation of the agenda
00:10 – 00:25	Relevance of gender in energy policies
00:25 - 00:30	What does gender mainstreaming mean? • Definition • Essential Outcomes
00:30 - 00:45	Status quo of gender mainstreaming in energy policy at national level
00:45 – 01:15	How do I know if my policy/programme is gender-responsive? • Definition of a gender-responsive policy • Analysis methodology • Develop gender check-points/ indicators for energy policies
01:15 - 01:20	In your opinion, what gender aspects would be relevant in the most recent energy policies you have been working on? • Slido
01:20 – 01:30	Q&A and closing

EUWES addresses the underrepresentation of women in the energy sector by:

Mapping and evaluating national gender policies.

Exchanging good practices and conducting training activities for women employed in the energy sector and female technical students.

Promoting advocacy campaigns and joint policy recommendations for tackling the gender gap.

The project brings together four organizations committed to transform the energy sector.

Icebreaker

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Online:
1. Send an emoji into the chat describing you if you were
... an animal. 🐱
... a colour. 💜

2. Send a GIF into the chat, that describes your mood right now. GIF

Online or Offline:
3. Answer with a reaction of 👍, if you agree or 👎, if you don't agree with the following statements:
- We have achieved gender equality.
- The energy sector is well-balanced in gender.
- I know a lot about gender equality.
- I have participated to a gender training before.

4. Name a new thing you learned in 2023

Agenda

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- What does gender mainstreaming mean?

- Status quo of gender mainstreaming in energy:
  - Representation in STEM
  - Representation in private sector
  - Representation in political sector
  - Legal framework

- How to know if my policy/program is gender responsive?

- Q&A

Relevance of gender in energy policies

- **Historically**
  - male dominated sector, concept of Petromasculinity
  - small percentage of women in the workforce
  - gap is bigger in technical positions as well as decision-making positions

- **Women** as solely energy users ➡️ recognition of women as **actors of the energy value chain**, as entrepreneurs, prosumers, investors, innovators and decision-makers

Policies can lay the normative and regulatory fundament to change the energy system

Tackling gender equality in the energy sector can **boost the economy overall** as well as push an ambitious **energy transition** and **dynamise political debate and solutions**

Actively address existing inequalities for a fairer, more gender-equitable and more inclusive system

Feminist energy policy?

Source: Canva AI

Definition: Gender mainstreaming

EIGE:
The process that "involves the **integration** of a **gender perspective** into the **preparation**, **design**, **implementation**, **monitoring** and **evaluation** of **policies, regulatory measures and spending programmes**, with a view to promoting equality between women and men [and all gender], and combating discrimination

See also explanatory video here

Outcomes improve the quality of policy work:

Respond to society and people's needs

Avoid the perpetuation of inequalities

Set in motion the process of analysing the existing situation, identifying inequalities, and enabling the adoption of policies

Gender mainstreaming requires:

Integrating a gender perspective in the policy work, at all levels

Addressing the issue of representation of all genders in this policy work:

+ In the labour force

+ In decision-making processes

+ At the policy beneficiaries level

Each EU member state has a national body for gender equality coordination

Gender mainstreaming in the energy sector

EUWES

Energy sector = domestic and commercial uses, modern communication, transport, heating and represent a driver of economic activities

↳ All these aspects play an essential role in all gender's lives

Recognising the need of gender equality approaches in the energy policies means:

- Recognizing that women dedicate a **higher amount of time to unpaid household labor compared to men, leading to increased reliance on home environments**
- Recognising that **energy poverty has a gender dimension**
- Recognising that women take **more sustainable decisions** (various studies):
  - In buying eco-labelled products
  - In paying more attention to energy efficient transport and fuels
  - In being more willing to change their behaviours to reach sustainable goals and face climate change impacts

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RELEVANCE - Representation

EUWES

Status quo in STEM studies

- In the EU students 25-34yo attaining a **tertiary degree** in 2022:
  - **48% of women compared to 37% of men**
  - Not representative of STEM studies
- In the EU students 20-29yo graduated **STEM subject** on a master level, in 2020 per 1000 habitants:
  - **5.7 women compared to 8.8 men** (over 50% difference)
- This situation **is also prevalent among the four EUWES partner countries:**

Table 7: Graduates in Tertiary Education, in Science, Math., Computing, Engineering, Manufacturing, Construction in 2020, by sex – per 1000 of Population Aged 20-29 [125]

	Males	Females
EU – 27 countries	8.8	5.7
Germany	9.5	5.3
Spain	6.3	4.1
Croatia	9.6	6.9
Slovenia	5.9	4.8

EUWES (2024), WECF D1.4 COmparative analysis of the national situations

- Closing gender gap in STEM - impact on GDP and employment:
  - Increase in GDP per capita of 0.7–0.9% across the bloc by 2030 and of 2.2–3.0% by 2050 (EIGE, 2017). Gender parity in workplaces can increase the global annual GDP about 26% (McKinsey and Company, 2015)
  - Representation in top positions = a higher rate of return on equity, and companies with more women on their boards have higher returns on equity (EIGE & OECD 2015)

RELEVANCE - Representation

Status quo in private sector

Representation of women in the **economic sphere** is a **key lever** to gender equality: UN Women Definition of women's economic empowerment:

> "[...] includes women's ability to participate equally in existing markets; their access to and bodies; and increased voice, agency and meaningful participation in economic decision-making at all levels from the household to international institutions".

- In 2018, women represent **41% of engineers and scientists** (Eurostat)
  - **Renewable energy workforce**: **32%** compared to **25% in the oil & gas industry**, and occupy only **one third of management positions** (IRENA, 2019).

- The gender **imbalance** is particularly significant in **technical ≠ administrative positions. ->** Administrative positions tend to **be paid less** than technical ones
  - Gender **stereotypes** are **reinforced**, the gender **pay gap** and the gender **pension gap deepened**.
  - Underrepresentation of women in **STEM holds back innovation** by depriving the sector of new perspectives.

RELEVANCE - Representation

Status quo in private sector

Table 5: Comparison of Gender Pay Gap and Gender Pension Gap

	Croatia	Germany	Slovenia	Spain	EU
Gender pay gap (2021)[93]	11.1%	17.6%	3.8%	8.9%	12.7%
Gender pension gap (2019)[94]	27.6%	36.3%	16.4%	31.3%	29.4%

EUWES (2024), WECF DL4 COmparative analysis of the national situations

Very few countries have closed the gender pay gap in Europe in 2024

Table 6: Comparison of Women's Representation in the Energy Sector

Sector	Croatia	Germany	Slovenia	Spain
Energy sector (2022)[104]	12%	26%	15%	31%
Renewable energy sector	13%[105]	32% (2021)	-	18.2% (2022)[106]
Leadership/management position in the energy sector	12%[107]	15.5% (2021)[108]	20% (2018)[109]	-

EUWES (2024), WECF DL4 COmparative analysis of the national situations

Opportunities that the RE sector offers:

- Women account for 40% of the global solar PV workforce (IRENA 2022)
- Where solar technologies are intensively deployed, women's role growing in technical and leadership activities (IRENA 2023).
- Momentum of corporate policies focused on diversity and inclusion

Clear lack of gender disaggreagated data slow down the process of closing down the gender gap in the energy sector

RELEVANCE - Representation

Status quo in political sector

In the pursuit of fostering social justice and gender equality, it is imperative to examine the landscape of women's representation in politics in order to:

- Reflect the diversity of the population the politic should serve
- Women have long been kept out of decision-making processes – time to change the history
- To build legitimacy and trust of the government
- Effectiveness of politics $\longrightarrow$ mutual recognition
- Feminist approaches can serve to reshape the narratives and gender stereotypes.
- Increase role models of women in politics to inspire future generations
- Challenge gender stereotypes
- Align with legal and human rights framework
- Intersectionality

RELEVANCE - Representation

Status quo in political sector

Representation of women in politics in EUWES countries:

Table 4: Representation of Women in Political Positions

Country	Women in Ministerial Positions (%)[78]	Representation of parliament (%)[79] (1 - lower house / 2 – upper house)	Women in Senior Public Sector Positions
Spain	52.2	[1]Congress: 44.2, [2]Senate: 42.5, Both houses: 43.4	-
Croatia	22.2	[1]Congress: 33.1, [2]Senate: does not exist, Both houses: 33.1	-
Slovenia	33.3	[1]Congress: 37.8, [2]Senate: 17.5, Both houses: 31.5	57.1 (Senior Public Sector Positions, 2021)
Germany	41.2	[1]Congress: 35.3, [2]Senate: 36.2, Both houses: 35.4	55 (Supreme Federal Authorities, 2022)

EUWES (2024), WECF DI.4 Comparative analysis of the national situations

↳ Across these four countries, initiatives targeting women's representation in the energy sector vary.

RELEVANCE - Legal framework

- Guaranteeing an **equitable and inclusive energy transition** = goes **beyond implementing technical and economic policies**
  - ↳ It necessitates a comprehensive consideration of their social impact to prevent the emergence of new inequalities and exclusionary dynamics.
- Integration of gender perspectives = commonplace in various policy domains (work, education, and health, foreign policy and development policy) but the **intersection of gender and energy remains underexplored**.
  - ↳ Recognising this interconnection is a vital prerequisite for bridging the prevailing social disparities in the context of the energy transition.
- Status quo of NECP & NACP in Germany: the German NECP does not mainstream gender at all.
  - ↳ Best practices for gender & climate policies -> Spain:
    - National Poverty Fuel Strategy: Ministry of Ecological Transition and Demographic Challenge (2019). National Strategy against Energy Poverty 2019-2024
      - ○ Acknowledges the necessity for statistical data to understand energy poverty from a gender standpoint
      - ○ Women are identified as a vulnerable group
      - ○ Prioritises survivors of gender violence and single-parent family units for social bonuses.
      - ○ Building refurbishments: recommends incorporating gender perspectives in competitive tendering processes and calls for aid applications and revising criteria based on income levels, particularly for single-parent households (e.g., Barcelona city)

Conclusion - Representation

- The huge development of renewable energy and the green economy in general requires a large number of experts and workforce (lacking at the beginning of 2024)
  - ↳ Increasing gender representation in the sector will also help to address the shortage of experts that Europe is facing and participate in the European social and economic growth.
- Time to break the gender stereotypes of the energy sector - as technical environment unsuitable for women.
- Time, to change the dynamics and image of STEM studies: to create an energy sector attractive and where women occupy technical positions, high qualified and decision-making positions.
- Including women and gender diverse persons in the political sphere will enable the representation and inclusion of a broader scope of the society needs, realities and challenges
- Representation is a major part of gender justice, but it needs more dimensions:
  - ○ Equal rights (legal and political)
  - ○ Economic empowerment (equal participation and opportunities in the workforce, including equal pay, and access to resources and economic assets)
  - ○ Elimination of gender-based violence (e.g., sexual harassment)
  - ○ Political empowerment (equal participation in decision-making, including representation in elected bodies and leadership positions)
  - ○ Social and cultural norms (challenging and changing harmful social and cultural norms that reinforce gender inequalities, such as stereotypes, gender roles, and expectations)

Women as agent of change: do you know any inspiring women in the political sphere that acted as agent of change?

INSPIRE

How to know if my policy/program is gender responsive?

Definition

"Gender-responsive policy refers to a policy or program that considers gender norms, roles, and relations and takes measures to actively reduce the harmful effects of gender inequality. It incorporates the experiences and needs of women and girls [and all genders] and addresses the underlying causes of vulnerability, as well as the different situations, roles, needs, and interests of women, men, girls, and boys [and other genders] in the design and implementation of activities, policies, and programs" GPE (Global Partnership for Education), UNGEI (United Nations Girls' Education Initiative) (2017).

"Gender responsive standards are standards which acknowledge the distinct needs of different genders and take concerted action to ensure the efficacy of the standard for all. A gender-responsive standard is not a separate standard for different genders, but rather a means of ensuring the impact of the standard is appropriate and provides equitable benefit." UNECE (2022)

How to know if my policy/program is gender responsive?

Analysis methodology

- EUWES methodology: Adopt a gender-just point of view to analyse and map the gender and energy policies.
- This meant transferring the concept of gender justice based on the **three dimensions** of **redistribution**, **recognition**, and **representation** to the mapping process

Guiding questions:

- [ ] **How do national and federal strategies "in Germany" 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 aspects of representation, rights and redistribution from a gender perspective?**
- [ ] **What barriers do women (or WLINTA) face regarding their representation in the political, economic, and academic spheres of the energy sector?**

How to know if my policy/program is gender responsive?

Develop gender check-points/ indicators for energy policies

Gender-responsive indicators will refer to qualitative and quantitative data based on increases in women's levels of empowerment and on gender-disaggregated data.

Few gender responsive indicators for past or planned energy policies:

- ✓ **Address gender and intersectionality as relevant dimensions in energy policy guidelines and programmes**
- ✓ **Including gender concepts in energy policies**
- ✓ **Representation and participation of different genders in the energy sector**
- ✓ **Apply gender tools and expertise and research data**

In your opinion, what gender aspects would be relevant in the most recent energy policies you have been working on?

Q&A

Thank you

Partners:

2.2 G1.B – Building and applying gender-just energy policies/programmes through gender tools

Stakeholder group: Policy makers/Authorities & Civil society sector (G1)

Key words: gender-just communication, stakeholder analysis, gender disaggregated data, overview tools, co-creation workshop, gender budgeting, reporting and monitoring

Objectives:

- Stakeholder- and beneficiary mapping
- Discover some useful gender tools for gender-just energy policies
- Funding for gender projects in the energy sector and financial support of beneficiaries
- Provide policy recommendations

Table 3: Agenda G1.B in English

Time - 2hours	Topic
00:00 - 00:10	Welcome, icebreaker and presentation of EUWES and agenda
00:10 - 00:25	Map your beneficiaries
00:25 - 01:05 (10min/tool)	Existing gender tools (4): - Sex- and gender-disaggregated data - Gender indicators - Gender budgeting - Monitoring and assessment
01:05 – 01:35	Develop gender indicators for energy policies
01:35 - 01:45	Presentation of key policy recommendations
01:45 – 01:55	Q&A
01:55 – 02:00	Satisfaction survey - END

Building and applying gender-just energy policies/programs through gender tools
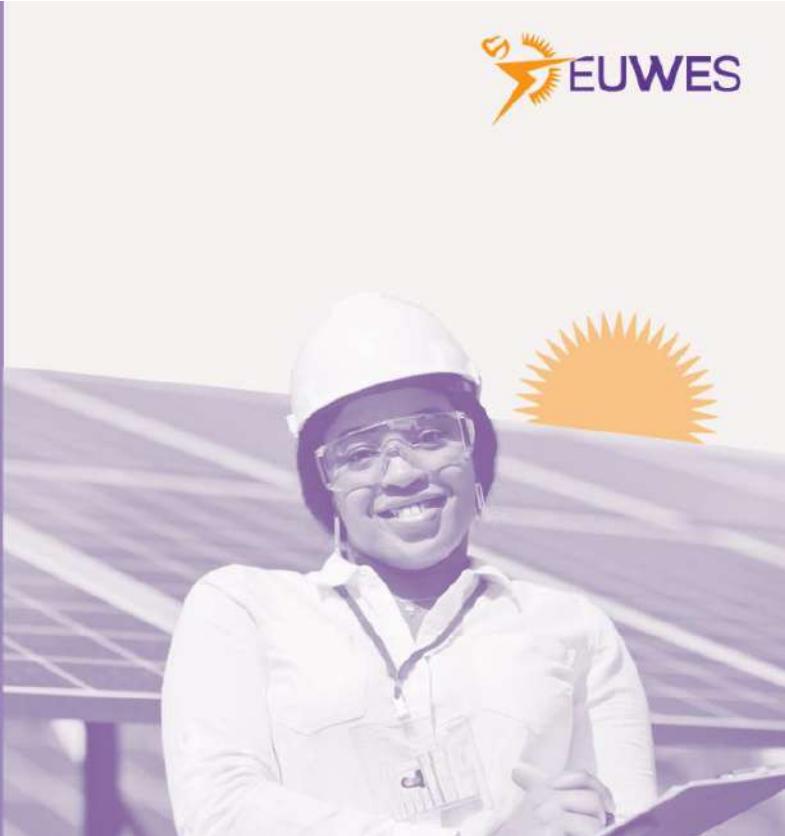
Agenda

- Map your beneficiaries
- Existing gender tools:
    - Sex and gender disaggregated data
    - Gender indicators
    - Gender budgeting
    - Monitoring and assessment
- Develop gender indicators for energy policies
- Key policy recommendations
- Q&A

Map your beneficiaries

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Establish robust connection between beneficiaries and policies

↳ Explicit alignment of utilization of energy services, emcompassing aspects such:

- consumption, appreciation, any form of value assigned by individuals that we can effectively measure and that can account for the extent to which different energy services are utilized or valued.

Beneficiaries = -Recipients of energy services
-Broad spectrum of interactions -› from consumption to the recognition of the benefits that energy systems provide to society and the environment.

Absence of a clear connection between benefits - energy policies - specific beneficiaries -› may result in an underappreciation of the significance of energy policies in policy debates and other arenas.

Establishing a direct link between the benefits of energy systems and their beneficiaries is crucial for ensuring a more comprehensive understanding and recognition of their value in various contexts.
Dixon H. Landers, Amanda M. Nahlik and Charles R. Rhodes, (2015), THE BENEFICIARY PERSPECTIVE

POLICIES

Map your beneficiaries

EUWES Methodology suggested: **User's persona**

User's persona can be developed through 5 steps:

1. Presumption - identification of relevant beneficiaries and creation of user's persona

2. Development of Guiding questions

3. Gathering of data

4. Analysing the data

5. Validating and refining

Gender tools - overview

= initiatives aimed at fostering and integrating gender equality within your specific area of focus

A meaningful, gender-just working environment through:

Cultivating **awareness of gender concepts**, dimensions and their significance

Integrating **gender considerations** into the planning and execution of programs or policies

Fostering **awareness** about the establishment of **gender equality objectives**

Establishing a **cohesive legal and institutional framework**

When?
- Applied at any point
- Sometimes best at certain stages (e.g. the design phase)
- Optimal efficiency when applied routinely and across all the aspects of the programme

Who?
- in essence, for everyone!
- However: a responsible, knowledgable person is crucial

Gender tools:
Sex and gender disaggregated data

Status quo: Gender data focusses on women as energy users, leaving a gap in statistics about women in workforce balance and decision-making participationon

- It **reveals gender issues** (e.g., the differential impact of energy poverty on women, affecting their access to energy and highlighting various economic, health, cultural, and social consequences)
- **Sex**- (physical aspects) and **gender**- (cultural or social constructs) disaggregated data should be **combined and the distinction should be clarified**
- Consideration of **diverse aspects** of women's and men's and other **genders' lives** (technical knowledge, time constraints, and decision-making processes in initiatives such as decentralized renewable energy systems) is crucial
- **Stereotypes and cultural factors may induce gender bias** in data collection. Stereotyping products can lead to unpopular choices and may limit users to conform to unequal roles.

Sex and gender disaggregated data: Tips for the data collection

- **Explore existing data sources**, but **note the lack** of such indicators in **renewable energy and energy efficiency sectors**
- **Incorporate an intersectional lens** in gender disaggregated data collection (impacts on different individuals; recognizing women's roles beyond household levels in the development, design, and use of renewable energy technologies)
- Choose **data collection units that reveal significant gender distinctions** (e.g., specific roles like technical, administrative, or decision-making positions)
- Consider factors like **full-time versus part-time positions**
- Foster **collaboration between data users and producers** to enhance understanding, access, and effective utilization of gender statistics
- Provide **gender training for personnel involved in data collection** and analysis
- Ensure gender statistics are **presented and disseminated widely in clear language**
- **Avoid limiting dissemination to gender-related material**
- **Continuous monitoring** is essential for achieving success in gender mainstreaming efforts.

Gender tools: Gender indicators

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↪ Measurement of gender-related changes over time, revealing the situation of various genders and the resulting gender gap

↪ Reflection of understanding of gender roles and inequalities, promoting equal participation and fair benefit distribution

- Either **quantitative**, focusing on **countable elements** (e.g. percentages of women in management or recruitment rates
- or **qualitative**, reflecting **judgments, feelings, perceptions, and experiences** (e.g. women's empowerment or attitudes towards gender equality)

Useful measurements:
- **Gender equality changes:** Indicators can address alterations in relations between genders, outcomes of policies or activities, and changes in the status or situation of different genders.
- **Progress confirmation:** Enables the measurement of changes or progress towards specific results, providing valuable insights for policy assessment.

Gender tools: Gender indicators

EUWES

The four kinds of indicators:

1. **Impact indicator** = Measure the **overall goal** of an initiative or policy, after completion or implementation (e.g. increased customer satisfaction / number of users resulting from a new gender-responsive technology)
2. **Outcome indicator** = Relate to the **overarching purpose** of the initiative (e.g. include a higher representation of gender diverse persons in management positions)
3. **Outputs indicator** = Focus on **immediate results** during the implementation phase (e.g. implementation of a diverse recruitment policy, or the completion of a gender assessment for products)
4. **Inputs indicator** = Relate to the **services and activities of the company** initiating or implementing the initiative

Challenges in indicator development:

- Limited capacity for sex-disaggregated data collection
- Collection of data without adequate analysis due to budget constraints or limited capacity
- Inadequate and non-disaggregated baseline data
- Indicators may not fully capture the impact of gender-responsive actions
- Data collection can be expensive
- Indicators serve as signals and often require broader analysis for a comprehensive understanding

Developing gender indicators:
Practical steps

EUWES

1.Examine objectives: assess the objectives for addressing gender inequality in the energy sector.
2.Gender sensitivity: Ensure that objectives themselves are gender-sensitive.
3.Inclusive activities: Identify activities to reach objectives, ensuring inclusivity for all genders.
4.Gender analysis: Consider using gender analysis results to inform energy sector initiatives.
5.Baseline data: Retrieve baseline data for comparison and assess the availability of sex-disaggregated data.
6.Identify indicators: Determine indicators reflecting initiative activities or objectives.
7.Set target and time frame: Establish a target and timeframe for indicator achievement.
8.SMART criteria: Ensure indicators are Specific, Measurable, Attainable, Realistic, and Time-bound.
9.Verification: Consider methods for verifying indicators, including the potential use of qualitative methods.
10. Address challenges: Identify and address challenges related to gender-responsive indicators, such as limited capacity for data collection and analysis.

Gender tools: Gender budgeting

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= focus on how public resources are collected and spent, and they aim to promote gender equality by addressing existing inequalities in budget allocations and policies (EIGE).

Steps to follow to apply gender budgeting in energy policies:

1 Analyse budgets and policies with a gender lens to identify how public policies and budget allocation respond to the different needs of women, men and gender diverse persons.

2 Restructure budgets and amend policies. Implement necessary changes to address inequalities

3 Integrate gender perspectives throughout the budget cycle by moving from an isolated gender analysis to a comprehensive approach including a gender approach in decision-making, implementation, auditing, monitoring and evaluation

4 Regularly monitor activities, track progress towards meeting gender equality objectives

5 Ensure clear linkage between gender budgeting and overall gender equality objectives in national strategies, priorities and international commitments

6 Apply standard gender budgeting tools, e.g., gender aware policy, gender-disaggregated public expenditure, revenue incidence analysis, needs assessments, etc.

BENEFITS
- Address gender inequalities by identifyinf and mitigating differienciated impacts
- Ensure improved resource allocation
- Enhances energy access, considers gender perspectives in budget allocation, fosters accountability, transparency, etc.

Gender tools: Monitoring and assessment

= systematic and objective evaluation of the design, planning, implementation, and outcomes of an ongoing activity, project, programme, or policy from a gender perspective.

↪ involves integrating **gender equality concerns** into the evaluation objectives, methodology, approaches, and usage + inclusion **qualitative and quantitative data** to measure the impact on gender relations (EIGE)

↪ involves the use of **gender-sensitive indicators, data collection, and information** to ensure that the **plan** is being **followed** and to **address** any identified **problems in order to accomplish gender equality**. (EIGE)

It captures how women, men and gender diverse individuals experience projects, policies and interventions (Ann-Murray Brown, 2023)

Important for understanding the effectiveness and outcomes for all people.

Relevant for programme managers, gender advisors, individuals working in gender affairs, ministries of gender, government departments focusing on gender, and M&E officers

Gender tools: Monitoring and assessment

Some basic indicators to include in the M&E processes that mainstream gender in this process (EIGE):

↪ **Context indicators**: designed to track the reference group's changes and needs expressed, particularly highlight women's roles across policy fields and address gender disparities.

↪ **Application indicators**: highlight the distinctive features of the targeted population, allowing for a nuanced understanding of gender-based differences.

↪ **Process indicators**: assess management efficiency, providing insights into gender-specific resource allocation and the integration of gender goals within the program. It could include the measure of promotion and distribution activities, ease of access to the project, participation procedure complexities or again the process' time needed to achieve administrative action, etc.

↪ **Result or outputs indicators:** elucidate programmes outcomes and their relevance to the user population, providing a comprehensive understanding of the relationship between achieved results and their alignment with programmes objectives. For example, number of gender diverse individuals having accessed to fundings.

↪ **Efficiency indicators:** effective cost per intervention and per capita cost, when analyzed by gender, provide valuable insights into resource allocation efficiency and gender-specific cost-effectiveness.

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Gender tools: Gender indicators
Develop your gender indicators

Indicators	Challenges	SMART?
Percentage of women employed in energy company and its supply activities		
Percentage of energy products that has undergone a gender assessment		
Change on perception in women and men about gender stereotypes in the RHC sector		
??		

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Key recommendations
How to build and apply gender-just energy policies/programmes

✓ **Collection and analysis of Gender-disaggregated data on energy and gender at the EU and national level.**

✓ **Gender-transformative policy design and implementation: Cross-sectoral and ministerial strategy, including gender- and energy-related sectors such as mobility and building sector, as well as social, care and welfare policies.**

✓ **Government and official bodies function as a role model (using and applying gender tools).**

✓ **Establishing an advisory board on gender inclusivity and energy transition by the government will foster a gender approach in all policies.**

✓ **Ensuring that relevant findings from gender-related climate and energy research are incorporated in discussions, statements and discussions of EU bodies.**

✓ **Targeted financing and gender budgeting for all national and regional budget decisions.**

Q&A

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Thank you!

Partners:

3 TRAINING SET FOR PRIVATE SECTOR

3.1 G2.A – Gender audit – understand and identify gender issues and patterns within a company

Stakeholder group: Managers and employees of energy companies; energy communities (private sector)

Key words: gender audit, gender action plan, gender barriers, gender targets, gendered technology, gender-specific energy consumption

Objectives:

- Identify gender gaps within the composition, structures, processes, management, and in the design and delivery of policies and services and projects
- Assess the impact of organisational performance and its management on gender equality within the organisation
- Development of a Gender Action Plan

Table 4: Agenda G2.A in English

Time – 1h30	Topic
00:00 - 00:10	Welcome, icebreaker and presentation of the agenda
00:10 - 00:15	What is a gender audit? ● Definition ● Essential Outcomes
00:15 - 00:20	Why implement a gender audit? ● Objectives ● Opportunities
00:20 - 00:25	Why implement a gender audit? Status Quo of Gender Equality in the Energy Sector Gender barriers ● Gendered technologies
00:25 - 00:30	Framework: Demand- and Supply-side analysis
00:30 - 00:35	Methods
00:35 - 00:40	Indicators
00:40 - 00:45	Example for Participation/Representation: Share of women in technical positions
00:45 - 10:55	Example for Policies/Programmes: Presence of family-friendly policies with best practice example
00:55 - 01:05	Example for Access/Support: Equal access to training and empowerment with Brainstorming
01:05 - 01:10	Example Gender Approach: Gender targets in project planning

01:10 - 01:20	From Gender Audit to Gender Action Plan
01:20 - 01:30	Q&A and conclusion

Gender Audit:
Understand and identify gender issues and patterns within your company

Icebreaker

Online:
1. Send an emoji into the chat describing you if you were
... an animal. 🐱
... a colour. 💜

2. Send a GIF into the chat, that describes your mood right now. GIF

Online or Offline:
3. Answer with a reaction of 👍, if you agree or 👎, if you don't agree with the following statements:
- We have achieved gender equality.
- The energy sector is well-balanced in gender.
- I know a lot about gender equality.

4. Name a new thing you learned in 2023 🌐👥

Agenda

- **What is a gender audit?**

- **Why implement a gender audit?**
    - **Status Quo of Gender Equality in the Energy Sector**
    - **Objectives and Opportunities**

- **Framework: Demand- and supply-side analysis**

- **Methods**

- **Indicators**

- **From Gender Audit to Gender Action Plan**

- **Q&A**

What is a gender audit?
Definition

It is a **robust assessment process** to analyse how gender issues are addressed in the company

- in its **internal** organisational processes, structures and cultures

- **across all areas of work** – product development, production, customer engagement, marketing, etc.

Slide adapted from Gender Audit Training WECF x Copenhagen Social

What is a gender audit?
Essential outcomes:

Assess **accountability** to gender equality policy commitments

Establish a baseline against which performance can be measured over time

Provides **evidence** for learning, reflection and planning

Aims to **improve the company's performance**

a **gender action plan or strategy**

Slide adapted from Gender Audit Training WECF x Copenhagen Social

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Why implement a gender audit?
Objectives

- **Identify and understand gender issues,** patterns and gaps within the organisation, its composition, structures, processes, projects, management, and in the design and delivery of policies and services
- Assess the **impact of organisational performance** and its management on gender equality within the organisation
- **Establish a baseline** against which progress can be measured over time, identifying critical gender gaps and challenges in the energy sector
- **Making recommendations** on how measures can be addressed through improvements and innovations

Opportunities
- **Benefit from women as agents of change**, from their perspective and impulses and make use of the whole talent pool and potential
- **Boost the energy transition** and create a sustainable progress
- Contribute to a **gender-equal and –just energy sector**
- **Improve existing products** by acquiring new target groups e.g. women
- ...

Slide adapted from Gender Audit Training WECF x Copenhagen Social

Why implement a gender audit?
Status Quo of Gender Equality in the Energy Sector

Gender barriers = socially constructed **stereotypes and obstacles** that obstruct women from participating and developing their full potential e.g. in the energy sector

- **Structural** (e.g. equality policy, family policy (parental allowance, parental leave, marital splitting), gender quota)
- **Societal** (e.g. gender-specific stereotypes, bias and role models, socialisation processes, expectations and evaluations)
- **Institutional** (e.g. corporate culture, recruitment, social similarity (origin, habitus, gender) stronger than education and qualification, appropriate support for women, orientation of work processes to male reality)

Gendered technologies

- **Rejection of energy technologies** because they do not meet the values, motivations and needs of different user groups, e.g. women
- **Innovation opportunities lost** due to lack of women's involvement

→ Missed opportunities slow down the energy transition

Slide adapted from Gender Audit Training WECF x Copenhagen Social

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Framework: Demand- and supply-side analysis

Demand- and supply-side gender analysis in district heating

DEMAND-SIDE GENDER ANALYSIS:
What are the gender gaps, opportunities and constraints for women and men as users of district heating services regarding:

a. Energy access, use and needs for improvement and new technology;
b. Affordability;
c. Customer satisfaction;
d. User knowledge;
e. Ability to benefit from improved energy services (e.g. participation in decision making);
f. Impact of proposed energy sector interventions (i.e. both gender benefits and gender risks/adverse impacts) measures to address them.

SUPPLY-SIDE GENDER ANALYSIS:
What are the gender gaps, opportunities and constraints for women and men in the workforce of district heating service providers in relation to:

a. Employment;
b. Working environment (facilities) of the district heating utility company;
c. Institutional capacity and training needs;
d. Representation in decision making through committees, board, or management;
e. Procurement criteria;
f. Maternity/paternity/parental leave;
g. Customer engagement/client interface.

Graphic from Asia Development Bank. 2012. Gender Toolkit: Energy.
https://www.adb.org/sites/default/files/institutional-document/33650/files/gender-toolkit-energy.pdfl

Methods

> The methods you choose for the first company audit do not need to be the same as you choose for a later audit – but some **continuity is needed to assess changes over time**

- **Surveys** (Questionaries to staff, management etc.)
- **Document or desk review** (Policies, strategies and procedures for example HR policies, customer engagement procedures etc.)
- **Focus group discussions**, guided by a consistent set of questions
- **Workshops** with staff and/or stakeholders (a range of participatory exercises to elicit information about strength and weaknesses, opportunities and constraints)
- **Others** (key informant interviews, site visits, sample surveys of service-users or customers, …)

Slide adapted from Gender Audit Training WECF x Copenhagen Social

Indicators

EUWES

Building block	Indicator
Representation / Participation	1. Share of women in the workplace 2. Share of women in technical positions 3. Share of women in leading/managing positions
Policies/ Programmes	1. Presence of family-friendly policies 2. Presence of equality and diversity policies
Access and Support	1. Equal access to training and empowerment parts for career progression
Gender Approach	1. Presence of gender targets in project planning 2. Acknowledging the different needs for men and women to develop a product 3. Collecting sex-/gender-disaggregated data

Slide adapted from Gender Audit Strategy Document from W4RES

Participation/Representation:
E.g. Share of women in technical positions

EUWES

None	<25%	26–50%	51–75%	76–100%	No monitoring
• **Identify the barriers, gender roles, and practices** that discourage women to work in the technical field • Overcome them by **implementing solutions** • Advertise job opening using **gender sensitive language** • Apply **gender quota** • **Train male employees** on gender relevance	• **Encourage women employees** to work in technical department • **Initiate trainings** related to technical subjects for the smooth transition • Establish **family-friendly policies** to cater care work and their professional career • **Workshops, trainings, mentoring and networking programs** to enhance capacities, build safer spaces and circles, and fix new career objectives and pathways		• **Share the achievements publicly** to encourage women and make them feel appreciated • Share with the sector the **path** you chose to get here • Connect with **mentoring and networking programs**		• Collect **sex- and gender-disaggregated data** through a **gender self-assessment** • Then start developing a **gender equality strategy** for your workplace

Slide adapted from Gender Audit Recommendations Document from W4RES

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Policies/Programmes:
E.g. Presence of family-friendly policies

☑ **Flexible working conditions**

☐ **Dual career development**

☐ **Paid parental leave**

☐ **Affordable and accessible childcare services**

☐ **For family care time (children, elderly family members)**

Slide adapted from Gender Audit Recommendations Document from W4RES

Presence of family-friendly policies:
Best practice: Deutsche Bahn

☑ Flexible working conditions: **flexibility in both time (part time, sabbatical,...) and working place (home office, provided hardware,...)**

☑ Dual career development: **Trainings and delevopment opportunities, even during parental leave**

☑ Paid partenal leave: **For both parents with the opportunity to take parental holiday or work part time afterwards**

☑ Childcare services: **With it's partners, DB offers childcare, vacation and emergency care**

☑ For family care time: **besides the mediation of care services, DB offers family care time (up to 2 years)**

DB

https://www1.deutschebahn.com/resource/blob/961464/b0cfb4b65f38006ed812f576a7adb809/wirbieten_pdf-data.pdf

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Access and Support:
E.g.: Equal access to training and empowerment

Brainstorming:
How can one facilitate accessible and just trainings and career development?

Access and Support:
E.g.: Equal access to training and empowerment

EUWES

☐ Define objectives that address women's specific needs/challenges

☐ Organise short trainings so employees can incorporate it in their schedule

☐ Foster a safe and inclusive environment

☐ Develop training content that is inclusive and diverse

☐ Avoid reinforcing gender stereotypes and biases

Slide adapted from Gender Audit Recommendations Document from W4RES

Access and Support:
E.g.: Equal access to training and empowerment

EUWES

☐ Use gender-neutral language

☐ Actively encourage and promote the participation of women

☐ Regularly evaluate the effectiveness and impact of your training

☐ Ensure that facilitators/trainers are knowledgeable about gender issues

☐ Support the professional development of women (mentoring and networking)

Slide adapted from Gender Audit Recommendations Document from W4RES

Gender approach:
Gender targets in project planning

EUWES

Yes	No	Not aware of it
• **Promote knowledge sharing and learning** on gender and energy issues • **Disseminate best practices**, case studies, and lessons learned to raise awareness, build capacity, and **encourage replication** of gender-responsive energy approaches	• Learn more about how to **develop gender targets and indicators** • Learn about the **benefits** of gender targets • **Connect and learn** from gender-responsive projects • **Consultate the different groups** (e.g. women) to understand the contexts, cultural norms, power dynamics, and the specific needs and aspirations of different genders	• Identify **if gender targets are explicitly mentioned** or integrated into the project design • **Evaluate the project's stated objectives** and outcomes to see if they explicitly address gender-related issues • **Look for language** that highlights gender equality, women's empowerment, or the inclusion of marginalised genders

Slide adapted from Gender Audit Recommendations Document from W4RES

From Gender Audit to Gender Action Plan

EUWES

After analysing the status quo of your organisation, you can now step into action with the creation of a **Gender Action Plan (GAP)**:

It is a **roadmap** containing **tangible targets and strategies** to mainstream gender in a field.

The idea of a GAP is to **address gaps that were identified in the audit and improve them.**

If the strategies are successful, a **progress will be noticeable** in the next audit.

Gender Audit and Gender Action Plan

EUWES

Assess status quo, barriers, gaps and progress (Gender audit)

Define concrete targets and stategies (GAP)

Implement and track measures (GAP)

From Gender Audit to Gender Action Plan

EUWES
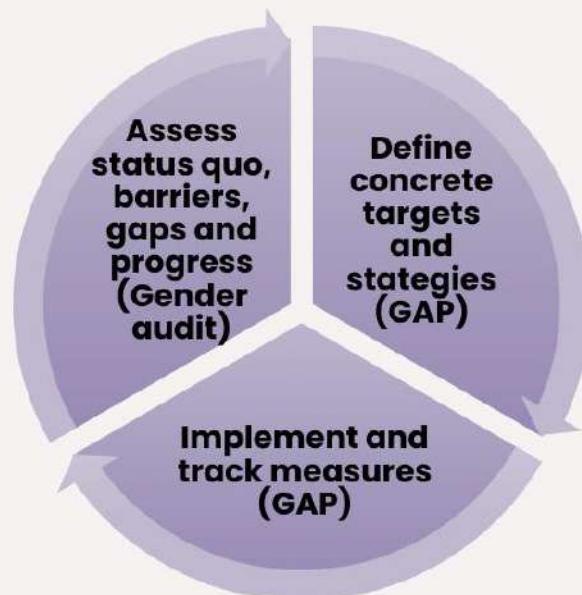
Objective	Action	Indicator	Resources	Time	Responsibility
Increase female representation in decision - making	increase the number of women in management positions (management positions, committees and boards) from 30 to 50%	share of women in management positions, committees and boards	• HRD to identify and advance/hire candidates	end of 2025	person from the HRD + DEI person

Keep your goals **SMART**:

S pecific
M easurable
A ttainable
R elevant
T ime-bound

GAP adapted from W4RES Capacity Building Program: https://w4res.eu/wp-content/uploads/2023/09/Capacity-building-program_shortenedversion.pdf

Q&A

EUWES

Thank you!

3.2   G2.B – Diversity, Equity and Inclusion (DEI)

Stakeholder group: Managers and employees of energy companies; energy communities (private sector)

Key words: Intersectionality, pool of talents and perspectives, needs assessment, awareness, conflict management, barriers in application processes, chances for distinct social groups in the labour/energy market

Objectives:

- Improved awareness and understanding of the relevance of diverse and inclusive workplaces and societies
- Enhanced engagement of management and staff for DEI in their teams
- Show energy companies strategies and tools to increase their DEI approach, i.e. Charta of Diversity, Power Flower
- Introduction to concept of intersectionality, awareness and safe(r) spaces (in terms of languages, abilities, cultural conflicts)
- Good practices of DEI approaches / development of DEI methodologies for the energy sector
- Self-assessment of working culture and application processes (barriers for distinct social groups)

Table 5: Agenda G2.B in English

Time – 1h30	Topic
00:00 - 00:10	Welcome, icebreaker and presentation of the agenda
00:10 - 00:20	Talk about the terms: • Diversity vs. Inclusion • Equality vs. Equity • Intersectionality • Barriers
00:20 - 00:30	Biases and privileges (with brainstorming)
00:30 - 00:40	How can a company benefit from DEI? + Good Practice
00:40 - 01:00	DEI tools • Charta of Diversity • Power Flower
01:00 - 01:15	Design your DEI approach
01:15 - 01:20	How can DEI be fostered?
01:20 - 01:30	Q&A and conclusion

Diversity Equity and Inclusion

Icebreaker

Online:
1. Send an emoji into the chat describing you if you were
... an animal.
... a colour.

2. Send a GIF into the chat, that describes your mood right now. GIF

Online or Offline:
3. Answer with a reaction of 👍, if you agree or 👎, if you don't agree with the following statements:
- We have achieved gender equality.
- The energy sector is well-balanced in gender.
- I know a lot about gender equality.

4. Name a new thing you learned in 2023

Agenda

- **Diversity vs. Inclusion**
- **Equality vs. Equity**
- **Intersectionality**
- **Barriers**
- **Biases and Privileges**
- **Benefits of DEI & Good Practice Example**
- **DEI Tools**
    - ○ **Charta of Diversity**
    - ○ **Power Flower**
- **Design an own DEI approach**
- **How can DEI be fostered?**
- **Q&A**

Diversity vs Inclusion

Diversity = the presence and acknowledgement of differences within a given setting, e.g. your company. Those differences lie in race, ethnicity, gender, age, sexual orientation, socio-economic status, physical abilities, religion, etc.
→ **Representation of variety** and differences among people

Inclusion = creating an environment, e.g. in your company, where all individuals feel welcomed, respected, supported, and valued.
→ **Respecting and appreciating the differences**, allowing everyone to participate fully and contribute their best

Equality vs. Equity

Equality = state of being equal in rights, opportunities, and status. It aims to ensure everyone gets the same things.
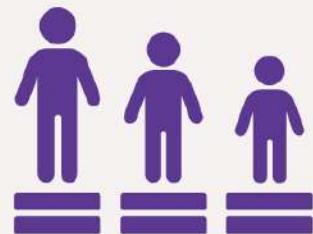
Equity = giving everyone what they need to be successful, which might not always mean giving them the same things.

Intersectionality

1 Race
2 Ethnicity
3 Gender identity   8 Sexuality
4 Class   9 Mental health
5 Language   10 Age
6 Religion   11 Education
7 Ability   12 Body size
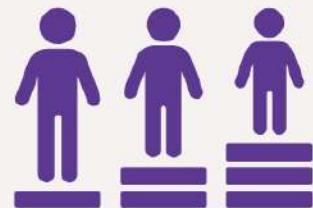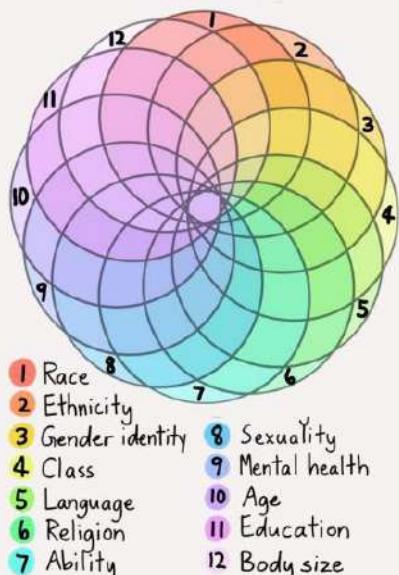
Intersectionality is a **concept** that acknowledges how various aspects of a person's identity **overlap and intersect**, shaping unique experiences and **systems of discrimination.** The overlapping characteristics can reinforce disadvantages and barriers.

Graphic from Sylvia Duckworth (https://www.utsc.utoronto.ca/curriculum-review/positioning-point-departure)

44

Barriers

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Socially constructed obstacles

Obstruct a particular group of people

Based on characteristics as age, gender, ethnicity, etc.

SOCIETAL
- Gender stereotypes
- Racial Bias and Discrimination

INSTITUTIONAL
- Discrimination in recruitment and promotion
- Corporate culture

STRUCTURAL
- Lack of physical accessability (Lack of ramps and elevators)
- Lack of gender quota or family friendly policies

Slide adapted from W4RES Final Event Workshop

Brainstorming: Biases and privileges

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Biases = subconscious preferences or prejudices toward particular people or groups, influencing thoughts, behaviors, and decision-making processes.

Privileges = unearned advantages or benefits that certain individuals or groups have by virtue of their social identity, resulting in easier access to opportunities, resources, and societal advantages.

Brainstorming: What concrete biases and privileges do you know from your everyday life?

Benefits of DEI for your company

☑ Satisfaction, motivation and collaboration among employees

☑ Increased innovation

☑ Competitive advantage

☑ Increased productivity

☑ Achievement of long-term financial goals, e.g. profitability

☑ HR: Decreased fluctuation and larger talent pool

☑ Customer satisfaction

Information from Business Leadership Today and Apprenticeship Minnesota

Good practice: Salzburg AG

- Actively promote diversity in HR, especially in recruitment and personal development
- Employees, especially managers, get unconscious bias and diversity empowerment trainings and workshops
- Use of gender-sensitive language
- #DIEzukunft program for diversity and equal chances for everyone
  - Mechanisms to arrange care duties and work (e.g., part time, home office, children (vacation) care, parental leave and birth grant, …) in order to increase female representation in technical sphere, especially in leading positions
  - Network for women in leading positions
  - Robo and Girls Camps to familiarise children (esp. girls) with technics from a young age
- Taking part at 'fairMATCHING', a job speed dating which connects refuguees and people with migration history with companies

https://www.ecn.com/de/ueber-uns/diversity.html#:~:text=Konkret%20streben%20wir%20an%2C%20den ON

DEI Tools:
Charta of Diversity

The Charta of Diversity is a German **initiative persuing to foster diversity and inclusion in companies** and create an open corporate culture based on mutual respect.
It's a **voluntary commitment and certificate** for companies. The signatory companies **undertake to create a work environment free of prejudice and marginalisation**.

Signatories of the energy sector: EnBW AG, Uniper SE, E.ON, ...

https://www.charta-der-vielfalt.de/en/diversity-charter-association/about-the-diversity-charter/

Charta of Diversity

https://www.charta-der-vielfalt.de/en/diversity-charter-association/about-the-diversity-charter/
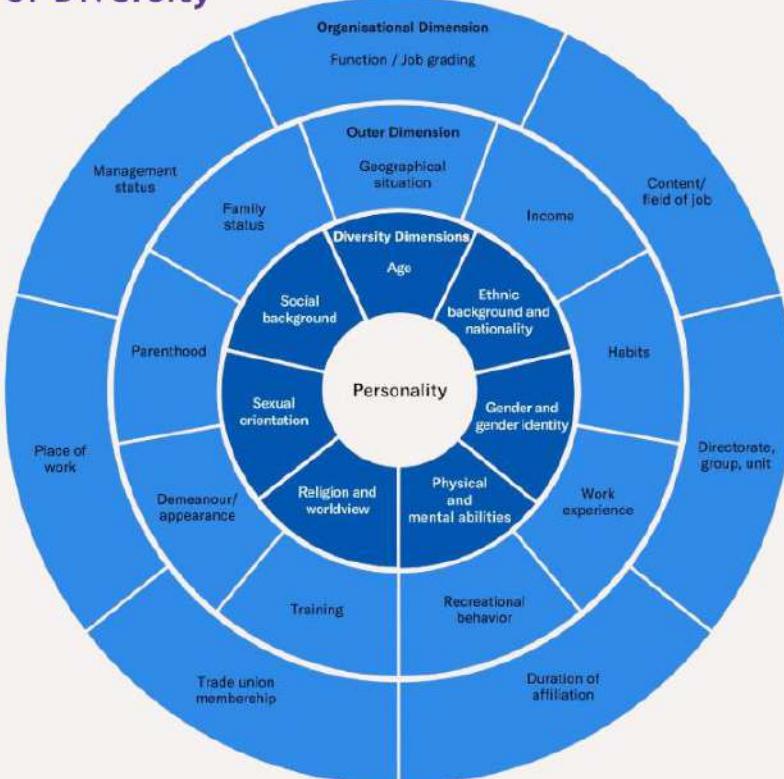
DEI Tools: Power Flower

The Power Flower is a great way to **depict intersecting identities and the ways that they contribute to both oppression and privilege**, illustrating how **power is relational and always dynamic**.

Information from We:Rise
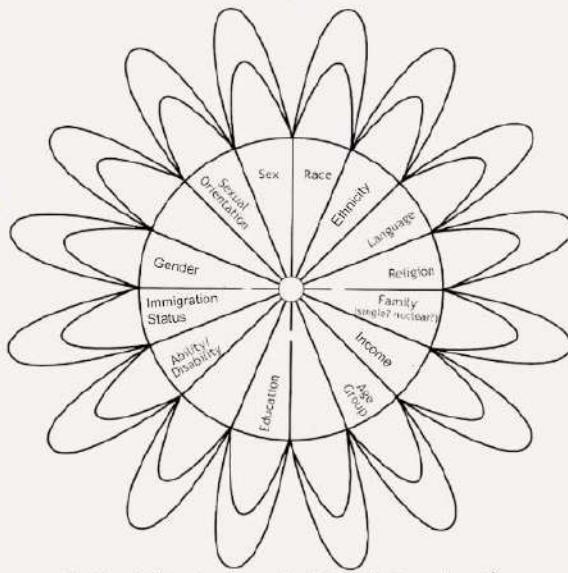
The Diversity Flower has been adopted from the Power Flower (Source: Arnold, R., Burke, B., James, C. & Martin, D. (1991) Educating for a Change. Toronto, ON: Between The Lines)

Power Flower: How does it work?

E.g.: Male
Being male often comes with privileges. Therefore, we colour the outer petal
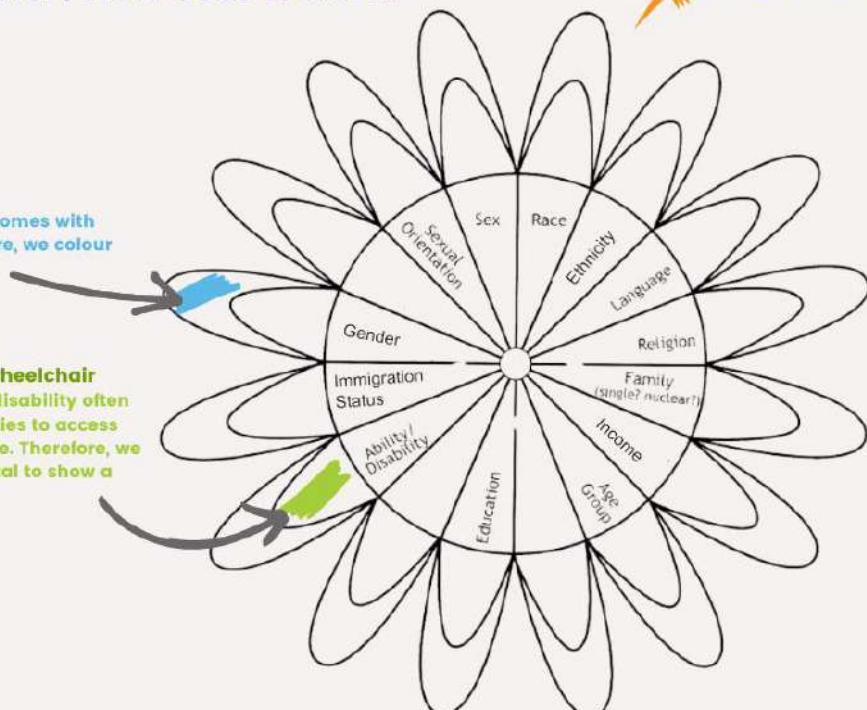
E.g.: Person in a wheelchair
Having a physical disability often comes with difficulties to access different areas of life. Therefore, we colour the inner petal to show a marginalization.

Design your own DEI approach

- **What is the status quo in your organisation? (quota, DEI policies, perspective of employees, ...)**
- **What DEI targets do you want to set for your company?**
- **Whom to involve? (dedicate personnel resources, awareness person, HR department, ...)**
- **How can the topic be communicated to involve employees? (workshops, surveys, trainings, ...)**
- **...**

How can DEI be fostered?

Establish DEI policies

Develop a DEI action plan

Evaluate the status quo in your company regularly (e.g. with anonymous surveys)

Create a safe space to talk about DEI concerns (e.g. with an awareness person)

Check HR practices (recruiting and advancement processes, ...)

...

Diversity
Equity **&**
Inclusion   is not just a box to tick.

It's a chance to **grow together**
and benefit from the **facets of**
diversity!

Q&A

Thank you!

EUWES

Partners:

DOOR Enginyeria Sense Fronteres FOCUS wecf

4 TRAINING SET FOR RESEARCH AND ACADEMIA

4.1 G3.A – Gender mainstreaming in STEM curricula and teaching

Stakeholder group: Professors and personnel in universities

Key words: Gender bias in STEM, interdisciplinary courses, gender modules for STEM curricula, gender-sensitive teaching methods

Objectives: Guide professors and personnel of universities towards including gender modules in their study programmes/curricula, show them best practices and measures as well as dive into an exchange about forming interdisciplinary courses

Table 6: Agenda G3.A in English

Time: 1,5h	Agenda point/topic
5min	Introduction
10min	Energizer
5min	Presentation of EUWES
10 min	Mainstreaming gender in STEM – WHY? (Reasons and background) Gender Bias in STEM (curricula)
10 min	Presentation of best practices
15 min	Methods and measures to mainstream gender in STEM curricula
20 min	Interactive method: Create your own gender module for your study programme (break-out groups)
10 min	Discussion with all participants, presentation of results of interactive method; Q&A
5 min	Conclusion

Gender Mainstreaming in STEM Curricula and Teaching

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Icebreaker

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STEM Role Model Match-Up/Wall

Online:
Ask participants to reflect on their STEM Role Model (women), to have a quick research and share a picture or some infopoints about that person.

Offline:
FIND YOUR MATCH: Some of you have quotes or info points about a famous STEM Role Model, others have a picture and name of the person. Find your partner while talking to the other participants!

PRESENTATION OF EUWES

Agenda

- **Introduction**
- **Gender bias in STEM curricula**
- **Best practices: Gendering STEM**
- **How to? Measures and tools**
- **Interaction: Create your own gender module**
- **Q&A**

Bringing gender aspects to STEM curricula - WHY?

Reflect on **technical design processes against the background of social diversity** and influence these processes.

- Increase acceptance of sustainable technologies, e.g. renewable energy technologies, among different social groups

- Attract more and diverse groups for STEM disciplines

Bring disciplines together that differ in terms of methodology, ontology and didactics

Underrepresentation of Women in STEM

Underrepresentation of Women
- EU: 48% of women (25-34 years old) attained a tertiary degree in 2022, 37% of man of the same age.
- But: Underrepresentation of women in energy-related field, particularly in STEM. In 2020, the number of men graduates exceeds the number of women graduates by over 50%.

Leaky pipeline phenomenon
- Higher rates of women in STEM bachelor programmes and master programmes, but they tend to leave the energy sector afterwards, e.g., by not engaging in PhD positions.

Gender Bias in STEM

Underestimation of capacities of women

- Women in higher education in STEM underestimate their own capacities (**low self-assessment, self-esteem**). For example, women master's STEM students in Germany reported a diminished perception of their own competence concerning future success expectations compared to their men counterparts (in 2019)**.**
- **The expertise and capacities of women are questioned** in a male-dominated working atmosphere, e.g. they have to prove themselves more than their men colleagues do.

The Maternal Wall

- Due to gender stereotypes, women are seen as primary caregivers. As soon as they want to combine motherhood with their career, they perceive less access to training, less opportunities for promotion and hiring, and lower salaries. This maternal wall is a particular barrier for women in STEM.

Gender Bias in STEM Curricula

Men authors or experts are listed <-> lack of women role models

STEM are considered as something objective/neutral as well as superior to human sciences

The methods used in courses are confrontative and often not interactive, furtermore they lead to a point where men enter discussions and women are left out

Brainstorming:
Do you know any best practices of specific universities and/or study programmes that included gender aspects in STEM?

BEST PRACTICES

Humboldt University Berlin: Gendering MINT (*eng.: STEM*)

- **Open Educational Resources** (OER) for the research area Gender & MINT – **digital e-learning course(s)**
- Open for students to dive into entanglement of gender studies with STEM studies, but also open to everyone
- **8 Modules:**
    - Gender & Biology
    - Gender & Chemicals
    - Gender & Informatics
    - Gender & Mathematics
    - Gender & Physics
    - Gender Equality in STEM
    - Gender in Technoscientific Literacy
    - Gender for all subjects

https://www2.hu-berlin.de/genderingmintdigital/

Technical University Berlin

- **Module "Gender Studies for MINT subjects"** for STEM students (6 ECTS)

- **Certificate "Interdisciplinary Gender Studies"** for students of all specialisation areas: Gender Study content and social, cultural, technical, scientific, and individual gendering processes (30 ECTS)

- **Certificate Study Program "Gender Pro MINT"** for students and doctorands in the STEM subjects: Gender Study contents and implementation of gender and diversity concepts in technology and infrastructure design, research design and teaching (30 ECTS)

https://www.tu.berlin/zifg/studium-und-lehre/studienangebot/lehrangebot

Gender Certificates

- TU Braunschweig
- Martin-Luther-Universität Halle-Wittenberg
- Hamburger Hochschulen
- Universität Hildesheim
- Universität zu Köln
- TH Köln
- ...

How to?

Content	
Interests and experiences of different genders	Bring in aspects that might be relevant for different gender perspectives, e.g. gender-specific mobility patterns or energy consumption
Relation to daily life experiences	In terms of energy: show relation to daily life, e.g.
Context of knowledge transfer	• Working atmosphere • Situational knowledge, identify knowledge hierarchies

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Gender training for teachers and professors

Interdisciplinary working group between teachers and professors

Offer modules only for women/WLINTA

Interdisciplinary seminars/teaching

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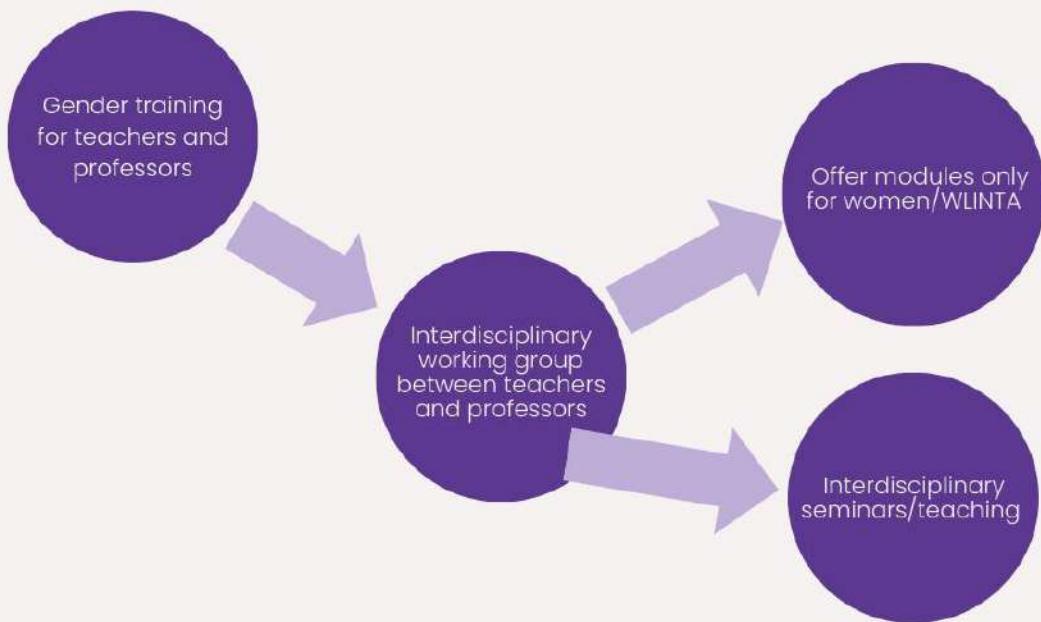
Check list

☑ **Content: Are gender aspects, power dynamics and structures recognised in the content?**

☐ **Teachers and professors: Do they have gender knowledge?**

☐ **Students: How diverse is the group of students? Who speaks?**

☐ **Methods: How participative and inclusive are the methods?**

☐ **Framework conditions: Where and when does the event take place, who has access to materials, how inclusive are the conditions?**

Fictional example of a gender module

Title	Gender Perspectives on Energy Poverty and Sustainable Construction
Form	Module
Study programme	Master of Science: Energy Science and Engineering
Crediting	Compulsory elective module
Offered by	Prof. Dr. Janine Wisslow
Date	Summer semester 2025
Scope of the module	6 ECTS
Courses	1) Lecture: Gender and energy poverty (2h/week) 2) Seminar: Gender, construction in existing buildings and energy-efficient refurbishment (2h/week)
Proof of achievement	Oral exam (30 Minutes) or term paper (15 to 20 pages)
Work load	1) 75h for 2,5 ECTS 2) 105h for 3,5 ECTS
Learning goals	• ·The students are enabled to recognise independently where and in what form gender is a relevant aspect with regard to energy poverty and energy-efficient building or rather sustainable construction, how this can be taken into account and which are widespread and tested concepts for successful implementation of construction measures to tackle energy poverty.

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INTERACTION:

CREATE YOUR OWN GENDER MODULE FOR STEM!

Create your own gender module!

Title	
Form	
Study programme	
Crediting	
Offered by	
Date	
Scope of the module	
Courses	
Proof of achievement	
Work load	
Learning goals	

Q&A

4.2 G3.B – Gender awareness and diversity in STEM disciplines at technical universities

Stakeholder group: Professors and personnel in universities

Key words: Gender-just structures at universities, institutionalising gender aspects, equal opportunities for women in STEM disciplines, Gender Equality Plans (GEP)

Objectives: Guide professors, staff members and even students at universities towards aiming at transforming existing structures to make them more gender-just; give insight into existing opportunities and strategies for mobilising more women for STEM disciplines; strengthen the understanding of Gender Equality Plans

Table 7: Agenda G3.B in English

Time – 1hour	Topic
00:00 to 00:10	Welcome, icebreaker and presentation of the agenda
00:10 to 00:15	Why is it important to promote gender equality in the STEM subjects? ● Status quo in the STEM disciplines ● Outlook on professional sphere
00:15 to 00:25	Gender Stereotypes in STEM
00:25 to 00:40	How to overcome gender disparities in education: ● Gender Equality Plans ● Mentoring and networking programmes ● Awards ● STEM days ● Study programme for women ● Training for professors ● Policies
00:40 to 00:55	Discussion
00:55 to 01:00	Q&A

Gender awareness and diversity in STEM disciplines at technical universities

Icebreaker

Online:
1. Send an emoji into the chat describing you if you were
... an animal. 🐱
... a colour. 💜

2. Send a GIF into the chat, that describes your mood right now. GIF

Online or Offline:
3. Answer with a reaction of 👍, if you agree or 👎, if you don't agree with the following statements:
- We have achieved gender equality.
- The energy sector is well-balanced in gender.
- I know a lot about gender equality.

4. Name a new thing you learned in 2023

Agenda

- Why is it important to promote gender equality in the STEM subjects?
  - ○ Status quo in the STEM disciplines & outlook on professional sphere
  - ○ Gender stereotypes in STEM
- How to overcome gender disparities in education
  - ○ Gender Equality Plans
  - ○ Mentoring and networking programs
  - ○ Awards
  - ○ STEM days
  - ○ Study program for women
  - ○ Training for professors
- Discussion
- Q&A

The crucial role of education

EUWES

Education
=
Equipping individuals with knowledge and skills

Confidence

Foundation for personal and professional development

Shaping career opportunities and success

A PISA study from 2019 showed that boys in 39 of 51 countries exhibit more confidence, interest and self-efficacy in learning science compared to girls. The Gender-Equality Paradox in Science, Technology, Engineering, and Mathematics Education from Stoet and Geary claim that students' career choices are highly influenced by their understanding of academic strengths, confidence, and interest in science.

Status quo in the STEM disciplines

In the EU in 2022 48% of women and 37% of the men aged 25-34 years attained a tertiary degree.

But despite women outpacing men in completing tertiary education, they **remain underrepresented in STEM disciplines**:

Graduates at Doctoral Level, in Science, Math., Computing, Engineering, Manufacturing, Construction in 2020, by sex – per 1000 of Population Aged 25-34

	Males	Females
EU – 27 countries	0.9	0.5
Germany	0.7	0.4
Spain	0.4	0.3
Croatia	0.2	0.2
Slovenia	0.4	0.3

Eurostat (2023). Graduates at doctoral level, in science, math., computing, engineering, manufacturing, construction, by sex - per 1000 of population aged 25-34.

Graduates in Tertiary Education, in Science, Math., Computing, Engineering, Manufacturing, Construction in 2020, by sex – per 1000 of Population Aged 20-29

	Males	Females
EU – 27 countries	8.8	5.7
Germany	9.5	5.3
Spain	6.3	4.1
Croatia	9.6	6.9
Slovenia	5.9	4.8

Eurostat (2023c). Graduates in tertiary education, in science, math., computing, engineering, manufacturing, construction, by sex - per 1000 of population aged 20-29.

Outlook on professional sphere

Women can study whatever they want nowadays. We have already achieved gender equality!

Exactly, we don't need to fight for gender equality anymore.

Many former women STEM students report that they experience gender inequality and disadvantages later in their professional career. In former projects (e.g, W4RES) women shared during interviews three mains reasons that made them take the decision to leave the energy sector once in it:
1. Non gender friendly work environment (sexist jokes, harassment, discrimination, gender pay gap etc.)
2. Lack of opportunities to reach leadership and decision-making positions
3. Lack of flexible working conditions and unmatching with care work duties.

Comparison of Women's Representation in the Energy Sector

Sector	Croatia	Germany	Slovenia	Spain
Energy sector (2022)	12%	26%	15%	31%
Renewable energy sector	-	32% (2021)	-	18.2% (2022)
Leadership/management position in the energy sector	-	15.5% (2021)	20% (2018)	-

EIGE (n.d.). Gender Equality Index: Green Deal in "each country", https://eige.europa.eu/gender-equality-index/thematic-focus/green-deal/country
EUWES, WECF (2023). D1.2.
EUWES, FOCUS (2023). D1.2.

Gender stereotypes in STEM

Gender Stereotype

The **overgeneralisation** of characteristics and attributes of a certain group based on their gender.

Gender Bias

The **favoring** of one gender over another. This bias can manifest in various forms, such as unequal pay, limited opportunities for advancement, or discriminatory treatment in the workplace or society.

Brainstorming:
What gender stereotypes do you know in regard of the STEM subjects?

Gender stereotypes

In the STEM subjects:
- Assuming that certain genders have **inherent abilities or talents** in specific STEM fields.
- Believing that **girls are less interested** in or less capable of excelling in STEM subjects.
- Assuming that **STEM careers are more suited to men due to perceived traits** like competitiveness, rationality, and technical aptitude.
- Stereotyping **STEM fields as lacking creativity or innovation**, which may discourage individuals, particularly women, who are interested in more artistic or creative pursuits.

In the energy sector:
- Assuming that certain roles within the energy sector are **better suited for men due to perceived physical strength** and endurance.
- Stereotyping **leadership positions** in the energy sector as **more suitable for men.**
- Perceiving the **energy sector as having a male-dominated culture,** which may create barriers for women seeking to enter or advance within the industry.
- Assuming that **men are naturally more adept at working with complex machinery and technology**.

Good practices identified in the scope of EUWES

- ☑ **Gender Equality Plans**
- ☑ **Mentoring and networking programs**
- ☑ **Awards**
- ☑ **STEM days**
- ☑ **Study program for women**
- ☑ **Training for professors**

Gender Equality Plans (GEPs)

EUWES

GEPs usually identify strategic areas of improvement, contain objectives, measures, indicators responsible positions, implementation bodies and timelines. Moreover, a Committee, a Commission or a working group is founded to implement and monitor the measures.

Why is it helpful?

- It encompasses all components that are crucial to achieve a long-term, sustainable and monitorable progress in the realm of gender equality.
- Demonstrates the university's commitment towards gender equality and states an example.
- It gives access to funding, which can later on be invested in gender-budgeting.

Example: The plans have been found to be useful and mostly well-developed among the Croatian technical faculties.

Mentoring and networking programs

EUWES

Connecting students from the higher education to experts, such as policy makers, industry leaders and professors and role models.

Why is it helpful?

- Career guidance and skill development from experienced professionals
- Women role models can encourage students to pursue their goals
- It addresses the isolation that women might experience due to being in the minority and gives them the feeling of belonging into the STEM subjects.
- Supportive community for women where they can share experiences and challenges in a safe environment
- Offers networks, job opportunities, research collaborations, and other resources that may not be available to women in STEM

Examples: STEAM Alliance for Female Talent (Spain), FeSTEM and Women and Girls in STEM Forum (Slovenia), FemTec (Germany)

Awards

EUWES

Awards for women or gender-diverse individuals in the STEM subjects highlight role models and their achievements. It should not be seen as a competition but rather that addresses and counteracts the invisibility of women engineers in society and remunerates them (e.g. fee/price).

Why is it helpful?

- It showcases women role models and thereby inspire other students to pursue their passion for STEM.
- It counteracts the invisibility of the achievements of women in STEM in the universities and society.

Examples: The Female Engineer of the Year Award (Slovenia), STEAM Alliance for Female Talent (Spain), Women in CIT Diversity Award (Germany)

STEM days

Events and initiatives that aim at engaging young individuals in activities related to the subjects. They can specifically target young girls to awaken their interest for the field.

 EUWES

Why is it helpful?

- It helps to break down gender stereotypes from a younger age.
- It gives young students the possibility to have hands-on experiences and thereby built confidence and interest in STEM careers.

Examples: STEAM Alliance for Female Talent (Spain), FeSTEM and Women and Girls in STEM Forum (Slovenia), FemTec (Germany)

Study programs for women

Study and re-education programs specifically dedicated to women.

 EUWES

Examples:

- **Frauenstudiengang Maschinenbau**, a study programme of mechanical engineering in which women study alone for the first four semesters and afterwards together with men. (Germny, University in Mülheim an der Ruhr)
- **FIT in MINT (STEM) Frauen.Innovation.Technik.** conducts a further education programme for unemployed women, especially mothers. Many of them have had a different career beforehand, re-educated and joined this training on energy subjects. (Germany)

Why is it helpful?

It fosters a safe space for women to learn free from judgement and might encourage women, that are intimidated from the male-dominated atmosphere, to pursue a career in the STEM field.

Trainings for professors

Awareness and gender bias trainings for the personnel, e.g. for professors.

EUWES

Why is it helpful?

- Sensitises the professors for those matters and as they are responsible for the design of their lectures, they can largely influence the study programs and how students feel welcomed and belonging in the field.
- Avoid reproducing gender stereotypes and counteracting on sexism

Discussion:

- Gender Equality Plans
- Mentoring and networking programs
- Awards
- STEM days
- Study program for women
- Training for professors
- ...

1. What do you think about the presented strategies?
2. Where do you see potential problems?
3. Which other strategies/initiatives do you know?
4. Which strategy could work/be taken over to your institution?

Q&A

EUWES

Thank you!

Partners:

5 TRANSLATED AGENDAS

5.1 Croatian

G1.A – Uvod, analiza i integracija rodnih aspekata u energetske politike

Dionici: Donositelji politika/Vlasti i sektor civilnog društva (G1)

Ključne riječi: rod-energija-veza, analiza nacionalne situacije u vezi s rodno/energetskim politikama, integracija rodnih aspekata u energetske politike; intersektorski pristup

Ciljevi:

- Razumijevanje koncepta integracije rodnog aspekta
- Trenutačno stanje integracije rodnog aspekata u energetske politike
- Razvoj rodno osjetljivi pokazatelja za energetske politike, kako analizirati analizirati energetske politike kros rodnu perspektivu

Table 8: Agenda G1.A in Croatian

Vrijeme - 1 sat	Program
00:00 - 00:10	Dobrodošlica, upoznavanje i predstavljanje dnevnog reda
00:10 – 00:25	Važnost rodnog aspekta u energetskim politikama
00:25 - 00:30	Što znači integracija rodnog aspekta? • Definicija • Ključni ishodi
00:30 - 00:45	Trenutačno stanje integracije rodnog aspekta u energetske politike na nacionalnoj razini
00:45 – 01:15	Kako znati je li moja politika/program rodno osjetljiva? • Definicija rodno osjetljive politike • Metodologija analize • Razvoj rodno osjetljivih kontrolnih točaka/pokazatelja za energetske politike
01:15 - 01:20	Prema vašem mišljenju, koje rodne aspekte smatrate relevantnima u najnovijim energetskim politikama na kojima radite? • Slido
01:20 – 01:30	P&O
15-minutna pauza prije Modula 2	

G1.B – Izgradnja i primjena rodno pravednih energetskih politika/programa putem rodno osjetljivih alata

Grupa dionika: Kreatori politike/tijela i sektor civilnog društva (G1)

Ključne riječi: rodno pravedna komunikacija, analiza dionika, podaci razvrstani po spolu, alati za pregled, radionica zajedničkog stvaranja, rodno osjetljiv proračun, izvješćivanje i praćenje

Ciljevi:

- Mapiranje dionika i korisnika
- Otkrijte neke korisne rodne alate za rodno pravedne energetske politike
- Financiranje rodnih projekata u energetskom sektoru i financijska potpora korisnicima
- Dajte preporuke za politiku

Table 9: Agenda G1.B in Croatian

Vrijeme - 2 sata	Program
00:00 - 00:10	Dobrodošlica i predstavljanje EUWES-a i agende
00:10 - 00:25	Mapirajte svoje korisnike
00:25 - 01:05 (10min/alat)	Postojeći rodni alati (4): • Podaci razvrstani po spolu i spolu • Indikatori spola • Rodno proračunsko planiranje • Praćenje i procjena
01:05 – 01:35	Razviti rodne pokazatelje za energetske politike
01:35 - 01:45	Predstavljanje ključnih preporuka politike
01:45 – 01:55	P&O
01:55 – 02:00	Anketa o zadovoljstvu - KRAJ

G2.A – Rodna revizija – razumijevanje i identifikacija rodno-specifičnih pitanja i uzoraka unutar tvrtke

Grupa dionika: Upravitelji i zaposlenici energetskih tvrtki; energetske zajednice (privatni sektor)

Ključne riječi: revizija rodne jednakosti, akcijski plan za rodnu ravnopravnost, prepreke rodne ravnopravnosti, ciljevi rodne ravnopravnosti, tehnologija s obzirom na rod, ponašanje vezano uz spol/rod i energiju

Ciljevi:

- Identificirati rodne jazove unutar sastava, struktura, procesa, upravljanja te u dizajnu i provedbi

politika, usluga i projekata.

- Procijeniti utjecaj organizacijske izvedbe i njenog upravljanja na rodnu ravnopravnost unutar organizacije.
- Razvoj Akcijskog plana za rodnu ravnopravnost.

Table 10: Agenda G2.A in Croatian

Vrijeme	Program
10:00 to 10:10	Dobrodošlica, upoznavanje i predstavljanje dnevnog reda

10:10 to 10:15	Što je rodna provjera?
	
	     • Definicija
	     • Ključni rezultati

10:15 to 10:20	Zašto provesti rodnu provjeru?
	
	     • Ciljevi
	     • Mogućnosti

10:20 to 10:25	Zašto provesti rodnu provjeru? Trenutno stanje rodne ravnopravnosti u energetskom sektoru
	
	     • Rodne prepreke
	     • Rodno usmjerene tehnologije

10:25 to 10:30	Okvir: Analiza potražnje i ponude
10:30 to 10:35	Metode
10:35 to 10:40	Indikatori
10:40 to 10:45	Primjer za sudjelovanje/zastupljenost: udio žena na tehničkim pozicijama
10:45 to 10:55	Primjer za politike/programi: prisutnost obiteljski sklonih politika s primjerima najbolje prakse
10:55 to 11:05	Primjer za pristup/podrška: jednak pristup obuci i osnaživanju s brainstormingom
11:05 to 11:10	Primjer rodne perspektive: Rodni ciljevi u planiranju projekata
11:10 to 11:20	Od rodnog auditiranja do plana za rodnu ravnopravnost
11:20 to 11:30	P&O

G2.B – Raznolikost, pravednost i inkluzija

Grupa dionika: Menadžeri i zaposlenici energetskih tvrtki; energetske zajednice (privatni sektor)

Ključne riječi: Intersekcionalnost, bazen talenata i perspektiva, procjena potreba, svijest, upravljanje sukobima, prepreke u procesima prijava, prilike za različite društvene skupine na tržištu rada/energije

Ciljevi:

- Poboljšana svijest i razumijevanje važnosti raznolikih i inkluzivnih radnih mjesta i društava
- Povećano uključivanje menadžmenta i osoblja u DEI u njihovim timovima
- Prikaz strategija i alata energetskim tvrtkama za povećanje njihovog pristupa DEI-u, npr. Povelja o raznolikosti, Moćni cvijet
- Uvod u koncept intersekcionalnosti, svijesti i sigurnih(r) prostora (u smislu jezika, sposobnosti, kulturnih sukoba)
- Dobre prakse pristupa DEI-u/razvoj metodologija DEI-a za sektor energije
- Samoprocjena radne kulture i procesa prijava (prepreke za različite društvene skupine)

Table 11: Agenda G2.B in Croatian

Vrijeme	Program
10:00 to 10:10	Dobrodošli, upoznavanje i predstavljanje dnevnog reda
10:10 to 10:20	Govoriti o pojmovima: - Raznolikost naspram uključenosti - Jednakost naspram pravednosti - Intersekcionalnost - Prepreke
10:20 to 10:30	Predrasude i privilegije (s brainstromingom)
10:30 to 10:40	Kako tvrtka može imati koristi od DEI? Dobre prakse
10:40 to 10:50	Alati za DEI - Povelja o raznolikosti - Cvijet moći
10:50 to 10:55	Kreiranje vašeg pristupa DEI
10:55 to 11:00	Kako se može poticati DEI?
11:00 to 11:10	P&O

G3.A – Uključivanje rodne perspektive u STEM kurikulume i nastavu

Skupina zainteresiranih strana: Profesori i osoblje na sveučilištima

Ključne riječi: Rodna pristranost u STEM područjima, interdisciplinarni tečajevi, moduli o rodu za STEM kurikulume, rodno osjetljive metode poučavanja

Ciljevi: Voditi profesore i osoblje sveučilišta prema uključivanju modula o rodu u njihove studijske programe/kurikulume, pokazati im najbolje prakse i mjere te potaknuti razmjenu ideja o formiranju interdisciplinarnih tečajeva

Table 12: Agenda G3.A in Croatian

Vrijeme: 1,5h	Program
5min	Uvod
10min	Energizer
5min	Prezentacija EUWES-a
10 min	Uključivanje rodnih perspektiva u STEM - ZAŠTO? (Razlozi i pozadina)
10 min	Rodna pristranost u STEM područjima (kurikulumi)
15 min	Prezentacija najboljih praksi
20 min	Metode i mjere za uključivanje rodnih perspektiva u STEM kurikulume
10 min	Interaktivna metoda: Kreirajte vlastiti modul o rodu za svoj studijski program (rad u manjim grupama)
5 min	Rasprava sa svim sudionicima, prezentacija rezultata interaktivne metode; Pitanja i odgovori

G3.B – Rodna osviještenost i raznolikost u STEM disciplinama na tehničkim sveučilištima

Stakeholder grupa: Profesori i osoblje na sveučilištima

Ključne riječi: Rodni stereotipi, politike, najbolje prakse

Ciljevi: Usmjeriti profesore, članove osoblja i studente na sveučilištima prema transformaciji postojećih struktura kako bi bile rodno pravednije; dati uvid u postojeće mogućnosti i strategije za mobiliziranje više žena u STEM discipline; ojačati razumijevanje planova za ravnopravnost spolova

Table 13: Agenda G3.B in Croatian

Vrijeme	Program
00:00 to 00:10	Dobrodošlica, upoznavanje i predstavljanje dnevnog reda
00:10 to 00:15	Zašto je važno promicati rodnu ravnopravnost u STEM predmetima? • Trenutno stanje u STEM disciplinama • Pogled na profesionalnu sferu
00:15 to 00:25	• Rodni stereotipi u STEM-u
00:25 to 00:40	• Kako prevladati rodne disparitete u obrazovanju: • Planovi za ravnopravnost spolova • Mentorstvo i mrežni programi • Nagrade

Zeit – 1,5 Stunden	Inhalt
	● STEM dani
	● Studijski programi za žene
	● Obuke za profesore
	● Politike
00:40 to 00:55	● Rasprava
00:55 to 01:00	P&O

5.2 German

G1.A – Einleitung, genderspezifische Analyse und Gender Mainstreaming für Energiegesetze und -strategien

Stakeholder-Gruppe: Politische Entscheidungsträger*innen & Zivilgesellschaft (G1)

Schlagwörter: Gender-Energie-Nexus, Analyse des Status Quo von Gender-Aspekten in Energiegesetzen und in der Energiepolitik, Gender Mainstreaming in der Energiepolitik; Intersektional-feministischer Ansatz

Ziele:
- Verstehen des Konzepts Gender Mainstreaming
- Aufzeigen des Status quo von Gender Mainstreaming in der Energiepolitik
- Entwicklung von Gender-Indikatoren für Energiegesetze; Gender-Perspektive auf Energiegesetze vermitteln

Table 14: Agenda G1.A in German

Zeit – 1,5 Stunden	Inhalt
00:00 - 00:10	Begrüßung, Icebreaker und Präsentation der Agenda
00:10 – 00:25	Relevanz von Gender-Aspekten in Energiegesetzen
00:25 - 00:30	Was bedeutet Gender Mainstreaming? ● Definition ● Essenzielle Outcomes
00:30 - 00:45	Status quo von Gender Mainstreaming in Energiegesetzen auf Bundesebene, bspw. im Erneuerbare Energiengesetz (EEG) oder dem Gebäudeenergiegesetz (GEG)
00:45 – 01:15	Wie weiß ich, ob mein Gesetz oder meine Strategie gender-responsiv ist? ● Definition einer gender-responsiven Politik ● Methoden für eine Gender-Analyse ● Entwicklung von "gender check-points" bzw. Gender-Indikatoren für

	Energiegesetze, Strategien und Programme
01:15 - 01:20	Abfrage der Meinung der Teilnehmer*innen mittels der Frage: *Welche Gender-Aspekte wären aus Ihrer Sicht relevant für die Energie-Programme und die Energiepolitik, an der Sie gerade arbeiten?* ● Gemeinsamer Slide, bspw. Jamboard oder Miro
01:20 – 01:30	Q&A und Abschluss

G1.B – Gender-gerechte Energiegesetze und -strategien aufbauen und anwenden

Stakeholder group: Politische Entscheidungsträger*innen & Zivilgesellschaft (G1)

Schlagwörter: Gendergerechte Kommunikation, Stakeholder-Analyse, gender-disaggregierte Daten, gendergerechte Tools & Instrumente, Gender-Budgeting, Berichterstattung und Monitoring

Ziele:

- Mapping von Stakeholdern und von den Bedürfnissen der Zielgruppe/*Beneficiaries*
- Entdecken von nützlichen Gender-Tools für gender-gerechte Energiepolitik
- Förderung von Gender-Projekten im Energiesektor und finanzielle Unterstützung für Zielgruppe (*beneficiaries; im EUWES-Kontext sind es in erster Linie FLINTA**)
- Bereitstellung von EUWES-Politikempfehlungen

Table 15: Agenda G1.B in German

Zeit bzw. Dauer – 2 Stunden	Inhalt
00:00 - 00:10	Begrüßung, Icebreaker und Präsentation der Agenda, Präsentation von EUWES
00:10 - 00:25	Festlegen der Zielgruppe(n) (*beneficiaries*)
00:25 - 01:05 (10min/tool)	Existerende Gender-Instrumente (4): ● Gender-disaggregierte Daten ● Gender-Indikatoren ● Gender-Budgeting ● Monitoring und Selbst-Analyse
01:05 – 01:35	Entwicklung von Gender-Indikatoren für Energiegesetze und -programme
01:35 - 01:45	Präsentation von EUWES-Politikempfehlungen
01:45 – 01:55	Q&A
01:55 – 02:00	Evaluation und Abschluss

G2.A – Gender-Audit – Verstehen und Identifizieren von genderspezifischen Belangen innerhalb einer Energiefirma

Stakeholder-Gruppe: Manager*innen und Angestellte von Energiefirmen; Energiegemeinschaften (privater Sektor)

Schlüsselwörter: Gender-Audit, Gender-Aktionsplan (GAP), gender-spezifische Barrieren, gender-spezifische Ziele, Gender-Technologien, gender-spezifischer Energiekonsum

Ziele:

- Identifizieren von Gender-Gaps in Unternehmens-Strukturen, -Prozessen, im Management, im Design und im Vertrieb von Dienstleistungen und Produkten
- Einschätzung der Wirkung der eigenen Unternehmens-Performance und des Managements bezüglich von Gleichstellung und Gendergerechtigkeit
- Entwicklung eines Gender-Aktionsplans (GAP)

Table 16: Agenda G2.A in German

Dauer – 1h30	Inhalt
00:00 - 00:10	Begrüßung, Icebreaker und Präsentation der Agenda, Präsentation von EUWES
00:10 - 00:15	Was ist ein Gender-Audit? ● Definition ● Wichtige Outcomes
00:15 - 00:20	Warum sollte Ihr Unternehmen ein Gender-Audit vornehmen? ● Ziele ● Vorteile
00:20 - 00:25	Warum sollte Ihr Unternehmen ein Gender-Audit vornehmen? Status Quo von Gleichstellungsprozessen im Energiesektor, mit Blick auf: Genderspezifische Barrieren ● Gender-spezifische Technologien
00:25 - 00:30	Rahmen: Angebots- und Nachfrage-orientierte Analyse
00:30 - 00:35	Methoden/Methodologie
00:35 - 00:40	Indikatoren
00:40 - 00:45	Beispiel von Partizipation/Repräsentation: Anzahl von Frauen in technischen Positionen (im Energiesektor)
00:45 - 10:55	Beispiel für Gesetze/Programme: Familien-freundliche Programme in Unternehmen
00:55 - 01:05	Beispiel für Zugang und Unterstützung: Zugang zu Weiterbildung, Schulungen und Trainings für alle Geschlechter

01:05 - 01:10	Beispiel eines gender-spezifischen Ansatzes in Unternehmen: Gender-Ziele in der Planung von Projekten
01:10 - 01:20	Vom Gender-Audit zum Gender-Aktionsplan (GAP)
01:20 - 01:30	Q&A und Abschluss

G2.B – Diversität, Gleichheit und Inklusion

Stakeholder-Gruppe: Manager*innen und Angestellte von Energiefirmen; Energiegemeinschaften (privater Sektor)

Schlüsselwörter: Intersektionalität, Pool an Talenten und Perspektiven, Bedürfnis-Analyse, Awareness, Konfliktmanagement, Barrieren in Bewerbungsprozessen, Chancen für verschiedene soziale Gruppen auf dem Arbeitsmarkt bzw. im Energiesektor

Ziele:
- Verbessertes Verständnis zur Relevanz von diversen und inklusiven Arbeitsplätzen
- Vermehrtes Engagement von Management/Arbeitgeber*innen und Arbeitnehmer*innen zur Integration von DEI am Arbeitsplatz
- Strategien und Tools für Energiefirmen aufzeigen, damit sie ihren DEI-Ansatz verfolgen können, bspw. Charta der Vielfalt oder die Privilegienblume
- Einführung ins Konzept Intersektionalität, Awareness und Safe(r) Spaces (mit Blick auf Sprachen, Abilities und kulturelle Konflikte)
- Gute Beispiele von DEI-Ansätzen und Methoden für DEI im Energiesektor aufzeigen
- Selbst-Bewertung und Selbst-Analyse der Arbeitskultur und von Bewerbungsprozessen (mit Blick auf Barrieren für verschiedene soziale Gruppen)

Table 17: Agenda G2.B in German

Dauer – 1h30	Inhalt
00:00 - 00:10	Begrüßung, Icebreaker und Präsentation der Agenda
00:10 - 00:20	Vorstellung der Begriffe: • Diversität vs. Inklusion • Gleichheit vs. Gleichwertigkeit (Equality vs. Equity) • Intersektionalität • Barrieren
00:20 - 00:30	Biases/Vorurteile und Privilegien (mit Brainstorming)
00:30 - 00:40	Wie kann eine Firma von DEI profitieren? + Gute Beispiele
00:40 - 01:00	DEI-Tools • Charta der Vielfalt • Privilegienblume

01:00 - 01:15	Designt euren DEI-Ansatz
01:15 - 01:20	Wie can DEI nachhaltig etabliert und verstärkt werden?
01:20 - 01:30	Q&A und Abschluss

G3.A – Gender Mainstreaming in MINT-Curricula und in der Lehre

Stakeholder-Gruppe: Professor*innen, Dozent*innen und Mitarbeiter*innen an Universitäten

Schlüsselwörter: Gender Bias in MINT, interdisziplinäre Kurse, Gender-Module für MINT-Curricula, gender-sensitive Lehrmethoden

Ziele: Professor*innen, Dozent*innen und Mitarbeiter*innen dazu (an-)leiten, Gender-Module in ihren Lehrplan, in ihre Seminare oder Vorlesungsreihen zu integrieren; ihnen gute Beispiele und Mittel aufzeigen, um interdisziplinäre Kurse zu planen

Table 18: Agenda G3.A in German

Zeit/Dauer: 1,5h	Inhalt
5min	Begrüßung, Einführung, Präsentation der Agenda
10min	Energizer
5min	Präsentation EUWES
10 min	Gender Mainstreaming in MINT – Warum? (Hintergründe) Gender Bias in MINT (Curricula)
10 min	Präsentation von guten Beispielen
15 min	Methoden und Mittel für Gender Mainstreaming in STEM-Curriculae
20 min	Interaktive Methode: Kreiiert euer eigenes Gender-Modul für euren Lehrplan (in Kleingruppen)
10 min	Diskussion mit allen Teilnehmer*innen, Präsentation von Ergebnissen der interaktiven Methode; Q&A
5 min	Zusammenfassung und Abschluss

G3.B – Bewusstsein über Gender und Diversität in MINT-Disziplinen an (technischen) Hochschulen

Stakeholder-Gruppe: Professor*innen, Dozent*innen und Mitarbeiter*innen an Universitäten

Schlüsselwörter: Gender-gerechte Strukturen an Hochschulen, Institutionalisierung von Gender-Aspekten, Chancengerechtigkeit für Frauen in MINT-Fächern, Gender Equality Plans (GEP)

Ziele: Professor*innen, Mitarbeiter*innen und gar Student*innen an Universitäten bzw. Hochschulen dazu anzuleiten, bestehende Strukturen zu verändern, um sie gender-gerechter zu gestalten; Einblicke in bestehende Möglichkeiten und Strategien geben, um mehr Frauen für MINT-Fächer zu mobilisieren; das Verständnis zu Gleichstellungsplänen (*Gender Equality Plans, GEP*) zu stärken

Table 19: Agenda G3.B in German

Zeit/Dauer – 1 Stunde	Inhalt
00:00 to 00:10	Begrüßung, Icebreaker und Präsentation der Agenda
00:10 to 00:15	Warum ist es wichtig, Gendergerechtigkeit bzw. Gleichstellung in MINT-Fächern zu fördern? ● Status quo von Genderaspekten in MINT-Fächern ● Ausblick auf berufliche Perspektiven von Frauen in MINT-Fächern (bspw. im Energiesektor)
00:15 to 00:25	Gender-Stereotype in MINT
00:25 to 00:40	Vorstellung möglicher Gleichstellungsmaßnahmen: ● Gender Equality Plans ● Mentoring und Vernetzungsprogramme ● Awards ● MINT-Tage wie Girls´ Days ● Studienprogramme für Frauen ● Gendertrainings für Professor*innen und Dozent*innen ● Policies
00:40 to 00:55	Diskussion
00:55 to 01:00	Q&A

5.3 Slovenian

G1.A – Uvod, analiza in vključevanje načela enakosti spolov v energetske politike

Skupine deležnikov: Oblikovalci politik/odločevalci & sektor civilne družbe (G1)

Ključne besede: povezava med spolom in energijo, analiza razmer na področju politik enakosti spolov in energetskih politik na nacionalni ravni, vključevanje načela enakosti spolov v energetske politike; medsektorski pristop

Cilji:
- razumevanje koncepta vključevanja načela enakosti spolov
- trenutno stanje na področju vključevanja načela enakosti spolov v energetske politike
- oblikovanje kazalnikov enakosti spolov za energetske politike, kako analizirati energetske politike z vidika enakosti spolov

Časovni termin	Tema
00.00–00.10	Dobrodošlica, aktivnost za prebijanje ledu in predstavitev dnevnega reda
00.10–00.25	Pomen načela enakosti spolov v energetskih politikah
00.25–00.30	Kaj pomeni vključevanje načela enakosti spolov? – opredelitev pojma – ključni rezultati
00.30–00.45	Obstoječe stanje na področju vključevanja načela enakosti spolov v energetske politike na nacionalni ravni
00.45–01.15	Kako vem, ali moja politika/program upošteva vidik enakosti spolov? – opredelitev politike, ki upošteva vidik spola – metodologija analize – oblikovanje kazalnikov/kontrolnih točk enakosti spolov za energetske politike
01.15–01.20	Kateri vidiki enakosti spolov bi bili po vašem mnenju relevantni v najnovejših energetskih politikah, s katerimi ste se ukvarjali? – Slido
01.20–01.30	Vprašanja in odgovori

G1.B – Oblikovanje in uporaba spolno pravičnih energetskih politik/programov s pomočjo orodij za enakost spolov

Skupine deležnikov: Oblikovalci politik/odločevalci & sektor civilne družbe (G1)

Ključne besede: spolno pravična komunikacija; analiza deležnikov; podatki, razčlenjeni po spolu; pregledna orodja; delavnica soustvarjanja; upoštevanje vidika spola pri načrtovanju proračuna; poročanje in spremljanje

Cilji:

- opredelitev deležnikov oz. ciljnih skupin
- spoznavanje nekaterih izmed orodij za spolno pravične energetske politike
- financiranje projektov na področju enakosti spolov v energetskem sektorju in finančna podpora ciljnim skupinam
- oblikovanje priporočil za politike

Table 21: Agenda G1.B in Slovenian

Časovni termin	Tema
00.00–00.10	Dobrodošlica, aktivnost za prebijanje ledu ter predstavitev projekta EUWES in dnevnega reda
00.10–00.25	Opredelitev vaših deležnikov oz. ciljnih skupin

00.25–01.05	Obstoječa orodja za enakost spolov (4):
(10 minut/orodje)	– podatki, razčlenjeni glede na biološki in družbeni spol – kazalniki enakosti spolov – upoštevanje vidika spola pri načrtovanju proračuna – poročanje in spremljanje
01.05–01.35	Oblikovanje kazalnikov enakosti spolov za energetske politike
01.35–01.45	Predstavitev ključnih priporočil za politike
01.45–01.55	Vprašanja in odgovori
01.55–02.00	Vprašalnik o zadovoljstvu > KONEC

G2.A – Pregled po merilih spola – razumevanje in prepoznavanja vprašanj in vzorcev na področju enakosti spolov v podjetju

Skupine deležnikov: Vodstveno osebje in zaposleni v energetskih podjetjih; energetske skupnosti (zasebni sektor)

Ključne besede: pregled po merilih spola; akcijski načrt za enakost spolov; ovire, pogojene s spolom; cilji na področju enakosti spolov, spolno zaznamovana tehnologija, energetsko vedenje glede na spol.

Cilji:
- identifikacija vrzeli med spoloma v sestavi, strukturah, procesih, upravljanju ter pri načrtovanju in izvajanju politik ter storitev in projektov,
- ocena vpliva delovanja organizacije in njenega upravljanja na enakost spolov v organizaciji,
- priprava akcijskega načrta za enakost spolov.

Table 22: Agenda G2.A in Slovenian

Časovni termin	Tema
10.00–10.10	Dobrodošlica, aktivnost za prebijanje ledu in predstavitev dnevnega reda
10.10–10.15	Kaj je pregled po merilih spola? ● definicija ● ključni rezultati
10.15–10.20	Čemu je namenjen pregled po merilih spola? ● cilji ● priložnosti
10.20–10.25	Zakaj opraviti pregled po merilih spola? Obstoječe stanje (status quo) na področju enakosti spolov v energetskem sektorju ● ovire, pogojene s spolom ● spolno zaznamovane tehnologije
10.25–10.30	Okvir: Analiza na strani povpraševanja in ponudbe

10.30–10.35	Metode
10.35–10.40	Kazalniki
10.40–10.45	Primer za zastopanost/sodelovanje: Delež žensk na tehničnih položajih
10.45–10.55	Primer za politike/programe: Družini prijazne politike s primerom najboljše prakse
10.55–11.05	Primer za dostopnost/podporo: Enakopraven dostop do usposabljanja in opolnomočenja s tehniko možganske nevihte (brainstorming)
11.05–11.10	Primer pristopa z upoštevanjem vidika spola: Cilji glede enakosti spolov pri načrtovanju projektov
11.10–11.20	Od pregleda po merilih spola do akcijskega načrta za enakost spolov
11.20–11.30	Vprašanja in odgovori

G2.B – Raznolikost, pravičnost in vključenost (RPV)

Skupine deležnikov: Vodstveno osebje in zaposleni v energetskih podjetjih; energetske skupnosti (zasebni sektor)

Ključne besede: presečnost, nabor talentov in perspektiv, ocena potreb, ozaveščenost, obvladovanje konfliktov, ovire v postopkih prijave, možnosti za različne družbene skupine na trgu dela/energije

Cilji:
- Izboljšana ozaveščenost in razumevanje pomena raznolikih in vključujočih delovnih mest in družb
- Večja zavzetost vodstva in zaposlenih za raznolikost, pravičnost in vključenost v njihovih delovnih ekipah
- Predstaviti energetskim podjetjem strategije in orodja za bolj angažiran pristop na področju raznolikosti, pravičnosti in vključenosti, npr. Listina raznolikosti, Moč cvetu)
- Predstavitev koncepta presečnosti, ozaveščenosti in varn(ejš)ih prostorov (v smislu jezikov, sposobnosti, kulturnih konfliktov)
- Dobre prakse na področju raznolikosti, pravičnosti in vključenosti / razvoj metodologij za raznolikost, pravičnost in vključenost za energetski sektor
- Samoocena delovne kulture in postopkov prijave (ovire za različne družbene skupine)

Table 23: Agenda G2.B in Slovenian

Časovni termin	Tema
10.00–10.10	Dobrodošlica, aktivnost za prebijanje ledu in predstavitev dnevnega reda
10.10–10.20	Pogovor o izrazih:

	● raznolikost / vključenost
	● enakost / pravičnost
	● presečnost
	● ovire
10.20–10.30	Predsodki in privilegiji (možganska nevihta / brainstorming)
10.30–10.40	Kakšne koristi ima lahko podjetje od RPV? + primer dobre prakse
10.40–10.50	Orodja za RPV ● Listina raznolikosti ● Moč cvetu
10.50–10.55	Izdelava lastnega pristopa k RPV
10.55–11.00	Kako je mogoče spodbujati RPV?
11.00–11.10	Vprašanja in odgovori

G3.A – Vključevanje načela enakosti spolov v učne načrte in poučevanje na področjih STEM

Skupine deležnikov: Profesorji in osebje na univerzah

Ključne besede: spolna pristranskost na področjih STEM, interdisciplinarni predmeti, moduli o enakosti spolov v učnih načrtih na področjih STEM, metode poučevanja, ki upoštevajo vidik spola

Cilji:

- Spodbuditi profesorje in osebje na univerzah k vključevanju modulov o enakosti spolov v študijske programe/učne načrte, jim predstaviti najboljše prakse in ukrepe ter spodbuditi razpravo o uvajanju interdisciplinarnih predmetov.

Table 24: Agenda G3.A in Slovenian

Časovni termin	Tema
5min	Uvod
10min	Aktivnost za prebijanje ledu
5min	Predstavitev projekta EUWES
10 min	Vključevanje načela enakosti spolov na področja STEM – ZAKAJ? (razlogi in kontekst) Spolna pristranskost na področjih STEM (učni načrti)
10 min	Predstavitev dobrih praks
15 min	Metode in ukrepi za vključevanje načela enakosti spolov v učne načrte na področjih STEM
20 min	Interaktivna metoda: Ustvarite lastni modul o enakosti spolov za svoj študijski program (delo v ločenih skupinah)

10 min	Razprava z vsemi udeleženci, predstavitev rezultatov interaktivne metode; Vprašanja in odgovori
5 min	Zaključek

G3.B – Ozaveščenost o enakosti spolov in raznolikost na področjih STEM na tehničnih univerzah

Skupine deležnikov: Profesorji in osebje na univerzah

Ključne besede: stereotipi na podlagi spola, politike, dobre prakse

Cilji: usmerjanje profesorjev, zaposlenih in celo študentov na univerzah k prizadevanjem za preoblikovanje obstoječih struktur, da bi postale bolj pravične glede na spol; omogočanje vpogleda v obstoječe priložnosti in strategije za mobilizacijo več žensk za discipline STEM; krepitev razumevanja načrtov za enakost spolov.

Table 25: Agenda G3.B in Slovenian

Časovni termin	Tema
00.00–00.10	Dobrodošlica, aktivnost za prebijanje ledu in predstavitev dnevnega reda
00.10–00.15	Zakaj je pomembno spodbujati enakost spolov pri predmetih STEM? - Obstoječe stanje na področjih STEM - Pogledi na poklicno področje
00.15–00.25	Stereotipi na podlagi spola na področjih STEM
00.25–00.40	Kako odpraviti razlike med spoloma v izobraževanju: – načrti za enakost spolov – programi mentorstva in mreženja – nagrade – dnevi STEM – študijski program za ženske – usposabljanje za profesorje Politike
00.40–00.55	Razprava
00.55–01.00	Vprašanja in odgovori

5.4 Spanish

G1.A – Introducción, análisis e integración de la perspectiva de género en las políticas energéticas

Grupo de partes interesadas: Responsables políticos/Autoridades y sector de la sociedad civil (G1)

Palabras clave: nexo género-energía, análisis de la situación nacional en materia de políticas de género/energía, integración de la perspectiva de género en las políticas energéticas; enfoque

interseccional.

Objetivos:

- Comprender el concepto de integración de la perspectiva de género
- Situación actual de la integración de la perspectiva de género en las políticas energéticas
- Desarrollar indicadores de género para las políticas energéticas, cómo examinar las políticas energéticas desde una perspectiva de género.

Table 26: Agenda G1.A in Spanish

Duración: 1,5 horas	Tema
00:00 - 00:10	Bienvenida, dinámica inicial y presentación del orden del día
00:10 - 00:25	Relevancia del género en las políticas energéticas
00:25 - 00:30	¿Qué significa la integración de la perspectiva de género? ● Definición ● Resultados esenciales
00:30 - 00:45	Situación actual de la integración de la perspectiva de género en la política energética a escala nacional
00:45 - 01:15	¿Cómo sé si mi política/programa tiene en cuenta la perspectiva de género? ● Definición de una política sensible al género ● Metodología de análisis ● Desarrollar puntos de control/indicadores de género para las políticas energéticas
01:15 - 01:20	En su opinión, ¿qué aspectos de género serían relevantes en las políticas energéticas más recientes en las que ha estado trabajando? ● Slido
01:20 - 01:30	Preguntas/respuestas y clausura

G1.B – Construir y aplicar políticas/programas energéticos justos desde el punto de vista del género mediante herramientas de género.

Grupo de stakeholders: Responsables en la toma de decisiones/Autoridades y sector de la sociedad civil (G1)

Palabras clave: comunicación con perspectiva de género, análisis de stakeholders, datos desglosados por sexo, herramientas de síntesis, taller de creación conjunta, elaboración de presupuestos con perspectiva de género, elaboración de informes y seguimiento.

Objetivos:

- Identificación de stakeholders y personas beneficiarias
- Presentación de algunas herramientas útiles para elaborar políticas energéticas justas desde el punto de vista del género

- Financiación de proyectos de género en el sector energético y apoyo financiero a los personas beneficiarias
- Formular recomendaciones políticas

Table 27: Agenda G1.B in Spanish

Duración: 2 horas	Tema
00:00 - 00:10	Bienvenida, dinámica inicial y presentación del EUWES y del orden del día
00:10 - 00:25	Identificar personas beneficiarias
00:25 - 01:05 (10min/herramienta)	Herramientas de género existentes (4): • Datos desglosados por sexo y género • Indicadores de género • Presupuestos con perspectiva de género • Seguimiento y evaluación
01:05 - 01:35	Desarrollar indicadores de género para las políticas energéticas
01:35 - 01:45	Presentación de las principales recomendaciones políticas
01:45 - 01:55	PREGUNTAS Y RESPUESTAS
01:55 - 02:00	Encuesta de satisfacción - FIN

G2.A – Auditoría de género: comprender e identificar las cuestiones y pautas de género en una empresa.

Grupo de stakeholders: Directivos/as y personas empleadas en empresas del sector energético; comunidades energéticas (sector privado)

Palabras clave: auditoría de género, plan de acción de género, barreras de género, objetivos de género, tecnología de género, comportamientos energéticos de género.

Objetivos:
- Identificar las diferencias entre hombres y mujeres en la composición, las estructuras, los procesos, la gestión y en el diseño y la prestación de políticas, servicios y proyectos.
- Evaluar el impacto del rendimiento organizativo y su gestión en la igualdad de género dentro de la organización.
- Desarrollo de un Plan de Acción de Género

Table 28: Agenda G2.A in Spanish

Duración - 1h30	Tema
00:00 - 00:10	Bienvenida, dinámica inicial y presentación del orden del día
00:10 - 00:15	¿Qué es una auditoría de género? • Definición • Resultados esenciales

00:15 - 00:20	¿Por qué realizar una auditoría de género? ● Objetivos ● Oportunidades
00:20 - 00:25	¿Por qué realizar una auditoría de género? Situación actual de la igualdad de género en el sector energético Barreras de género ● Tecnologías con perspectiva de género
00:25 - 00:30	Marco: Análisis de la oferta y la demanda
00:30 - 00:35	Métodos
00:35 - 00:40	Indicadores
00:40 - 00:45	Ejemplo de participación/representación: Porcentaje de mujeres en puestos técnicos
00:45 - 10:55	Ejemplo de políticas/programas: Presencia de políticas favorables a la familia con ejemplo de buenas prácticas
00:55 - 01:05	Ejemplo de acceso/apoyo: Igualdad de acceso a la formación y capacitación con Brainstorming
01:05 - 01:10	Ejemplo de enfoque de género: Objetivos de género en la planificación de proyectos
01:10 - 01:20	De la auditoría de género al plan de acción de género
01:20 - 01:30	Preguntas/respuestas y conclusión

G2.B – Diversidad, equidad e inclusión

Grupo de stakeholders: Directivos/as y personas empleadas en empresas del sector energético; comunidades energéticas (sector privado)

Palabras clave: Interseccionalidad, reserva de talentos y perspectivas, evaluación de necesidades, sensibilización, gestión de conflictos, obstáculos en los procesos de solicitud, oportunidades para grupos sociales diferenciados en el mercado laboral/energético.

Objetivos:
- Mayor concienciación sobre la importancia de la diversidad y la integración en los lugares de trabajo y las sociedades.
- Mayor compromiso de la dirección y el personal con la DEI en sus equipos
- Mostrar a las empresas energéticas estrategias y herramientas para aumentar su enfoque DEI, es decir, Chart of Diversity, Power Flower
- Introducción al concepto de interseccionalidad, concienciación y espacios(r) seguros (en términos de lenguas, capacidades, conflictos culturales)
- Buenas prácticas de los enfoques DEI / desarrollo de metodologías DEI para el sector energético

- Autoevaluación de la cultura de trabajo y los procesos de solicitud (obstáculos para los distintos grupos sociales)

Table 29: Agenda G2.B in Spanish

Duración - 1h30	Tema
00:00 - 00:10	Bienvenida, rompehielos y presentación del orden del día
00:10 - 00:20	Habla de las condiciones: ● Diversidad frente a inclusión ● Igualdad frente a equidad ● Interseccionalidad ● Barreras
00:20 - 00:30	Prejuicios y privilegios (con lluvia de ideas)
00:30 - 00:40	¿Cómo puede beneficiarse una empresa de la DEI? + Buenas prácticas
00:40 - 01:00	Herramientas DEI ● Carta de la Diversidad ● La flor del poder
01:00 - 01:15	Diseñe su enfoque DEI
01:15 - 01:20	¿Cómo puede fomentarse la DEI?
01:20 - 01:30	Preguntas y respuestas y conclusión

G3.A – Integración de la perspectiva de género en los planes de estudio y la enseñanza de STEM

Grupo de interesados: Profesorado y personal de las universidades

Palabras clave: Prejuicios de género en STEM, cursos interdisciplinares, módulos de género para los planes de estudio de STEM, métodos de enseñanza sensibles al género

Objetivos: Orientar al profesorado y al personal de las universidades para que incluyan módulos de género en sus programas de estudio, mostrarles las mejores prácticas y medidas, así como entablar un intercambio sobre la creación de cursos interdisciplinares.

Table 30: Agenda G3.A in Spanish

Duración: 1,5h	Punto del orden del día
5min	Introducción
10min	Energizer
5min	Presentación EUWES

10 minutos	Integración de la perspectiva de género en STEM - ¿POR QUÉ? (Razones y antecedentes) Prejuicios de género en STEM (planes de estudios)
10 minutos	Presentación de buenas prácticas
15 minutos	Métodos y medidas para integrar la perspectiva de género en los planes de estudio de STEM
20 minutos	Método interactivo: Crea tu propio módulo de género para tu programa de estudios (grupos de trabajo)
10 minutos	Debate con todos los participantes, presentación de los resultados del método interactivo; PREGUNTAS Y RESPUESTAS
5 minutos	Conclusión

G3.B – Conciencia de género y diversidad en las disciplinas STEM en las universidades técnicas

Grupo de interesados: Profesorado y personal de las universidades

Palabras clave: estereotipos de género, políticas, buenas prácticas

Objetivos: Orientar a los profesores/as, miembros del personal e incluso estudiantes de las universidades hacia el objetivo de transformar las estructuras existentes para hacerlas más justas desde el punto de vista del género; dar a conocer las oportunidades y estrategias existentes para movilizar a más mujeres en favor de las disciplinas STEM; reforzar la comprensión de los Planes de Igualdad de Género.

Table 31: Agenda G3.B in Spanish

Duración: 1 hora	Tema
00:00 a 00:10	Bienvenida, dinámica inicial y presentación del orden del día
00:10 a 00:15	¿Por qué es importante promover la igualdad de género en las materias STEM? • Situación actual en las disciplinas STEM • Perspectivas en el ámbito profesional
00:15 a 00:25	Estereotipos de género en STEM
00:25 a 00:40	Cómo superar las disparidades de género en la educación: • Planes de igualdad de género • Programas de tutoría y creación de redes • Premios • Días STEM • Programa de estudios para mujeres

	• Formación para profesorado • Políticas
00:40 a 00:55	Debate
00:55 a 01:00	PREGUNTAS Y RESPUESTAS

6 EVALUATION AND TAKE-AWAYS

6.1 Feedback from participants

Up to this point, only a few training sessions have been conducted, resulting in a few key take aways. All EUWES partner organisations will conduct their further training sessions in the period between September 2024 and January 2025.

Up to September 2024, only FOCUS and WECF have performed training for stakeholders. FOCUS's training was directed to the private sector informing about the implementation of Gender Action Plans (GAP), organised together with the Forum for Just Development. It was based on G2.A and G2.B of the EUWES training material. 3 participants took part in this training. Also, WECF's training targeted the private sector, mainly representatives of larger energy cooperatives in Germany, presenting the agenda on Diversity, Inclusion and Equity (DEI) (G2.B). It was organised together with the Institute for Climate, Energy and Mobility (IKEM), took place in the frame of the citizen energy convent in Berlin and gathered 8 participants.

In the evaluation of FOCUS's training, all the participants gave the highest score – 5 from a scale of 5 to 1 – for the usefulness and applicability of the trainings to their work as well the overall satisfaction with the trainings. All the participants experienced an increased knowledge on the topic because of attending the training. The participants recommended to maybe add some input about the financial benefits of employing more women in energy companies as well as about the financial assessment of GAP methods.

WECF has collected feedback not with the evaluation form but with word contributions from the participants. Most of the participants were familiar with the DEI approach, but they found it useful to deepen their knowledge, talk about the different tools and get to know creative methods such as the Gender Equity Toolkit by IKEM or infographics.

6.2 Evaluation by EUWES Consortium

As mentioned in 6.1, FOCUS's training was directed to the private sector informing about the implementation of Gender Action Plans (GAP) and WECF's training was about increasing DEI approaches in energy cooperatives, based on the agenda of G2.B. Both EUWES partners, FOCUS and

WECF, perceived obstacles in mobilising a high number of participants. Nevertheless, with 3 representatives of huge and relevant Slovenian energy companies, FOCUS mobilised high-influence stakeholders. Also, they conducted the training together with experts from the Forum for Just Development who were experienced in developing GAPs. Combining EUWES material with material from Forum for Just Development offered a solid foundation and tangible tools for the participants which they can implement in their own working places in future.

WECF's training session was embedded in the citizen energy convent taking place in Berlin. The event was promoted well, but WECF's session competed with other sessions taking place at the same time; it can therefore be assumed that the stakeholders decided for more technical workshops. This is related to androcentrism or a higher number of men in the citizen energy scene of Germany – during the training itself, it was addressed that social tasks within energy communities are often taken on by women and female-socialized people, while technical tasks were often taken on by men. A main key take away is to find convincing arguments to mobilise stakeholders with a more technical background for a subject – a socially and gender-just energy transition – that they perceive as rather niche. The participants who took part in the training session on DEI were very active and engaged in fruitful discussions with each other. However, most of the participants were already quite aware of gender and/or DEI topics, hence there were some repetitions for some participants.

7 CHALLENGES AND ADAPTATIONS

A main challenge is the differences in the starting position of all four EUWES partners:
Some of the EUWES partners have experience in conducting training sessions on gender topics, whereas some partners are consulting external experts to support their sessions. Furthermore, the national context of each partner organization is important when it comes to reaching out to more conservative stakeholders. Some energy companies have to implement gender policies, e.g. anti-harassment policies, by law, hence often it cannot be assumed what political position they have or in what way they are open to receiving training on gender issues.

In consequence, finding stakeholders and reaching the necessary KPI is another challenge that is linked to a high communication and mobilizing effort. This is mainly linked to the fact that important stakeholders are often already overloaded with training or workshop offers – finding a time that is suitable for multiple stakeholders is therefore difficult, especially when training sessions take place in person in a specific city.

Furthermore, some partners did not plan budget for locations for all training sessions nor for subcontracting experts. This leads to the point that they have to collaborate with potential partners from different projects or with representatives of the three stakeholder groups targeted with the training programme. For example, WECF is currently planning sessions with the Technical University (TU)

Darmstadt for October 2024. In this regard, WECF is co-dependent on the decisions by the stakeholders of TU Darmstadt, their specific needs and wishes in creating the training content. This also leads to adapting the agenda and the training material which was already prepared in the beginning of 2024.

As a result, another challenge is the adaptation of each agenda to suit the specific training context and the needs of the participants. This requires more time and effort than initially planned with the project proposal. On the contrary, it is important to create tailored sessions so that participants can develop their strengths, knowledge and take something out from them.

All in all, the challenges were foreseeable and are manageable.

8 CONCLUSION

The development of the training material was based on the results from WP1, mainly from the reports about the current status quo of gender mainstreaming in each partner country's energy sector. The aim was to prepare agendas tailored for three identified stakeholders – for policymakers, for the private sector and for research & academia representatives.

The set of training material builds the basis for all EUWES partners to conduct training sessions on similar topics in each of the four EUWES countries. This is promising in terms of comparing the different national contexts and the adaptability of each agenda to these contexts. Results on this comparison will be shared in final EUWES reports.

The training material offers diverse perspectives, methods and concrete tools that can be used not only by all EUWES partners but also by a broader audience, since it is published and accessible on the EUWES webpage. This allows for distributing impulses on strengthening gender mainstreaming approaches in different spheres of the energy sector – the political sphere, the economic sphere and the academic sphere. Hence, it is an important step towards turning various gears for reaching a more sustainable and gender-just energy sector.

The results of the training sessions are summarised on the EUWES webpages in forms of articles published under [News & Events](#).