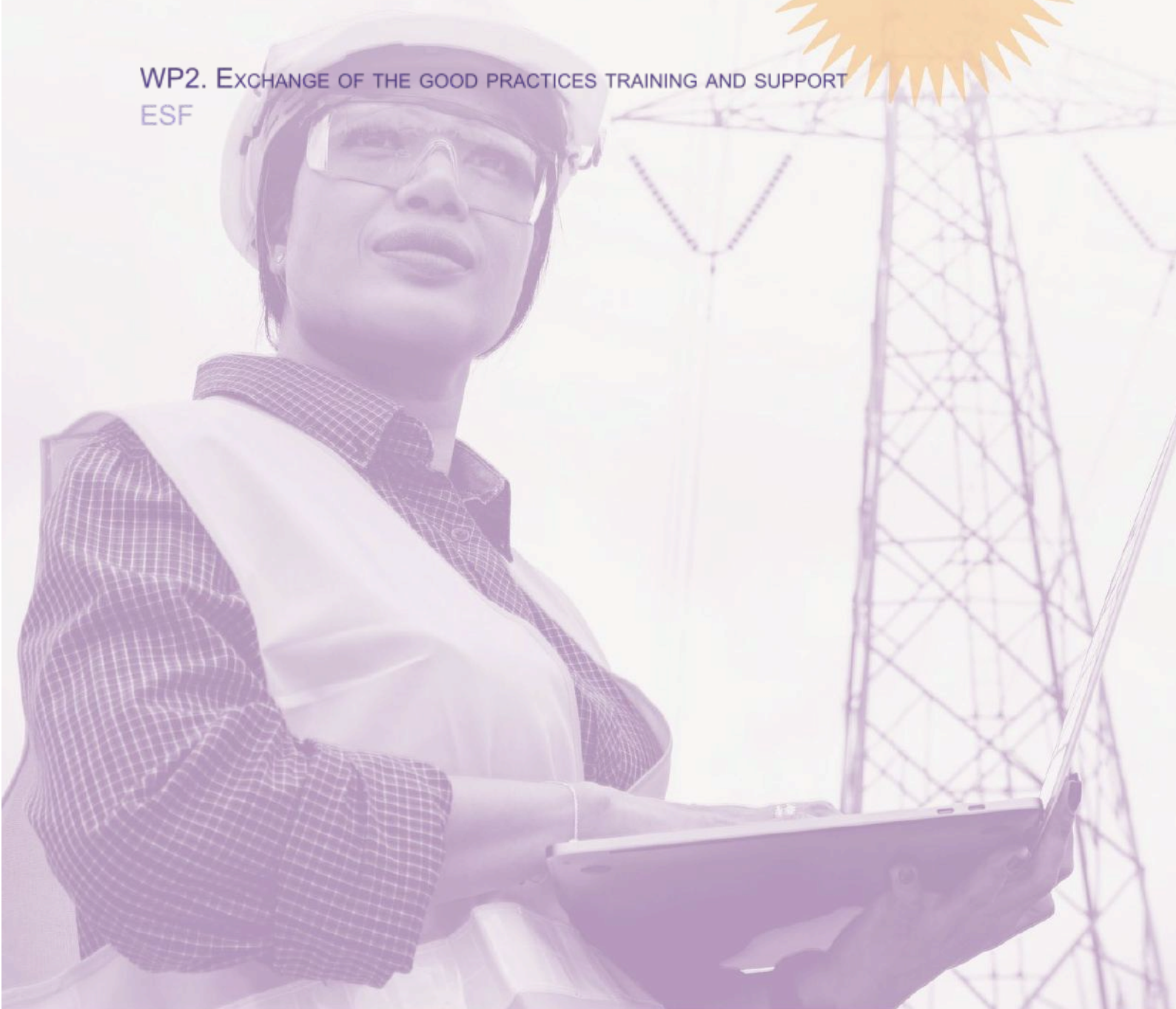


D2.3. Training materials for training of the beneficiaries

WP2. EXCHANGE OF THE GOOD PRACTICES TRAINING AND SUPPORT
ESF





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1 INTRODUCTION

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

One of the main objectives of the project *Empowering underrepresented women in the energy sector (EUWES)* is to raise awareness about and contribute to closing the gender gap in women's representation across the energy sector. *Deliverable 2.3. Training materials for training of the beneficiaries* will **contribute to the removal of gender stereotypes in the energy sector and to empower women working and studying in the energy sector** to reposition themselves as active agents of change in the fields of the energy transition, gender and climate justice.

Partner *Enginyeria sense Fronteres* (ESF) has created three sets of trainings targeting the different groups of EUWES beneficiaries: (1) **female students in technical programs**, (2) **female employees and managers**, and (3) a **mixed group of female students and women**. These materials will be used for the training of the project's beneficiaries in Croatia, Germany, Slovenia and Spain, but the sessions can be replicated in different countries. In this sense, while chapters 6, 7, 8 and 9 include the agendas, proceedings and an evaluation form in EUWES countries national languages, the chapters 2, 3, 4 and 5 are written as handbook, in English, with a detailed description of each training implementation.

The three sets of trainings proposed below aim to stimulate the participation and involvement of attendees through the collective construction of responses. Therefore, the role of the person leading the workshop should be to **pose questions, moderate actively and inclusively, energize and encourage expression, and compile ideas, proposals, and conclusions**. All participants' contributions are valid unless they are objectively incorrect. In this case, truthful information should be provided. **It is the trainer's responsibility to ensure that the discussion is a safe space free of judgment.**

To carry out these training, **no prior knowledge about energy, gender, or feminism is required**. However, this knowledge is desirable. Having a foundation in both subjects can enrich the course of the training. In this sense, a series of key concepts have been included a glossary in Annex I that can serve as a theoretical basis for the session.

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

2 TRAINING FOR STUDENTS

Subjects	Gender, Fossil Energies, Just Transition, Intersectionality, Renewables, Feminisms, Impacts, Ecosocial Transition, Global Justice, Climate Emergency
Estimated time	2 hours
Participants	Students over 15 years old.
Objectives	
<ul style="list-style-type: none">• Identify and question professional gender stereotypes.• Raise awareness of the links between gender and energy.• Reflect on the importance of energy in today's world.• Promote that students can build their own opinion about the energy model.• Facilitate them to incorporate an ecofeminist, anti-racist and decolonial perspective into their vision of the world, and in particular of energy.• Motivate them to be interested and participate in the change of the energy model.	
Methodology	
<p>It is proposed to hold a dialogue session where all attendees can participate based on their previous experiences and knowledge. It is not, therefore, a masterful talk. It is proposed to reverse the traditional order of communicating, purposely asking first and then listening to the voices that want to contribute to the answer, and finally, when there are no more contributions, synthesize or complete, if necessary. The session is articulated through a series of key questions focusing on the topic. Through this collective dialogue, the plot thread of the session will be built, in which basic concepts regarding energy, gender, and the links between the two will be presented.</p>	
Agenda	
<ul style="list-style-type: none">• Introduction (10 minutes).• Collective dialogues (20 + 20 minutes).<ul style="list-style-type: none">• The energy that moves the world: reflection on the current energy model and energy transition.• How does the energy model affect women?: Identification of gender inequalities concerning energy.• Work in groups (5 + 15 + 15 minutes).<ul style="list-style-type: none">• Explanation of the methodology and creation of four groups (the energy ecotopia, professions for a just ecosocial transition, obstacle that women face in the energy transition and fair ad equal toolbox).	

- Debate and selection of elements.
- Preparation of messages: collaborative poster.
- Conclusions (25 minutes).

Materials	Preparation for the trainer
<ul style="list-style-type: none"> • Guide, cardboard, continuous paper, post- its and markers 	Read the EUWES handbook.

The training session is divided into four parts: **1.** Firstly, an Introduction, where the objective of the session and the methodology based on open questions and answers will be explained; **2.** The second part begins the collective dialogues, where the contents will be discussed in two phases: The energy that moves the world and: How this energy model affects women. First, it will be explored what they know about the energy model. And then, a gender perspective will be applied to the same contents; **3.** In the third part, it is proposed to carry out work in groups, where students discuss, synthesize and prioritize ideas and measures; **4.** And finally, in the fourth part, Conclusions will be presented and compiled.

In the part of the dialogue about “The energy that moves the world” we seek to talk to the students about what they know about energy: How is it produced? What impacts does it have? Who makes the decisions? Here, the expected conclusions are a vision of the energy model based on the indiscriminate use of fossil fuels, the growth and profit of a few companies, that have unwanted impacts on the environment (extractivism, pollution, climate change, among others), and people (energy poverty, climate change, among others).

Once the image of the energy model is collectively constructed, it is proposed to include the gender perspective. Not before, because this will make visible the usual way in which narratives about the energy model are constructed, which traditionally does not include women in the analysis. In the second part of the dialogue, we start with the question “How does the energy model affect women?”. It is about emphasizing the idea that without the impacts and specific participation of women, there is an incomplete image of reality and without it, it is not possible to promote the changes necessary for a more equal and fair society. **It is recommended to leave a 10-minute break between the dialogues and group work.**

The expected conclusions of the dialogues are that the current energy model affects women differently in all its phases. Women and men make different uses of energy due to gender roles socially attributed. The energy sector, and particularly fossil fuels, is strongly masculinized. Not all women are affected, nor do they have the capacity to participate equally, the current energy model unleashes violence on impoverished women, their communities, and the earth.

After these dialogues, work in groups will be carried out. During that work, students can assimilate and

appropriate the contents, express their opinions, and construct proposals that reflect their interests and motivations. The topics to be tackled by groups will be:

- A participatory characterization of a fair and egalitarian energy model.
- An identification of the present obstacles to achieving an egalitarian and fair energy model.
- A collective identification of the professions necessary for the just transition.
- An identification of measures and actions to achieve this model.

Finally, in the conclusions, it is proposed to assess the work carried out and extract the group's priorities.

The session is estimated at two hours. The ideal is to fully complete it, but the duration of each part can be adapted to the participation of the students. If the group is very active and each question receives numerous contributions, you as a facilitator can omit some of the questions from the first dialogue: "The energy that moves the world." If, on the other hand, the group is less active, it is recommended to ask the complete sequence of questions. Likewise, you can choose between the four topics of group work, and do one, two, three or all four.

If we work with a group with prior knowledge about the energy model, a possible itinerary is to move on to "How does this energy model affect women?" directly after the introduction. If you only have one hour available, it is recommended to choose between Dialogue and Group Work. Finally, it seems desirable that, if you have two hours, the session has all 4 parts: 1. Introduction, 2. Dialogue, 3. Group work and 4. Conclusions.

2.1. Introduction

Duration	10 minutes
Methodology	Question, answers and brainstorming
Objectives	First impressions on gender and energy, approach to the format and validation of all voices.

QUESTION 1: WHAT DOES GENDER HAVE TO DO WITH ENERGY?

Support questions: *What goes through your mind when you hear about energy? What does it remind you of? And gender? What could be the link between the two?*

- Energy: We have contact with energy all the time, with the electricity that reaches the sockets at home, with the gasoline that fills the car tank, the gas that many of us use to shower or heat the house. Energy is what allows action, the movement of our lives. It's what we use for everything we do. Even when we sleep, we use energy at home.
- Gender: It has to do with the roles that we learn and reproduce socially. Specifically with the set of differentiated characteristics that our society assigns in a binary way to men and

women.

QUESTION 2: WHAT DO YOU THINK WE ARE GOING TO TALK ABOUT IN THIS SESSION?

- About climate change, power, inequality and global justice.
- We will see how we can contribute to making the world fairer and more equal.

QUESTION 3: WHAT DO YOU THINK WE WANT TO ACHIEVE DURING THIS SESSION?

- We want you to have useful information to make personal and professional decisions.

QUESTION 4: WOULD ANY OF YOU LIKE TO STUDY SOMETHING RELATED WITH ENERGY?

DESIRED CONCLUSION

We all have a relationship with energy, from everyday experience to the wars we see on the news. We all have knowledge, experiences, and opinions about energy and gender. And we all have the right to contribute with our opinion.

2.2. Dialogue: The energy that moves the world

Duration	20 minutes
Methodology	Question and answers
Objectives	Presentation, debate and reflection on the current energy model and the transition to renewable energies.

Question 1: What do we need energy for? What do we use it for?

- Idea to work on: Uses and importance of energy in the actual world and our lives.
- Possible answers: To cook, to move, to heat... In the domestic needs, economy, food, health, transportation, industry, education.
- Desired Conclusion: We need energy for absolutely everything, but we find it difficult to talk about energy or to have an opinion about it.

Question 2: What do we know about energy? How do we feel talking about this?

- Idea to work on: Exploration of self-knowledge and the relationship with the topic.
- Possible answers: Energy is expensive, it pollutes, and many people can't pay for it (energy poverty); it is important for the economy, for politics. It generates wealth. I have no idea. It is a topic for experts.
- Desired conclusions:
 - We think we know little about energy, but we need it for everything.
 - It is difficult for us to talk about energy, and to have an opinion, and this is not coincidental. Our relationship with this topic is a consequence of how we are

educated and informed.

Question 3: How is the energy we use produced? And, what does it require?

- Idea to work on: Energy sources.
- Possible answers: From fossil fuels, from renewable energies, the majority, from oil. Energy investments require a lot of money.
- Desired conclusions: Most energy is of fossil origin, non-renewable. That means that they are finite and exhaustible resources that are being used up at an accelerated rate.

Question 4: Where do fossil fuels come from? What countries do fossil fuels come from?

Supporting questions: *When we turn on the shower, hot water comes out, because we use gas to heat it, or electricity. Where does that gas come from? And the oil with which you fill the tank of your car or bus? Do we have oil in our country?*

- Idea to work on: Origin of energy, imports, energy dependence.
- Possible answers: Distant countries, Iraq, Saudi Arabia, Venezuela, Mexico, Global South, petrostates, religious autarchies, and areas in conflict or war.
- Desired conclusions: Fossil energies are expensive and must be imported. Fossil fuel availability and price are volatile and have undesirable consequences in the societies of origin. Renewable energies do not require importing. A priori, they are less harmful.

Question 5: Who controls the energy?

Supporting question: *Who decides which country to import from or how to produce energy?*

- Idea to work on: Energy governance.
- Possible answers: The governments of the countries, the companies, the citizens who vote for the governments.
- Desired conclusions: Energy is in the hands of a few multinational companies, which have great influence over governments and supranational public institutions.

Question 6: What consequences does this energy model have for the planet?

- Idea to work on: Social and environmental impacts of the model.
- Possible answers: Pollution, climate change, resource wars, resource depletion, migration and energy poverty.
- Desired conclusions: In the North, we suffer from energy poverty, but in the countries of the Global South they suffer the most serious impacts of the extractivist and colonial model. Climate change, poverty, deepening inequalities, labor exploitation, the plundering of resources, destruction of local cultures, and contamination of aquifers and soils, among others.

Question 7: What is this energy transition?

Supporting question: *What do you think about renewables? Do they generate impacts or not?*

- Idea to work on: Just energy transition.
- Possible answers: Renewables do not pollute; they do not generate climate change. Renewables can damage the territory if plaques are placed where there are trees. They are better than oil. The solar panels come from China.
- Desired conclusions: Renewable energies have benefits, but they also have impacts. Depending on what the facilities are, the quantity of them, and the origin of the technologies and materials, they will have some impacts or others. To talk about a just transition, we must take into account the rights and needs of the affected population.

Question 8: What potential do you think the energy transition has?

Supporting question: *Do you think they can contribute to making our society fairer or less unequal? It can be useful if we ask ourselves why and in whose hands.*

- Idea to work on: Energy as a vector of social change.
- Possible answers: It will serve decarbonization, democratization, redistribution, and citizen empowerment.
- Desired conclusions:
 - The centralized energy model, where power is in a few hands and the impacts do not matter, can be replicated in renewable energy.
 - It is necessary to rethink the energy we need and create a model that prioritizes the needs of people, not the lucrative business.
 - The changes we want will not come alone with technological change; we need appropriate social changes to be promoted at the same time.

RECOMMENDATION

If participation is active, several questions will likely be answered inside other questions. It is recommended that the trainer listen attentively, and not ask about what has already been discussed.

2.3. Dialogue: How does this energy model affect women?

Duration	30 minutes
Methodology	Question and answers
Objectives	Identification of gender inequalities concerning energy. Reflect on the same issues tackled before but with a gender perspective.

Question 1: We have seen that we need energy for everything, but what do women and men use energy for? Are there differences?

Supporting questions: *Do you think that women and men use cars or public transportation in the same way? Do men and women spend the same time at home and therefore, do we have the same need to turn on the heating in winter?*

- Idea to work on: Uses of energy differentiated by gender.
- Possible answers: Both men and women need gasoline or gas to go to work or heat water.
- Desired conclusions: Women, due to their role as caregivers, invest more time and energy in tasks related to care.

Question 2: Despite being so important, in general, we think we know little about energy. But, how do women and men feel when talking about this topic?

Supporting questions: *In general, do boys and girls talk the same way in class about technological topics? Do you think this has to do with gender? Do you think that gender has to do with the professional career we choose? Do you think there are male professions and female professions? What happens when a woman performs a profession traditionally reserved for men?*

- Idea to work on: Gender roles in communication and studies.
- Possible answers: It is a complex topic, it is normal that we do not know. Companies take profit that we don't know about the topic.
- Desired conclusions: Gender roles affect us from childhood, they determine our choice of profession and our professional development. One of the reasons why fewer women are working in sectors such as energy is that there are many more men in technical careers.

Question 3: Most of the energy we use is produced with fossil fuels, how do women participate in this sector?

Supporting questions: *Do you think it is a masculinized or a feminized sector, where there are the same number of men and women working in equal conditions? Let's think about oil and gas companies, large construction companies, nuclear power plants... What do you think? What professions are most common? Don't women work in the energy sector? If yes, In what activities?*

- Idea to work on: Masculinized professions and sectors.
- Possible answers: Engineers, economists, rich businessmen. Mainly men. There are some women, but few. They are sectors of men. And women, in advertising, communication, and secretaries.
- Desired conclusions: The energy sector is one of the most masculinized. The participation of women in traditional energy companies occurs, in general numbers, in professions linked to administration, communication, and cleaning.

Question 4: Regarding the territories that export fossil fuels, how do women live in these countries? Have they the same rights?

Supporting questions: *How are they affected by the fossil energy business? The gas we use in Spain comes mainly from Algeria. Do you know if women have the same rights as men in this country? And in Saudi Arabia? In Qatar? Arab Emirates? Do you think that our energy consumption has consequences in these countries?*

- Idea to work on: Legal inequality, violence against women, and violation of women's rights in fossil fuel exporting countries.

- Possible answers: Depending on the country, they do not have the same rights. There are oil countries where they cannot go alone, drive, or choose who they marry.
- Desired conclusions: Much of the fossil fuels we use are imported from countries where women and men have different rights. In many cases, the money that comes from the energy business is one of the pillars that support authoritarian political systems. Concerning extractivism, the violence unleashed on impoverished women and their communities is linked to the violence exerted on nature.

Question 5: Energy is in very few hands, but what gender are the hands that control the energy?

Supporting questions: *Do you think that in general the men in large energy companies are worried because there are not more women in the management of these companies? Do you think they have the needs of women as a priority? Do you think they dedicate time and resources to identifying the obstacles and glass ceilings that women face to advance in their careers?*

- Idea to work on: The masculinization of power in the energy field.
- Possible answers: Energy is controlled by men, although there are also women running energy companies.
- Desired conclusions:
 - In energy policy, academia, and large energy companies, positions of responsibility and decision-making are mostly in the hands of men.
 - The advancement of gender equality in the energy sector cannot depend only on men.

Question 6: We have seen that this model has unwanted environmental and social impacts, but how do they affect the lives of women?

Supporting questions:

1. For example, we talked about how the burning of fossil fuels generates climate change, or where climate change impacts most. Do you know how this affects women?

2. For example, how do you think energy poverty affects women and men, and why? And within women, does it affect everyone equally? Who is hurt most by a high energy price? Which profiles or social groups does it harm the most?

3. Concerning the resources we need to build fossil or renewable power plants, do you think that the extraction of these resources generates impacts in other countries? How do they affect women?

- Idea to work on: Impacts of the energy model on women and intersectionality
- Possible answers: Climate change affects everyone, but more so those who have fewer resources (access to land, money) and those who have more family responsibilities. It harms poor countries and even more, harms the women of those countries because they suffer inequalities and violence.
- Desired conclusions: The current energy model, based on profit and profit maximization, deepens social and gender inequalities, between countries and within countries. Climate

change affects women more; Extractive industries linked to energy put women in impoverished countries in a more vulnerable situation, on whom reproductive work (care, food, water, and energy) falls, and they are affected by the environmental deterioration consequent to the implementation of large projects, deterioration of community ties, increase in alcohol consumption and prostitution.

Question 7: Concerning the energy transition, how do you think women's participation is going?

Supporting questions: *Do all women have the same job opportunities? What additional difficulties exist? Do all women suffer the impacts of the model in the same way? Is it enough that there is parity in jobs?*

- Idea to work on: Women and employment in the energy transition and intersectionality.
- Possible answers:
 - Renewable companies create jobs for women too. More and more women are studying technical careers.
 - There are women with fewer economic resources, who don't own a home or land for cultivation. Racism, and lack of trust, can affect their participation, among others.
- Desired conclusions:
 - The energy transition is employing a higher percentage of women than the fossil sector, however, discrimination persists.
 - Technical and responsibility positions are mainly in the hands of men and women continue to be the majority in cleaning companies, and in administrative and communication tasks with lower salaries and less decision-making capacity.
 - There are women that we don't see because of their position of privilege.

Question 8: Is the energy transition a chance to advance equal opportunities and rights between women and men? Is it positive for everyone? Or can it harm some women?

- Idea to work on: Energy colonialism does not disappear on its own, and intersectionality.
- Possible answers: Women's lives will improve because they will have better jobs and the environment will be better. But if energy is too expensive, this will harm women because there will be more energy poverty. If food-growing land is lost to install solar panels, and their price rises, this also harms women particularly.
- Final questions: To avoid reproducing the same mistakes of the old energy model, do you think it is necessary to ask before what technology we use to produce energy: energy for what? as? and in whose hands?
- Desired conclusions:
 - The energy transition will be more or less fair for women depending on the policies that are prioritized. If measures aimed at reducing inequalities are not

implemented, the same colonial, ecocide, and patriarchal energy and social model will be reproduced, but with different technologies.

- Gender identity, ethnicity, race, location and age affect the possibilities and violence that a person suffers, they do not occur in isolation.
- If we remain in the “women” category simply, we are making the other axes of discrimination and violence invisible. Transition policies and processes will have different impacts in the North and South, and in the territories themselves, also in different ways depending on these axes. There will be women who will benefit from the changes (those who can take advantage of renewable energy and make their energy cheaper), as well as those who can access well-paid technical employment; and disadvantaged women, those who live in territories with extractive industries, or cannot pay the cost of energy.
- Awareness of these inequalities is the first step.

2.4. Work in groups

Duration	35 minutes <ul style="list-style-type: none">• Explanation of the methodology and creation of groups: 5 minutes• Debate and selection of elements: 15 minutes• Preparation of messages: 15 minutes
Methodology	The trainer will divide the students into groups of 3-5 people, depending on the volume of students. A topic will be assigned to each group (the same topic may be repeated in several groups). Group topics: <ul style="list-style-type: none">• The energy ecotopia• Professions for a just ecosocial transition• Obstacles that woman face in the energy transition• Fair and Equal Toolbox
Objectives	The objectives are to identify 5 central elements of each proposed topic and translate them into a message to communicate to the rest of society on a poster. Later each group will present the poster and explain why they have been chosen these ideas and proposals.
Result	Preparation of a poster with messages that aim to convey their opinions and priorities to the rest of society.

Group 1: The energy ecotopia

- **Aim:** Carry out a participatory characterization of the ideal or desirable energy model.
- **Instructions to the group:** We know how things are, but the future is not defined. It is written every day and it is in everyone's hands. What would a fair, egalitarian, and sustainable energy model look like for you? What would it have to have? It is about identifying and agreeing on 5 elements, or axes of that model. The key elements that cannot be missing from an ideal energy model. Then, you will explain to the group why you have chosen them.

Group 2: Professions for the just ecosocial transition

- **Aim:** Identify the professions necessary in a just ecosocial transition.
- **Instructions to the group:** We have talked about how we have an energy model with several problems, but this can be changed. What professions are essential to make a fair energy transition? It is about identifying and agreeing on at least 5 professions that cannot be missing to build an ideal energy model. Then, you will explain to the group why you have chosen them.

Group 3: Obstacles faced by women in the energy transition

- **Aim:** Incorporate an intersectional view in the identification of the obstacles that women experience in the energy transition framework.
- **Instructions to the group:** We have talked about that when we think about the impacts of the model, we have to think about the different situations in which women are, depending not only on their gender, but also on their origin, language, skin color, ... What obstacles do you identify that women may suffer depending on their situation to participate or benefit from the energy transition? It is about identifying and agreeing on at least 5 real obstacles. You can incorporate your own experiences or people you know. Then, you will explain to the group why you have chosen them.

Group 4: Toolbox for fair and equal energy


- **Aim:** Identify actions and tools to build a fair energy model.
- **Instructions to the group:** Imagine that you have a magic wand and we already live in an egalitarian society with a sustainable and democratic energy model. How did we get here? what happened? What tools and actions have been put in place? It is about identifying and agreeing on 5 actions and tools that serve to promote the necessary changes. Then, you will explain to the group why you have chosen them.

2.5. Conclusion

Duration	25 minutes
Methodology	Groups proposals.
Objectives	Sharing the proposals, obstacles, professions, tools; and sample of the posters.

Sharing: Finally, all workshop participants will present the conclusions of each group, creating a common narrative proposal that includes elements of diagnosis of the situation (obstacles), prospection of a desirable future (ideal model), strategic tool elements for achieve that future (professions and actions).

Methodology: It is proposed that the facilitator draw a path or an arrow on the blackboard or on the wall on continuous paper or cardboard. At one end she will put the word PRESENT and at the other FUTURE and under this, the groups will put up their posters and go out to exhibit their work.

PRESENT				FUTURE	
Obstacles		Professions		Tools	
					Energy ecotopia

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Indications: The trainer will propose that each member of the group explain at least one idea of the 5, so that everyone participates. After the explanation, the rest will be invited to contribute any more elements, if they believe it is missing and it is important for it to be included.

Once all the groups have presented, the facilitator will integrate the contents, relate the task of each group with the general context and highlight the work done and the importance of getting involved in the changes we want to see in the world.

3 TRAINING FOR EMPLOYEES AND MANAGERS

Subjects	Gender, Fossil Energies, Just Transition, Intersectionality, Renewables, Feminisms, Impacts, Ecosocial Transition, Global Justice, Climate Emergency	
Estimated time	2 hours	
Participants	Women working in the energy sector	
Objectives		
<ul style="list-style-type: none"> • Make visible how the energy model affects women. • Provide data on gender inequality in the energy sector. • Promote an ecofeminist, anti-racist and decolonial perspective. • Make the participation of women and diversity visible. • Promote the involvement and transformative agency of participants. 		
Methodology		
<p>In the first half of the session, it is proposed to use a presentation from which a series of data and information will be offered regarding the topic of gender and energy. It is recommended to let participants express their ideas after each image or data, asking them about their experience and knowledge relating it to their workplace, and proceeding with active listening and collective dialogue. In the second half, a workshop will be carried out in groups where the participants will debate independently, reach a consensus, and establish their priorities, the content, and the format of the messages they want to share.</p>		
Agenda		
<p>Introduction (5 minutes) Presentation of data (30 minutes) and debate (20 minutes) Work in groups (35 minutes) Conclusion (20 minutes)</p>		
Materials	Preparation for the trainer	
<ul style="list-style-type: none"> • In-person: Projector, presentation, cardboard, post-its, tape, and markers. • Online: Presentation, Zoom and Miro. 	<p>Read the EUWES handbook.</p>	

The training session is divided into four parts: 1. First of all, a brief **Introduction**, in which the objectives of the session and the methodology will be explained; 2. The second part is dedicated to the **presentation of data and dialogues** with the participants on two axes of content: How do women

participate in the current energy model? And how does this affect women? 3. In the third part, it is proposed to carry out **work in groups**, where the participants discuss, synthesize, and prioritize ideas and measures; 4. In the fourth part, the **Sharing** will be carried out, where the conclusions will be collected. It is recommended to have a 10-minute break at the end of the first hour.

The session can be done both in person and online. If it is done in person, it will be necessary to have a projector, a screen, as well as materials for working in groups, such as cardboard, markers and/or post-its and a space where you can work separately in groups.

If the session is held online, on the one hand, a video-meeting program will be required that allows attendees to be divided into rooms; and on the other hand, it is recommended to use a program where participants can write or draw on a common mural, simultaneously (Miro or another).

3.1. Introduction

Duration	5-10 minutes
Methodology	Question and answers.
Objectives	<ul style="list-style-type: none"> • Introduction of the facilitator and the participants (if the group does not know each other). • Explanation of the objectives, parts of the session and methodology. • Invitation to active participation. • Proposal of agreements for inclusive and respectful participation. • Valuation and welcome of the emotional dimension.

Question: What comes to mind when you hear about gender and energy? Which words?

Possible answers: *Inequality, power, potential, advances, multiple and simultaneous crises, energy poverty, rich businessmen, sexism.*

Question: How do you feel about the topic?

Possible answers: *I know little, curious, inhibited.*

3.2. Presentation

Duration	30 + 20 minutes.
Methodology	Presentation of data and debate. The information can be showcased through using the slides in the Annex 2.
Objectives	Introduction of the gender perspective in the understanding of the energy model.

How do women participate in the current energy model and how does it affect them ?

All gender identities are affected by the economic, social, and environmental impacts of the current ecocidal energy model, centralized and controlled by a few companies, based on fossil fuels, in which renewable energies are being integrated. However, to promote more just, inclusive, and feminist societies, it is necessary to pay attention to the differentiated impacts by gender and other axes of inequality. Below are some data and statements to open the discussion with the participants.

Uses of energy by gender

Due to the gender role that assigns reproductive and care tasks to women, there are differences in energy use between women and men.

Question: What do you think? Do you agree?

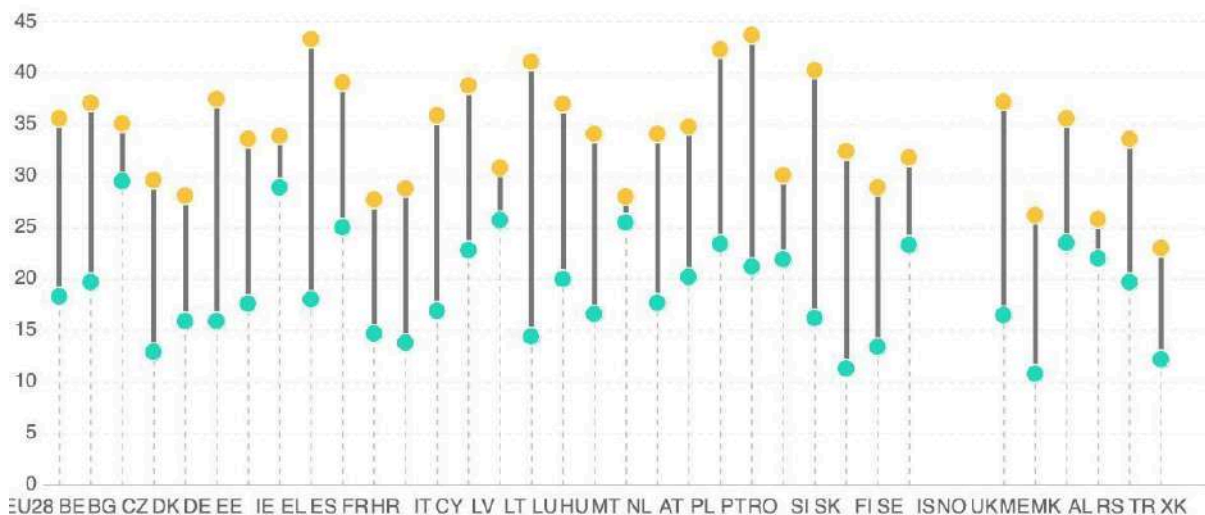
Supporting questions: Do you think there are more differences? Do you know any studies? In the intensity of energy consumption at home, do you think there are differences between genders? Who consumes the most energy in household chores?

Inputs/ Answers: Globally, household energy consumption patterns differ between men and women. For example, in family homes, women spend more time on energy-intensive unpaid household tasks, such as cooking and washing clothes. A study that analyzed four European countries found significant differences in energy consumption between single female and male households. In general, men were found to consume more energy and this was mainly related to transportation (private car use) and eating out².

Studies show that women spend much more time on domestic tasks and their energy consumption is largely focused on care. An indicator of that would be the weekly hours dedicated to domestic and care work in the EU.

Number of hours per week that women (yellow) and men (blue) dedicate to cooking and/or performing domestic tasks outside of paid work. (% breakdown of responses by hour, population over 18 years of age).

² International Energy Agency (2018). Tracking gender and the clean energy transition.



Source: EIGE's Gender Statistics Data Base. European Institute For Gender Equality.

Women consume less energy in household tasks (more efficient use) and are more likely to save energy and worry about “ecological” consumption. According to scientific studies carried out, at a global level, there are gender differences in each person's knowledge, attitude and energy practice. In Indonesia, China and the United Kingdom, households managed by women reported much lower energy consumption than households managed by men or such that make joint decisions. In Germany they extracted differentiated data on emissions from commuting, and in Greece and Sweden on energy use for travel, etc. Women in all cases used less energy³.

On the other hand, political scientist Cara Dagget has coined the term petromasculinity to name the contrary and authoritarian reaction to the current situation of systemic crisis and the historical role of fossil fuel systems in reinforcing white patriarchal government. Instead of collaboration and contribution to socio-environmental changes to address the climate crisis, a “petromasculinity” emerges that channels the anxieties raised by the Anthropocene, in which desires for authoritarianism are expressed. “The concept of petromasculinity suggests that fossil fuels have meaning beyond economic benefits; Fossil fuels also contribute to creating identities, posing risks for post-carbon energy policies. Furthermore, through a psychopolitical reading of authoritarianism, I show how the use of fossil fuels can function as a violent compensatory practice in reaction to climate and gender issues”⁴.

Energy poverty is feminized

Energy poverty studies that include data disaggregated by gender show that women suffer more from energy poverty. Eurofound data from 2022 shows that single mothers and women are more likely to have problems paying their energy bills than single men⁵.

³ [Gender differences in the reasoning of energy-saving behaviors of university students.](#)

⁴ [Petro- masculinity : Fossil Fuels and Authoritarian Desire](#)

⁵ [Communication of 02-27-2023 from the European Parliament.](#)

Question: What do you think? Does it only affect single women? Why do you think statistics focus on them? What do you think are the causes of this situation? Is energy poverty more or less feminized than 10 years ago?

Possible answers: Statistics measure based on the data they find and mostly limited to the household entity. It affects everyone, but some situations make you more vulnerable, basically living on your own or having people in your care, without a partner.

More information⁶:

- Women earn 13% less every hour in the EU, and have less social protection throughout their lives.
- Job insecurity, the wage gap, unequal access to qualified work and the burden of care mean that women are at greater risk of suffering from energy poverty. This is aggravated by the other axes of inequality and violence.
- Most policies aimed at reducing energy poverty do not take into account the gender perspective.

Climate change increases inequalities

Gender inequalities, along with social and economic inequalities, intensify vulnerability to the impacts of climate change. “Gender violence increases in times of crisis, and the climate crisis is no different.” “More and more studies show that, due to underlying gender inequalities and the lack of consideration of gender issues in policy formulation, women’s vulnerability increases to the impacts of climate change”⁷.

Question: What do you think about this? Do you have it in mind? Are you worried? How do you think climate change is going to affect you? Is it going to affect all women equally?

Possible answers: It makes me eco-anxious and I don't know what to do. The heat is already affecting us. It will affect us when there is no real water or when food prices cannot be paid.

Fossil fuels and women’s rights

For instance, Spain imports 7% of its oil from Saudi Arabia and from Algeria 30% of the gas it consumes, countries at the bottom of the gender gap (ranked 131 and 144). In both countries, women are discriminated socially, culturally, economically and legally.

Questions: Do you know where the gas we use come from? Do you keep this in mind when using these fuels? Does anyone know of any examples of legal inequality of women?

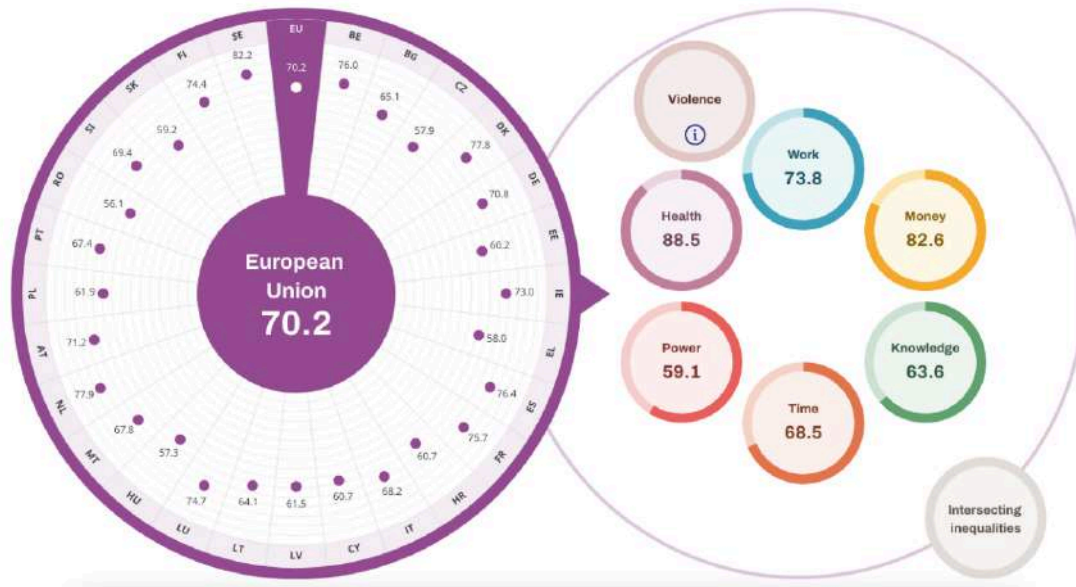
⁶ [Reflection on 'A View from the North: Gender and Energy Poverty in the European Union'](#)

⁷ Feminist Climate Justice. A framework for action. 2023. United Nations Women.

Gender inequality in the European Union in 2023)

The Gender Equality Index gives the EU and Member States a score from 1 to 100. A score of 100 would mean that a country has achieved full equality between women and men.

2023 REPORT, with data from 2021 and 2022.



Source: [Gender Equality Index EU 2023](#).

Women in the ecological transition in the European Union

The 2023 European Union Gender Equality Index focuses on the European Green Deal transition. This includes with disaggregated data:

- Public attitudes and behaviors about climate change and its mitigation.
- Data on access to energy and employment in this field.
- Data on the use of transport and employment in this sector.
- Inequality in decision-making in this area.

A/ Gender inequality in access to employment in the energy sector

- Employment in the energy sector in the European Union: Women: 24% / Men: 76%⁸.
- Employment in the transport sector in the European Union (2023) Women: 22% / Men: 78%.

This proportion is similar on a global scale. On average, **there are 76% fewer women than men working in the energy sector**, while the observed gender gap in the total workforce is 8%, according to 2018 data from 29 countries (22 members of the International Agency of Energy)⁹.

⁸ [Gender Equality Index EU 2023](#).

⁹ [IEA, 2023](#).

B/ Women working in the energy sector on a global scale

- Women in fossil energy: 22% of the total
- Women in renewable energies: 32% of the total¹⁰

It is also important to highlight that there is a global energy wage gap of 15%. The average skill-based gender pay gap in the energy sector among those countries is approximately -15%, meaning that women working in the sector earn 15% less than men, even when controlling for skill level. The non-energy sector has a slightly smaller wage gap, at -13%.

“There is also a lack of career mobility and advancement for women compared to other sectors, which will affect both their attraction and retention. As a result, there will be fewer female role models and mentors to attract more women. Instead, many are leaving the energy sector. The relatively high pay gap between men and women with similar skills can be attributed to discrimination and bargaining power. Key reported barriers facing women are lack of transparency and pay equity, sexual harassment in the workplace, lack of female role models, and absence of measures to help with work-life balance, particularly when it comes to pregnancy and family-related tasks. While the energy sector sees itself as a role model for innovation, job creation, and total system transformation globally for the good of the planet, it continues to lag when it comes to gender equality”¹¹.

C/ Gender inequality concerning political power regarding climate change

Senior officials in the ministries of EU countries dealing with the environment and climate change: Women 44%, Men 56%. Members of parliamentary committees that deal with the environment and climate change: Women 30%, Men 70%¹².

D/ Masculinization of technical careers

Concerning training, statistics show enormous inequality in training in careers directly related to the ecological transition in the European Union¹³:

	Women	Men
Graduates in natural sciences and technologies	36	64
Technologies	28	72

E/ Inequality of access to employment in renewables

¹⁰ [Renewable Energy and Jobs. Annual Review 2023. IRENA.](#)

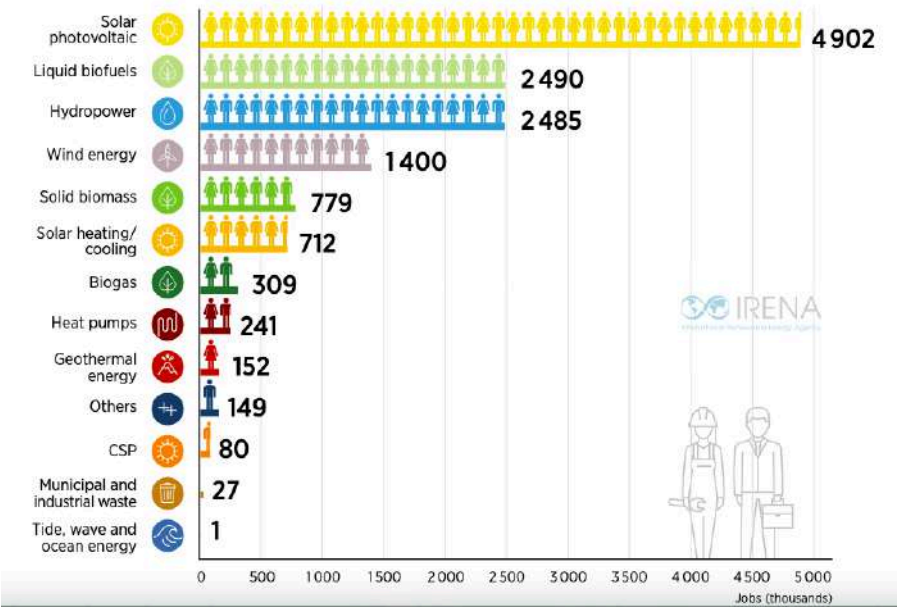
¹¹ [IEA, 2023.](#)

¹² [The Gender Equality Index 2023.](#)

¹³ [The Gender Equality Index 2023.](#)

Jobs in renewables almost doubled in the last decade, reaching 13.7 million in 2022. However, employment in the renewable energy sector remains unequally distributed between men and women.

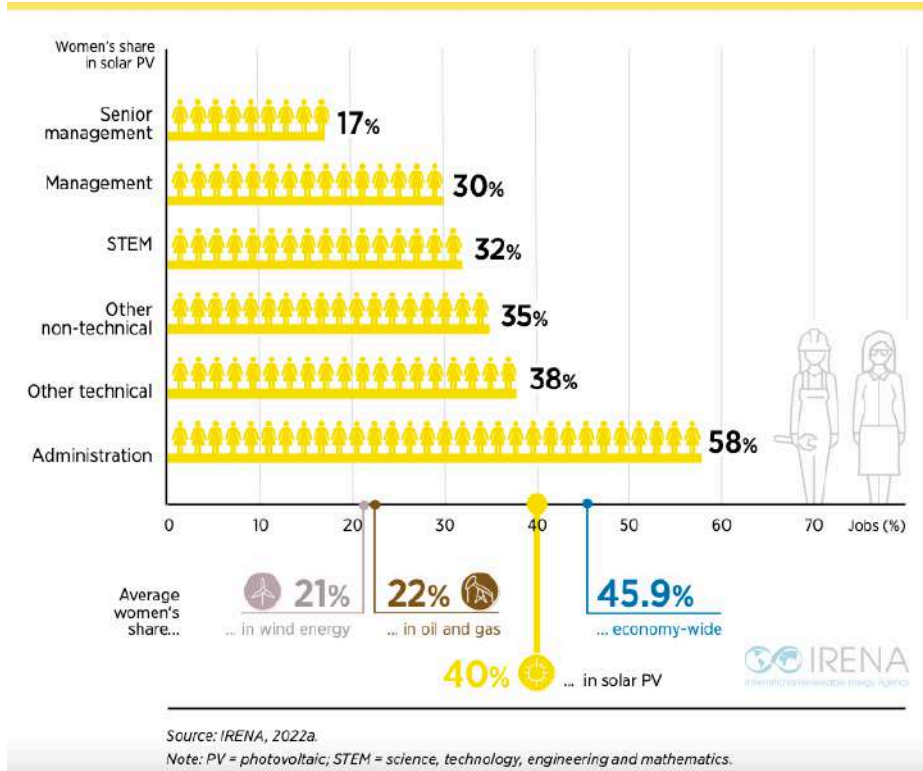
Figure 2 Global renewable energy employment, by technology, 2022



Source: Renewable Energy and Jobs. Annual Review 2023. IRENA.

Currently, solar technology has the best gender balance compared to other sectors, with 40% of jobs held by Women.

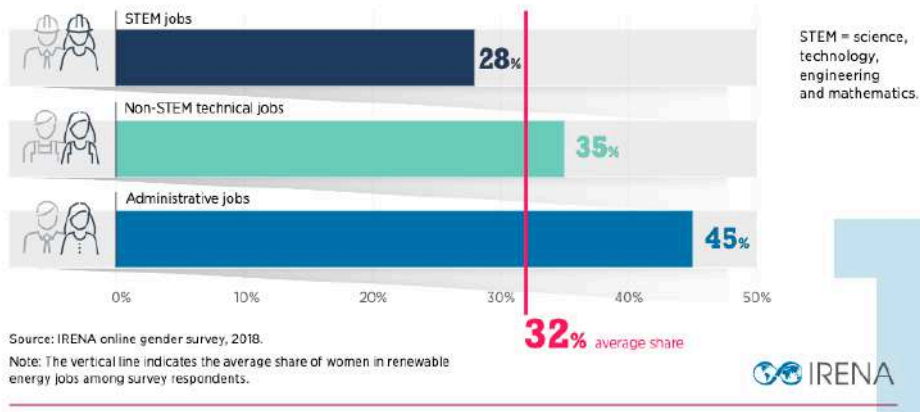
E/ Women working in solar energy by types of employment



[Source: Renewable Energy and Jobs. Annual Review 2023. IRENA.](#)

F/ Women employed in the fossil and renewable energy sectors

Figure ES.1 Shares of women in STEM, non-STEM and administrative jobs in renewable energy



[Report: RENEWABLE ENERGY: A GENDER PERSPECTIVE \(2019\). IRENA.](#)

Conclusion

The energy transition is creating new jobs. However, there is still a traditional distribution of technical and command positions, occupied mainly by men, while women occupy positions in administration and other positions considered non-technical.

3.3. Debate

Which are the causes of this situation?

You can share the following graph and ask: **This is the interpretation of the causes derived from the aforementioned IRENA report. What do you think of this image? What would be missing? Would you like to complete it or change something? Does something bother you?**

Figure ES.3 Barriers to retention and advancement for women in the renewable energy sector



Source: IRENA online gender survey, 2018.

Supporting questions: Do all causes have the same weight? How would you express the importance of each factor? What weighs more? What less? What would a weighted and meaningful image be like for you? How do you feel when you see this image?

If the session is in person, you can ask for proposals and represent them on the board or through the computer, painting them. If the session is online, the proposal can be made through Miro or a similar program. The goals would be to present the relationship between some causes and others and make

visible the importance and magnitude of some causes over others.

Some desirable contributions would be:

- Patriarchal education
- Media that reproduces gender roles and legitimizes corporate power
- Violence and sexist behavior in organizations and society
- Power dynamics in organizations
- Glass ceilings
- Absence or ineffectiveness of equality plans
- Lack of will to change within organizations
- Fewer women in technical careers
- Lack of references
- Lack of self-esteem and security
- Burden of care, and consequently, lack of energy and time
- Lack of support networks

How can we include an intersectional perspective?

So far, the official data collected by the mentioned do not convey the complete image.

Who do you think we are missing?

Supporting questions: Do all women face the same challenges? Do we have the same opportunities to access education or employment? the same loads? Do we suffer the same violence? Who is the universal subject of these discourses? (...)

How could we incorporate an intersectional view? What happens if we ask ourselves the same questions about migrant or racialized women? Women with diverse abilities or dependent people? Women and dissident gender identities? Urban vs. women from rural environments? women from the global South and North? (...)

If we only think about the white European woman as a subject, we can achieve a higher rate of women in STEM careers, and continue reproducing violence against all historically invisible, colonized and vulnerable groups.

In relation to employment, we talk about STEM professions, but what other professions participate and contribute to the energy transition and are made invisible here? **Social workers, communicators, teachers and educators, third sector workers, cleaners, etc. are being left out of the official photo.**

And what other unpaid activities are promoting a change in the social and energy model? **Activists and defenders.**

Therefore, to end this part of the session, we would like to share 2 images to highlight that the participation of women, beyond the labor market, is greater in the transformation of the energy model from community action and transformative politics: in the defense of the Earth and the territory against extractivism in the countries of the Global South, in environmental activism and in alliances that fight for the right to energy in the Global South and North.



[Source: Leisa , Agroecology Magazine.](#)

[Alliance against Energy Poverty \(Catalonia, Spain\).](#)



3.4. Work in groups

Duration	35 minutes <ul style="list-style-type: none">• Explanation of the methodology and creation of groups: 5 minutes.• Debate and selection of elements to communicate: 15 minutes.• Preparation of messages / posters: 15 minutes
Methodology	The trainer will divide the students into groups of 3-5 people, depending on the volume of students. A topic will be assigned to each group (the same topic may be repeated in several groups). If the session is online, the groups will be sent to rooms.
Objective	Integration of content, interpretation and preparation of proposals in a poster.
Materials	A1 or A2 cardboard, scissors, markers, post- its. You can also provide used magazines or newspapers and glue or tape.

The work in groups is focused on identification, reflection and collective action. The aim is to encourage creativity, involvement and freedom of expression. Starting from a given topic, it is proposed to think about it with the group, and identify what actions or measures are necessary to promote a fair and feminist energy transition. Each group must propose 5 elements (actions or measures) and express these proposals on a poster to communicate them to the rest of society or to a specific audience (to be chosen). For example: The group that works on the topic of “What actions should be promoted in the organizations we work with?” You can make a poster to put on the bulletin board in your offices; or the poster of what actions should be carried out in the media? It can be used in a social media campaign.

Topics

Group 1-Organizations: What actions must be promoted in the organizations in which we work?

Group 2- Policies: What policies should be implemented by administrations to promote a just transition for women?

Group 3- Education: What educational and training actions do we consider to be a priority?

Group 4- Media: What actions would need to be promoted in the media?

Group 5-Toolbox: What tools can we use to identify inequalities, power roles, unwanted impacts on other territories and violence?

3.5. Sharing

Duration	20 minutes.
Methodology	Group presentation of the proposals in the poster.
Objectives	Building tools for fair energy.

Finally, the workshop participants will present the conclusions of each group, present the posters and explain why they have chosen that format and who it is aimed at, creating a common and own narrative proposal. It is proposed that all participants present at least one element of the 5 expressed in the poster to encourage everyone's participation. The posters will be posted on the wall. Furthermore, it is proposed that the facilitator or another person take note of the conclusions and synthesize them in a summary table that will remain for the memory and learning of the project, and that can be shared with the group later, along with the photos of the posters.

Actions for a just, inclusive and feminist energy transition				
Organizations	Policies	Education	Media	Toolbox
-	-	-	-	-
-	-	-	-	-

Once all the groups have presented their posters, the facilitator will assess the work done and the importance of getting involved in the changes we want to see in the world, she will appreciate the participation and good attitude, and encourage the participants to continue the collaboration. collective on this topic, such as creating some type of network or group, or thinking about future meetings or informal sessions.

4 TRAINING FOR MIXED GROUPS OF STUDENTS AND EMPLOYEES

Subjects	Gender, Fossil Energies, Just Transition, Intersectionality, Renewables, Feminisms, Impacts, Ecosocial Transition, Global Justice, Climate Emergency	
Estimated time	2 hours	
Participants	Students in technical programs and women working in the energy sector.	
Objectives		
<ul style="list-style-type: none"> • Identify and question career gender stereotypes. • Raise awareness of the links between gender and energy. • Acknowledge the transformative potential of women in the energy sector. • Incorporate an ecofeminist, anti-racist and decolonial perspective, in particular of energy. • Create an inclusive and safe space among women in the energy sector. 		
Methodology		
<p>It is proposed to hold a dialogue session where all attendees can participate based on their previous experiences and knowledge. It is not, therefore, a masterful talk. It is proposed to reverse the traditional order of communicating, purposely asking first and then listening to the voices that want to contribute to the answer, and finally, when there are no more contributions, synthesize or complete, if necessary.</p>		
Agenda		
<p>Introduction (30 minutes) Open Discussion (40 minutes) Mentorship Matching (20 minutes) Conclusions (30 minutes)</p>		
Materials	Preparation for the trainer	
<ul style="list-style-type: none"> • Cardboard, post-its and markers 	Read the EUWES handbook.	

4.1. Introduction

Duration	30 minutes
Methodology	Presentation and icebreaker activity.

Objectives

- Establish a welcoming and inclusive atmosphere and encourage participation.
- Communicate the purpose of the training.
- Foster connections and build rapport among participants.

Overview of the session objectives and ground rules for participation (5 min)

Firstly, the facilitator can start by warmly **welcoming participants** to the session and expressing enthusiasm for the opportunity to come together and discuss gender and energy with a group of students and professionals in the energy sector. Secondly, the facilitator should present an **overview of the agenda**, highlighting the topics, activities, and timing (find it in Chapter 3 Methodology). Thirdly, it is important to establish **ground rules for participation** to ensure a respectful and inclusive environment. The facilitator should encourage active listening and mutual respect, as well as invite participants to contribute their ideas throughout the session.

Facilitator and group introduction (15 min)

After the facilitator introduces themselves (sharing their name, background, and expertise relevant to the topic), can prompt a **round of presentations** in which each participant says their name and how are they related to the energy sector. This would help to recognize whether the participants attending are students or employees, and promote a common ground for understanding, seeking the similarities or differences with the other participants. Participants can also share their initial thoughts and expectations of the training.

Icebreaker activity (10 min)

As an icebreaker, the facilitator can ask all participants to think of a woman* who has inspired them and share with the others why. It is not necessary to think of high-profile women in the energy sector, but someone who has inspired them in any sense during their career choice.

4.2. Open discussion

Duration	40 minutes
Methodology	Open discussion
Objectives	<ul style="list-style-type: none">• Promote collaboration and sharing of different perspectives.• Generating ideas and identify opportunities.• Empowering participants to take ownership of their role in promoting gender diversity and inclusion within their universities or companies.

The facilitator will prompt open-ended questions that spark dialogue among participants. During this 30-minute part, the moderator should act as a guide in the participatory process, leading the group

discussion, but does not necessarily have to take part in the discussion. It is the moderator's task to identify and break down socially constructed barriers to ensure that group communication flows smoothly.

- In your experience, what are some of the challenges or barriers that women face pursuing careers in the energy sector?
- Do you think that mentorship can play a significant role in your career development? Do you have any experience with that?
- How can the energy transition be an opportunity for a more inclusive and gender-just energy system?
- How do you envision gender diversity contributing to a more juster energy transition?
- How can we ensure that energy careers are accessible and inclusive for women from diverse backgrounds, including those from underrepresented communities?
- Particularly in a male-dominated industry like energy, what are some strategies for prompting diversity and inclusion within your universities or companies?
- What are some key areas or initiatives where women in technical programs and energy professionals can collaborate to drive positive change in the industry?

4.3. Mentorship matching

Duration	20 minutes
Methodology	Breakout groups discussions pairing up students and professionals.
Objectives	<ul style="list-style-type: none"> • Create a supportive and collaborative learning environment. • Promote knowledge sharing and learning. • Facilitate networking and relationship building.

The facilitator should divide participants into three breakout groups based on promoting exchange between students and professionals. Each group will be assigned a specific topic identified to be a barrier for women to participate in the energy system.

Group 1- Identify Key Cultural and Social Power Dynamics Affecting Gender Diversity in the Energy Sector

- Participants will analyze and discuss the cultural and social power dynamics that contribute to gender disparities and inequalities within the energy sector.
- The objective is to deepen understanding of the complex interplay between cultural norms, social structures, and power dynamics that shape opportunities and barriers for women and underrepresented groups in technical programs and the energy workforce.
- By identifying these dynamics, participants can develop insights and strategies for challenging existing norms, promoting diversity, and fostering a more inclusive environment in the energy

sector.

Group 2- Explore Strategies to Address Lack of Flexibility in Workplaces and Educational Settings

- Participants will explore the challenges and implications of inflexible work environments and educational systems for promoting gender diversity and accommodating diverse needs and experiences.
- The objective is to brainstorm innovative solutions and strategies for creating more flexible and inclusive workplaces and educational settings that support the needs of students and professionals in the energy sector.
- By addressing these challenges, participants can identify opportunities to implement policies, practices, and initiatives that enhance flexibility, work-life balance, and career advancement opportunities for all individuals in the sector.

Group 3- Develop Actionable Plans to Expand Mentorship Opportunities and Support Networks

- Participants will examine the importance of mentorship and support networks in promoting career development, skill-building, and professional growth for women and underrepresented groups in technical programs and the energy sector.
- The objective is to generate actionable plans and recommendations for expanding mentorship opportunities, establishing support networks, and enhancing access to resources and guidance for aspiring professionals and students.
- By developing these plans, participants can contribute to the creation of sustainable mentorship programs, peer support networks, and inclusive initiatives that empower individuals to thrive and succeed in the energy sector.

4.4. Sharing

Duration	30 minutes
Methodology	Groups proposals.
Objectives	Summarization and synthesis.

Finally, all workshop participants will present the conclusions of each group, creating a common narrative proposal that includes elements of diagnosis of the situation (group 1), prospection of some desirable policies (group 2), and strategic tool elements for achieving that future (group 3).

It is proposed that the facilitator draw a path or an arrow on the blackboard or a piece of paper to create a collective poster.

DIAGNOSIS OF THE SITUATION

DESIRABLE POLICIES

STRATEGIC TOOLS



The trainer will propose that one member of each group explain the main results of the previous discussions so that everyone participates, while the facilitator writes down the ideas for the poster. After the explanation, the other groups will be invited to contribute with more elements.

Once all the groups have presented, the facilitator will integrate the contents, relate the task of each group with the general context, and highlight the work done and the importance of getting involved in the changes we want to see in the energy sector.

5 AGENDAS, PROCEEDING, AND EVALUATION IN CROATIAN

5.1. Agenda za žene zaposlene u energetsom sektoru

Teme	rod, fosilna goriva, pravedna tranzicija, intersekcionalnost, obnovljivi izvori energije, feminizmi, utjecaji, ekosocijalna tranzicija, globalna pravednost, klimatska neutralnost
Predviđeno vrijeme trajanja	2 sata
Učesnici/e	žene zaposlene u energetsom sektoru
Ciljevi	
<ul style="list-style-type: none">• pojasniti utjecaj energetskega modela na žene• priložiti podatke o rodnoj nejednakosti u energetsom sektoru• promovirati ekofeminističku, antirasističku i dekolonijalističku perspektivu• promovirati sudjelovanje žena i različitost• promovirati uključivo i transformativno djelovanje sudionika	
Metodologija	
<p>U prvom dijelu treninga predlaže se korištenje prezentacije u kojoj će se iznijeti niz podataka i informacija na temu roda i energije. Preporuča se da dopustiti sudionicima izražavanje vlastitih ideja nakon svake slike ili podatka pitajući ih o njihovom iskustvu i znanju koje se odnosi na njihovo radno mjesto te nastaviti s aktivnim slušanjem i kolektivnim dijalogom. U drugom dijelu održat će se radionica u grupama gdje će sudionici samostalno raspravljati, doći do konsenzusa, odrediti svoje prioritete, sadržaj i format poruka koje žele podijeliti.</p>	
Agenda	
<p>Uvod (5 minuta) Prezentacija (30 minuta) i rasprava (20 minuta) Rad u grupama (35 minuta) Zaključak (20 minuta)</p>	

Materijali	Pripreme voditelja/ice treninga
<ul style="list-style-type: none"> • uživo: projektor, prezentacija, karton, post-it papirići, ljepljiva traka i flomasteri • online: prezentacija, Zoom i Miro. 	Pročitati EUWES priručnik

5.2. Agenda za studentice

Teme	rod, fosilna goriva, pravedna tranzicija, intersekcionalnost, obnovljivi izvori energije, feminizmi, utjecaji, ekosocijalna tranzicija, globalna pravednost, klimatska neutralnost
Predviđeno vrijeme trajanja	2 sata
Učesnice	Studentice i učenike starije od 15 godina
Ciljevi	
<ul style="list-style-type: none"> • Prepoznati i preispitati rodne stereotipe na radnim mjestima. • Podići svijest o vezi između roda i energije. • Razmisliti o važnosti energije u današnjem svijetu. • Promicati među studenticama i učenicama stvaranje vlastitog mišljenja o energetske modelu. • Olakšati studenticama i učenicama uključivanja ekofeminističku, antirasističku i dekolonijalnu perspektivu u njihovu viziju svijeta, a posebno energije. • Motivirati studentice i učenice da se zainteresiraju i sudjeluju u promjeni energetske modela. 	
Metodologija	
<p>Predlaže se održavanje sesije dijaloga u kojoj mogu sudjelovati svi polaznici na temelju svojih prethodnih iskustava i znanja. Predlaže se obrnuti tradicionalni redoslijed komuniciranja: prvo pitati, a zatim slušati glasove koji žele pridonijeti odgovoru, i na kraju, kada više nema doprinosa, sintetizirati ili dovršiti, ako je potrebno. Sesija je artikulirana kroz niz ključnih pitanja koja se fokusiraju na temu. Kroz ovaj kolektivni dijalog gradit će se sesija s prezentiranim osnovnim pojmovima koji se tiču energije, roda i poveznica između njih.</p>	
Agenda	
<ul style="list-style-type: none"> • Uvod (10 minuta) • Kolektivni dijalog (20 + 20 minuta) <ul style="list-style-type: none"> • Energija koja pomiče svijet: osvrt na trenutne energetske model i energetske tranziciju • Kako energetske model utječe na žene? Identificiranje rodne nejednakosti kroz energetske perspektivu • Rad u grupama (5 + 15 + 15 minuta) 	

- Objašnjenje metodologije i određivanje četiri grupe (energijska ekotopija, radna mjesta za pravednu ekosocijalnu tranziciju, prepreke s kojima se žene suočavaju u energetske tranziciji)
- Debata i odabir elemenata
- Pripreme poruka, zajednički poster
- Zaključak (25 minuta)

Materijali	Priprema trenera/ice
<ul style="list-style-type: none"> • Priručnik, karton, papir, post-it, markeri 	pročitati EUWES priručnik

5.3. Agenda za miješane grupe

Teme	rod, fosilna goriva, pravedna tranzicija, intersekcionalnost, obnovljivi izvori energije, feminizmi, utjecaji, ekosocijalna tranzicija, globalna pravednost, klimatska neutralnost
Predviđeno vrijeme trajanja	2 sata
Učesnici	Studentice tehničkih smjerova i programa i žene zaposlene u energetske sektoru
Ciljevi	
<ul style="list-style-type: none"> • Prepoznati i preispitati rodne stereotipe koji se tiču karijere. • Podići svijest o vezi između roda i energije. • Prepoznati potencijal žena u energetske sektoru. • Uključiti ekofeminističku, antirasističku i dekolonijalnu perspektivu, posebice u vezi energetske sektora. • Stvoriti uključiv i siguran prostor među ženama u energetske sektoru. 	
Metodologija	
Predlaže se održavanje sesije dijaloga u kojoj mogu sudjelovati svi polaznici na temelju svojih prethodnih iskustava i znanja. Predlaže se obrnuti tradicionalni redoslijed komuniciranja, prvo namjerno pitati, a zatim slušati glasove koji žele pridonijeti odgovoru, i na kraju, kada više nema doprinosa, sintetizirati ili dovršiti, ako je potrebno.	
Agenda	
Uvod (30 minuta)	
Asprava (40 minuta)	
Povezivanje mentorstva (20 minuta)	
Zaključak (30 minuta)	
Materijali	Pripreme trenera/ice
<ul style="list-style-type: none"> • karton, post-it, markeri 	pročitati EUWES priručnik

5.4. Upitnik zadovoljstva sudionika treningom

Molimo vas da odgovorite na sljedeća pitanja i ocijenite od 1 do 5, pri čemu 1 označava nisko zadovoljstvo/ocjenu/razinu, a 5 visoko zadovoljstvo/ocjenu/razinu.

1. Jeste li se osjećali ugodno tijekom treninga? 1 – 2 – 3 – 4 – 5
2. Kako biste ocijenili svoje prethodno znanje o temi? 1 – 2 – 3 – 4 – 5
3. Kako biste ocijenili stečeno znanje o predstavljenoj temi? 1 – 2 – 3 – 4 – 5
4. Smatrate li da je sadržaj treninga relevantan za vaše područje rada? 1 – 2 – 3 – 4 – 5
5. Koje od predstavljenih mjera i preporuka možete primijeniti u svom radnom okruženju? [otvoreno pitanje]
6. Koje od aspekata rodne ravnopravnosti predstavljenih na ovom treningu možete primijeniti u svom radnom okruženju? [otvoreno pitanje]
7. Ovdje možete podijeliti sve prijedloge ili komentare koje želite dodati kako bi se poboljšao trening. Svi prijedlozi su dobrodošli.

6 AGENDAS, PROCEEDING, AND EVALUATION IN GERMAN

6.1. Agenda für Training von Arbeitnehmer*innen

Themen	Gender, Fossile Energien, Gerechte Transition, Intersektionalität, Erneuerbare Energien, Feminismen, Ökosozialer Übergang, Globale Gerechtigkeit, Klimanotstand	
Geschätzte Dauer	2 Stunden	
Zielgruppe	Frauen, die im Energiesektor tätig sind	
Ziele		
<ul style="list-style-type: none"> • Sichtbar machen, wie sich das Energiemodell auf Frauen auswirkt. • Bereitstellung von Daten über die Ungleichheit der Geschlechter im Energiesektor. • Förderung einer ökofeministischen, antirassistischen und dekolonialen Perspektive. • Die Teilhabe von Frauen sowie Diversität sichtbar machen. • Förderung der Teilhabe der Zielgruppe • Förderung von Handlungsoptionen für die teilnehmende Zielgruppe 		
Methoden		
<p>Um in das Thema Gender-Energie-Nexus einzuführen, wird vorgeschlagen, in der ersten Hälfte der Sitzung eine Präsentation zu verwenden. Diese Präsentation bietet sich an, eine Reihe von Daten darzustellen. Auch kann sie interaktiv genutzt werden, indem Bilder oder Fragen eingebaut werden, auf die Teilnehmer*innen reagieren und diese diskutieren können. So können Teilnehmer*innen ihre Erfahrungen und Kenntnisse in Bezug auf ihren Arbeitsplatz teilen und aktives Zuhören und ein gemeinsamer Dialog wird gefördert. In der zweiten Hälfte der Session wird eine interaktive Methode gewählt, bei der Teilnehmer*innen unabhängig voneinander diskutieren, einen Konsens finden und ihre Prioritäten, den Inhalt und das Format der Botschaften, die sie weitergeben wollen, festlegen.</p>		
Agenda		
<p>Einführung (5 Minuten) Präsentation der Daten (30 Minuten) und Diskussion (20 Minuten) Arbeit in Gruppen (35 Minuten) Abschluss (20 Minuten)</p>		
Materialien	Vorbereitung für die Trainer*innen	
<ul style="list-style-type: none"> • In-Person: Beamer, Präsentation, Karton/Pappe, Post-its, Tape, Textmarker • Online: Präsentation, Zoom and Miro 	Lest das EUWES-Handbuch	

6.2. Agenda für Training von Schüler*innen/Student*innen

Themen	Gender, Fossile Energien, Gerechte Transition, Intersektionalität, Erneuerbare Energien, Feminismen, Ökosozialer Übergang, Globale Gerechtigkeit, Klimanotstand
Geschätzte Dauer	2h
Zielgruppe	Schüler*innen, die älter als 15 Jahre sind.
Ziele	
<ul style="list-style-type: none">• Erkennen und Hinterfragen von beruflichen Geschlechterstereotypen.• Das Bewusstsein für die Zusammenhänge zwischen Geschlecht und Energie schärfen.• Nachdenken über die Bedeutung von Energie in der heutigen Welt.• Förderung der Fähigkeit der Schüler*innen, sich ihre eigene Meinung über das Energiemodell zu bilden.• Ansätze aufzeigen, wie Schüler*innen eine ökofeministische, antirassistische und dekoloniale Perspektive auf die Welt, aber insbesondere auf Energiesysteme, einbringen können.• Schüler*innen motivieren, sich für die Veränderung des Energiemodells zu interessieren und sich daran zu beteiligen.	
Methoden	
<p>Es wird vorgeschlagen, eine Dialogsitzung abzuhalten, an der sich alle Teilnehmer*innen auf der Grundlage ihrer bisherigen Erfahrungen und Kenntnisse beteiligen können. Hier geht es also nicht darum, einen Expert*innen-Vortrag zu halten bzw. frontal zu unterrichten. Eine solche Frontal-Unterrichtsmethode soll durchbrochen werden, indem die Beteiligung und Kommunikation der Schüler*innen gestärkt wird. Die Beiträge der Schüler*innen werden gesammelt, zusammengefasst und aufbereitet. Die Sitzung gliedert sich in eine Reihe von Schlüsselfragen, die sich auf das Thema konzentrieren. Durch diesen kollektiven Dialog wird der Handlungsfaden der Sitzung aufgebaut, in dem grundlegende Konzepte zu Energie, Geschlecht und den Verbindungen zwischen beiden vorgestellt werden.</p>	
Agenda	
<ul style="list-style-type: none">• Einführung (10 Minuten).• Gemeinsame Dialoge (20 + 20 Minuten).• Die Energie, die die Welt bewegt: Reflexion über das aktuelle Energiemodell und die Energiewende.• Wie wirkt sich das Energiemodell auf Frauen aus: Identifizierung der gender-spezifischen Ungleichheiten im Energiebereich.	

- Gruppenarbeit (5 + 15 + 15 Minuten).
- Erläuterung der Methodik und Bildung von vier Gruppen (Energie-Ökonomie, Berufe für einen gerechten, ökosozialen Übergang, Hindernisse für Frauen bei der Energiewende und Erstellen einer gendergerechten Toolbox).
- Diskussion und Auswahl der Elemente.
- Vorbereitung der Botschaften: Erstellen eines gemeinsamen Posters.
- Fazit, Q&A und Abschluss (25 Minuten).

Materialien	Vorbereitung für Trainer*innen
<ul style="list-style-type: none"> • Leitfaden, Karton, Papier, Post-its und Textmarker 	Lest das EUWES-Handbuch

6.3. Agenda für Training einer gemischten Zielgruppe

Themen	Gender, Fossile Energien, Gerechte Transition, Intersektionalität, Erneuerbare Energien, Feminismen, Ökosozialer Übergang, Globale Gerechtigkeit, Klimanotstand
Dauer	2h
Zielgruppe	Student*innen von MINT-Fächern und Frauen, die bereits im Energiesektor tätig sind
Ziele	
<ul style="list-style-type: none"> • Erkennen und Hinterfragen von Geschlechterstereotypen im Beruf. • Sensibilisierung für die Zusammenhänge zwischen Geschlecht und Energie. • Das transformative Potenzial von Frauen im Energiesektor anerkennen. • Einbeziehung einer ökofeministischen, antirassistischen und dekolonialen Perspektive, insbesondere im Energiebereich. • Schaffung eines integrativen und sicheren Raums (<i>safer space</i>) für Frauen im Energiesektor 	
Methoden	
<p>Es wird vorgeschlagen, eine Dialogsitzung abzuhalten, an der sich alle Teilnehmer*innen auf der Grundlage ihrer bisherigen Erfahrungen und Kenntnisse beteiligen können. Hier geht es also nicht darum, einen Expert*innen-Vortrag zu halten bzw. frontal zu unterrichten. Die traditionelle Reihenfolge des Lernens und Kommunizierens soll umgekehrt werden: zuerst wird eine Frage gestellt, dann den Stimmen zugehört, die zur Antwort beitragen wollen. Die Beiträge der Teilnehmer*innen werden gesammelt, zusammengefasst und aufbereitet.</p>	
Agenda	
<p>Einführung (30 Minuten) Offene Diskussion (40 Minuten) Abstimmung zum Mentorship Matching/Bilden von Paaren (20 Minuten)</p>	

Fazit, Ergebnissammlung und Abschluss (30 Minuten)

Materialien	Vorbereitung für Trainer*innen
<ul style="list-style-type: none">Karton, Karteikarten, Post-its, Textmarker und Stifte	Lest das EUWES-Handbuch

6.4. Evaluationsbogen

1. Fühltest du dich während des Workshops wohl und sicher? 1 – 2 – 3 – 4 – 5
2. Wie würdest du dein Vorwissen zum Thema bewerten? 1 – 2 – 3 – 4 – 5
3. Wie würdest du dein aktuelles Wissen zum Thema bewerten? 1 – 2 – 3 – 4 – 5
4. Fandest du den Inhalt des Workshops interessant? 1 – 2 – 3 – 4 – 5
5. Wärest du daran interessiert, eine Karriere im Energiesektor bzw. ein Studium in MINT-Fächern zu verfolgen? Und warum?

6. Wärest du daran interessiert, dich für eine geschlechtergerechte und inklusive Energiewende einzusetzen?

7. Hier kannst du alle Vorschläge und Anmerkungen teilen, die du zur Verbesserung dieses Workshops hinzufügen möchtest. Alle Beiträge sind willkommen.

7 AGENDAS, PROCEEDING, AND EVALUATION IN SLOVENIAN

7.1. Program za zaposlene

Tema	spol, fosilna goriva, pravičen prehod, intersekcionalnost, obnovljivi viri energije, feminizem, vplivi, ekološki prehod, globalna pravičnost, podnebna kriza	
Trajanje	2 uri	
Skupine deležnikov	Ženske zaposlene v energetiki	
Cilji		
<ul style="list-style-type: none">- Ponazoriti, kako energetski model vpliva na ženske.- Predstaviti podatke o neenakosti spolov v energetskem sektorju.- Spodbujati ekofeministični, antirasistični in dekolonialni pogled.- Izpostaviti pomembnost udeležbe žensk in raznolikosti v energetiki.- Spodbujati vključevanje in transformativno delovanje udeležencev.		
Metode		
V prvi polovici usposabljanja je predlagano, da se uporabi predstavitev, iz katere bodo podani različni podatki in informacije o temi spola in energije. Priporočljivo je, da se udeležencem po vsaki sliki ali podatku omogoči izražanje njihovih idej, vprašajte jih o njihovih izkušnjah in znanju v povezavi z njihovim delovnim mestom, ter nadaljujete z aktivnim poslušanjem in skupno razpravo. V drugi polovici bo izvedena delavnica po skupinah, kjer bodo udeleženci neodvisno razpravljali, dosegli soglasje in določili svoje prioritete, vsebino in format sporočil, ki jih želijo deliti.		
Program		
Uvod (5 minut) Predstavitve podatkov (30 minut) and razprava (20 minut) Delo v skupinah (35 minut) Zaključek (20 minut)		
Materiali	Priprava za predavatelja/ice	
<ul style="list-style-type: none">• V živo: projektor, prezentacija, tabla, post-it listki, lepilni trak in markerji• Online: prezentacija, Zoom in Miro.	Preberi EUWES priročnik	

7.2. Program za študente in dijake

Tema	spol, fosilna goriva, pravičen prehod, intersekcionalnost, obnovljivi viri energije, feminizem, vplivi, ekološki prehod, globalna pravičnost, podnebna kriza
Trajanje	2 uri
Ciljne skupine	Študentke in dijakinje nad 15 let
Cilji	
<ul style="list-style-type: none">- Prepoznavanje in preizpraševanje poklicnih spolnih stereotipov.- Ozaveščanje o povezavah med spolom in energijo.- Spodbujanje razmišljanja o pomembnosti energije v današnjem svetu.- Spodbujanje študentov, da oblikujejo lastno mnenje o energetskega modelu.- Spodbujanje študentov, da v svojo vizijo sveta, zlasti pa energije, vključijo ekofeministični, antirasistični in dekolonialni pogled.- Spodbujanje in motivacija študentk, da se zanimajo in sodelujejo pri spremembi energetskega modela.	
Metode	
<p>Predavatelj vodi pogovor, kjer lahko vsi udeleženci sodelujejo na podlagi svojih prejšnjih izkušenj in znanja. Ne gre torej za predavanje. Predavatelj/ica naj obrne tradicionalni način komuniciranja, in sicer tako, da se najprej namerno postavijo vprašanja in nato prisluhne glasovom, ki želijo prispevati k odgovoru, ter na koncu, ko ni več prispevkov, povzame ali dopolni, če je to potrebno. Pogovor je zasnovan na nizu ključnih vprašanj, ki se osredotočajo na obravnavano temo. Skozi ta kolektivni dialog se bo oblikovala rdeča nit seje, v kateri bodo predstavljeni osnovni pojmi glede energije, spola in povezav med njima.</p>	
Program	
<ul style="list-style-type: none">• Uvod (10 minut).• Skupinski pogovor (20 + 20 minut).• Energija, ki poganja svet: refleksija o trenutnem energetskega modelu in energetskega prehodu• Kako trenutni energetskega model vpliva na ženske?: Identifikacija spolnih neenakosti na področju energije• Delo v skupinah (5 + 15 + 15 minut).• Razlaga metodologije in vzpostavitev štirih skupin (energetska eco-utopija, poklici za pravičen zeleni prehod, ovire s katerimi ženske soočajo pri energetskega prehodu ter orodja, ki spodbujajo pravičnost in enakopravnost).• Razprava in izbor tem.• Priprava sporočil s pomočjo skupnega plakata.• Zaključek (25 minut).	

Materiali	Priprava predavatelja/ice
priročnik, tabla, papir, post-it listki, markerj	Preberi EUWES priročnik

7.3. Program za mešano skupino

Tema	spol, fosilna goriva, pravičen prehod, intersekcionalnost, obnovljivi viri energije, feminizem, vplivi, ekološki prehod, globalna pravičnost, podnebna kriza	
Trajanje	2 uri	
Ciljne skupine	Študentje in študentke tehničnih programov in ženske zaposlene v sektorju energetike	
Cilji		
<ul style="list-style-type: none"> - Prepoznavanje in preizpraševanje poklicnih spolnih stereotipov. - Ozaveščanje o povezavah med spolom in energijo. - Prepoznavanje transformativnega potenciala žensk v sektorju energetike . - Spodbujanje prisotnih, da v svojo vizijo sveta, zlasti pa energije, vključijo ekofeministični, antirasistični in dekolonialni pogled. - Ustvarjanje varnega in vključujočega prostora za ženske, ki delujejo v energetske sektorju 		
Metode		
Predavatelj vodi pogovor, kjer lahko vsi udeleženci sodelujejo na podlagi svojih prejšnjih izkušenj in znanja. Ne gre torej za predavanje. Predavatelj/ica naj obrne tradicionalni način komuniciranja, in sicer tako, da se najprej namerno postavijo vprašanja in nato prisluhne glasovom, ki želijo prispevati k odgovoru, ter na koncu, ko ni več prispevkov, povzame ali dopolni, če je to potrebno.		
Program		
Uvod (30 minut)		
Odprt pogovor (40 minut)		
Povezovanje z mentoricami (20 minut)		
Zaključek (30 minut)		
Materiali	Priprava predavatelja/ice	
Tabla, post-it listki, markerji	Preberi EUWES priročnik	

7.4. Evalvacijski obrazec za udeležence_ke

Obkrožite ustrezno številko pri čemer 1 pomeni najmanj, 5 pa največ.

1. Ste se med usposabljanjem počutili neprijetno? 1 – 2 – 3 – 4 – 5
2. Kako bi ocenili svoje predhodno znanje o temi usposabljanja? 1 – 2 – 3 – 4 – 5
3. Ste na usposabljanju pridobili novo znanje o tej temi? 1 – 2 – 3 – 4 – 5
4. Vam bo pridobljeno znanje prišlo prav pri vašem delu? 1 – 2 – 3 – 4 – 5
5. Katere od predstavljenih ukrepov in orodij je mogoče uporabiti v vašem delovnem kontekstu? [Odprto vprašanje]
6. Katere vidike spola, predstavljene na tem usposabljanju, je mogoče uporabiti v vašem delovnem kontekstu? [Odprto vprašanje]
7. Tukaj lahko delite kakršnekoli predloge ali komentarje, ki jih želite dodati za izboljšanje usposabljanja. Vsi prispevki so dobrodošli.

8 AGENDA, PROCEEDING, AND EVALUATION IN SPANISH

8.1. Programa para trabajadoras del sector energético

Temas	Género, Energías Fósiles, Transición Justa, Interseccionalidad, Renovables, Feminismos, Impactos, Transición Ecosocial, Justicia Global, Emergencia Climática	
Duración estimada	2 horas	
Destinatarias	Mujeres trabajadoras del sector energético	
Objetivos		
<ul style="list-style-type: none"> • Hacer visibles los impactos del actual sector energético sobre las mujeres. • Aportar datos sobre la desigualdad de género en el sector energético. • Promover una perspectiva ecofeminista, antirracista y decolonial. • Visibilizar la participación de las mujeres y la diversidad. • Promover la implicación y la agencia transformadora de las participantes. 		
Metodología		
<p>En la primera mitad de la sesión, se propone usar una presentación a partir de la cual se ofrecerán una serie de datos e informaciones relacionados con el tema del género y la energía. Se recomienda dejar que las participantes expresen sus ideas después de cada imagen o dato, preguntándoles sobre su experiencia y conocimientos relacionándolo con su lugar de trabajo, y procediendo a la escucha activa y al diálogo colectivo. En la segunda mitad, se realizará un taller por grupos en el que las participantes debatirán de forma independiente, llegarán a un consenso y establecerán sus prioridades, el contenido y el formato de los mensajes que quieren compartir.</p>		
Programa		
<p>Introducción (5 minutos) Presentación de datos (30 minutos) y debate (20 minutos) Trabajo en grupos (35 minutos) Conclusión (20 minutos)</p>		
Materiales	Preparación para el/la formadora	
<ul style="list-style-type: none"> • En persona: Proyector, presentación, cartulina, post-its, cinta adhesiva y rotuladores. • En línea: Presentación, Zoom y Miro. 	<p>Leer los materiales proporcionados en el manual de EUWES</p>	

8.2. Programa para estudiantes

Temas	Género, Energías Fósiles, Transición Justa, Interseccionalidad, Renovables, Feminismos, Impactos, Transición Ecosocial, Justicia Global, Emergencia Climática
Duración estimada	2 horas
Destinatarias	Estudiantes mujeres mayores de 15 años
Objetivos	
<ul style="list-style-type: none">• Identificar y cuestionar los estereotipos profesionales de género.• Sensibilizar sobre los vínculos entre género y energía.• Reflexionar sobre la importancia de la energía en el mundo actual.• Promover que el alumnado pueda construir su propia opinión sobre el modelo energético.• Facilitar que incorporen una perspectiva ecofeminista, antirracista y decolonial en su visión del mundo, y en particular de la energía.• Motivarlos para que se interesen y participen en el cambio del modelo energético.	
Metodología	
<p>Se propone celebrar una sesión de diálogo en la que todas las asistentes puedan participar basándose en sus experiencias y conocimientos previos. No se trata, por tanto, de una charla magistral. Se propone invertir el orden tradicional de comunicar, preguntando a propósito primero y escuchando después las voces que quieran contribuir a la respuesta, para finalmente, cuando no haya más aportaciones, sintetizar o completar, si es necesario. La sesión se articula a través de una serie de preguntas clave que centran el tema. A través de este diálogo colectivo se construirá el hilo argumental de la sesión, en el que se presentarán conceptos básicos sobre energía, género y los vínculos entre ambos.</p>	
Programa	
<ul style="list-style-type: none">• Introducción (10 minutos).• Diálogos colectivos (20 + 20 minutos).<ul style="list-style-type: none">• La energía que mueve el mundo: reflexión sobre el modelo energético actual y la transición energética.• ¿Cómo afecta el modelo energético a las mujeres?: Identificación de las desigualdades de género en relación con la energía.• Trabajo en grupos (5 + 15 + 15 minutos).<ul style="list-style-type: none">• Explicación de la metodología y creación de cuatro grupos (la ecotopía energética, profesiones para una transición ecosocial justa, obstáculo al que se enfrentan las mujeres en la transición energética y caja de herramientas fair ad equal).• Debate y selección de elementos.• Preparación de los mensajes: póster colaborativo.• Conclusiones (25 minutos).	

Materiales	Preparación para el/la formadora
<ul style="list-style-type: none"> • Guía, cartulina, papelógrafo, post- its y rotuladores 	Leer los materiales proporcionados en el manual de EUWES

8.3. Programa para un grupo mixto

Temas	Género, Energías Fósiles, Transición Justa, Interseccionalidad, Renovables, Feminismos, Impactos, Transición Ecosocial, Justicia Global, Emergencia Climática
Duración estimada	2 horas
Destinatarias	Estudiantes de programas técnicos y mujeres que trabajan en el sector energético.

Objetivos

- Identificar y cuestionar los estereotipos de género en la carrera profesional.
- Sensibilizar sobre los vínculos entre género y energía.
- Reconocer el potencial transformador de las mujeres en el sector energético.
- Incorporar una perspectiva ecofeminista, antirracista y decolonial, en particular de la energía.
- Crear un espacio inclusivo y seguro entre las mujeres del sector energético.

Metodología

Se propone celebrar una sesión de diálogo en la que todos las asistentes puedan participar basándose en sus experiencias y conocimientos previos. No se trata, por tanto, de una charla magistral. Se propone invertir el orden tradicional de comunicar, preguntando a propósito primero y escuchando después las voces que quieran contribuir a la respuesta, para finalmente, cuando no haya más aportaciones, sintetizar o completar, si es necesario.

Programa

Introducción (30 minutos)
 Debate abierto (40 minutos)
 Trabajo en mentoría (20 minutos)
 Conclusiones (30 minutos)

Materiales	Preparación para el/la formadora
<ul style="list-style-type: none"> • Cartulina, post- its y rotuladores 	Leer los materiales proporcionados en el manual de EUWES

8.4. Formulario de evaluación

1. ¿Te has sentido cómodo/a y seguro/a durante el taller? 1 - 2 - 3 - 4 - 5
2. ¿Cómo calificarías tus conocimientos previos sobre el tema? 1 - 2 - 3 - 4 - 5
3. ¿Cómo calificarías tus conocimientos actuales sobre el tema? 1 - 2 - 3 - 4 - 5
4. ¿Te ha parecido interesante el contenido del taller? 1 - 2 - 3 - 4 - 5
5. ¿Te interesaría seguir una carrera en el sector de la energía o una licenciatura en materias STEM? ¿Por qué?
6. ¿Te interesaría abogar por una transición energética equitativa e integradora desde el punto de vista del género?
7. Aquí puedes compartir cualquier sugerencia o comentario que quieras añadir para mejorar este taller. Todas las contribuciones son bienvenidas.

9 ANNEXES

Annex I. Glossary

During the session, doubts or different interpretations may arise in relation to concepts related to gender and energy that are used daily. Below is a list of definitions that aims to facilitate their understanding. All of them can be expanded. It is recommended that the facilitator read it before the session.

DISTRIBUTED ENERGY MODEL

In a distributed energy model, technologies, energy production and transformation plants are spread throughout the territory and close to the points of consumption. It is defined in opposition to the centralized model, where high-power plants are located far from consumption points. Although the fossil model has a centralized nature and renewable energies facilitate the implementation of a distributed energy model, a model based on renewable energies can be more or less centralized, depending on the size of the facilities.

ENERGY MODEL

How a territory organizes and manages its energy supply. It includes the energy sources used, the form of production, management, destination, and consumption of energy.

ENERGY POVERTY

There are different definitions of energy poverty in different countries. In Spain, the National Strategy against Energy Poverty defines energy poverty as “the situation in which a household finds itself in which the basic needs for energy supplies cannot be satisfied, as a consequence of an insufficient level of income and which, where appropriate, may be aggravated by having an energy-inefficient home”¹⁴. To measure and support energy poverty, the EU Energy Poverty Observatory (EPOV) was launched in 2018. The EPOV recognizes energy poverty as a multidimensional phenomenon and proposes four main indicators to evaluate it: (1) arrears in energy supply bills, (2) low absolute energy expenditure, (3) a high percentage of energy expenditure about income, and (4) inability to keep the home at an adequate temperature.

ENERGY TRANSITION

The changes that are included in the process of transformation from one energy system to another. The current energy transition promises the abandonment of fossil fuels and their replacement with renewable sources.

FEMINISM(S)

According to UN Women, “feminism is a movement that defends the equality of social, political, legal

¹⁴ Odysee-Mure. [Energy Poverty in the EU](#). Consulted 01/31/2024

and economic rights of women concerning men. It fights for gender equality and the recognition of women as subjects of law¹⁵. Feminism is, in addition to a social movement, a critical philosophical branch that in turn is divided into numerous currents. In recognition of the diversity of views and practices that it encompasses, we talk about feminisms in the plural form.

FOSSIL ENERGY MODEL

A fossil energy model is based on non-renewable energy sources that generate greenhouse gas emissions, such as oil, gas and coal. The current energy model, based on indiscriminate burning of fossil fuels, is the principal cause of climate change.

GENDER ROLES

Based on the constructed idea of what is “feminine” and what is “masculine”, gender roles are the set of norms that a society perceives as appropriate. Gender roles are socially constructed through education, cultural products, media and social networks. They influence all aspects of life, from aesthetics to behavior, as well as the social function of individuals in society, based on their gender. Inequality in gender roles derives from the attribution of lower value to the roles traditionally assigned to women.

INTERSECTIONAL FEMINISM

It belongs to the Third Wave of feminism and arises in opposition to the hegemonic feminism of defense of the rights of white middle-class women. As coined by Kimberlé Williams Crenshaw¹⁶, intersectionality is defined as the phenomenon by which each individual suffers oppression or holds privilege based on his or her membership in multiple social categories.

JUST ECOSOCIAL TRANSITION

This term includes awareness of the simultaneous crises we are experiencing. A just ecosocial transition demands a framework of actions consistent with them, questioning economic growth and prioritizing universalizable alternatives for people in the global North and South, respectful of biospheric limits. According to the ecofeminist anthropologist Yayo Herrero, “the Just Ecosocial Transition must be an exercise of political responsibility based on the recognition of the gravity of the moment we are going through, on the identification of social and ecological fractures and the firm and shared will to take brave steps and urgent towards a policy and economies that enable a good life for all people and that must function with less energy, fewer materials, and fewer natural resources and adapted to a context of climate change¹⁷.”

¹⁵ UN Women. [What is feminism?](#) Consulted 01/31/2024

¹⁶ Williams Crenshaw, Kimberlé (1989). “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics”. *University of Chicago Legal Forum*: Vol. 1989: Iss, Article 8.

¹⁷ Herrero, Yayo (January 2024). “[Just Ecosocial Transition](#)”. *Dossier 52, Economists Facing the Crisis*.

JUST TRANSITION

There are different approaches to the concept of just transition, but all of them emphasize the social dimension of the ecological transition, avoiding undesirable impacts on social groups affected by the changes derived from the climate emergency. The World Labor Organization notes that “a just transition involves maximizing the social and economic opportunities of climate action while minimizing and carefully managing challenges, including through effective social dialogue between all affected groups and the respect for fundamental labor principles and rights”¹⁸.

PROFESSIONAL GENDER STEREOTYPES

Gender roles also affect the choice of profession. There are careers culturally considered “for men” and careers “for women”, the former being traditionally linked to technologies and power, and the latter being associated with care. Masculinized careers have a higher level of economic remuneration, social and labor projection, and prestige, while jobs traditionally assigned to women suffer from less visibility and social recognition, greater precariousness, and lower salaries.

RENEWABLE ENERGY MODEL

It is one that mainly uses renewable energies, such as solar, wind, and hydroelectric energy. A renewable energy model is a key piece to achieving sustainable energy, that is, “one that is capable of covering the energy needs of the present without compromising the resources and energy supply of the future”¹⁹.


¹⁸ UN Women. [What is feminism?](#) Consulted 01/31/2024

¹⁹ Renewable Energy (August 2004). “Glossary of terms in sustainable energy regulation”

Annex II. Slides for the training




TRAINING FOR
WOMEN WORKING
IN THE ENERGY
SECTOR
2024- ESF



Objectives

- Make visible how the energy model affects women.
- Provide data on gender inequality in the energy sector.
- Promote an ecofeminist, anti-racist and decolonial perspective.
- Make the participation of women and diversity visible.
- Promote the involvement and transformative agency of participants.





*What comes to mind when you hear about gender
and energy?*



DIALOGUE

*How do women participate in the current
energy model and how does it affect them?*

USES OF ENERGY BY GENDER

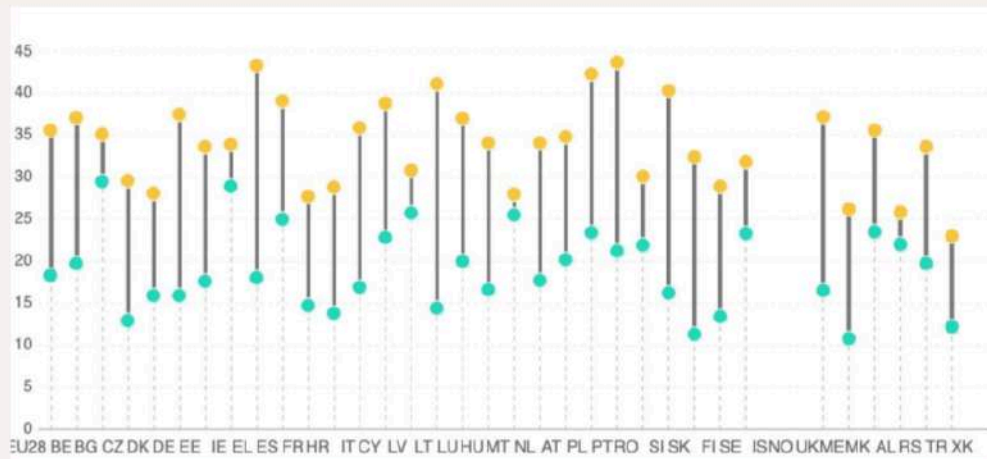
“Due to the gender role that assigns reproductive and care tasks to women, there are differences in the use of energy between women and men.”

What do you think? Do you agree?



Women dedicate many more hours to unpaid domestic work

Indicator: Number of hours per week dedicated to domestic and care work by men (green) and women (yellow) in the EU. (Data from 2023)



Source: EIGE's Gender Statistics Data Base. European Institute For Gender Equality.

ENERGY POVERTY IS FEMINIZED



“Single mothers and women are more likely to have trouble paying their energy bills than single men.”

Source: Communication of 02-27-2023 from the European Parliament.

CLIMATE CHANGE INCREASES INEQUALITIES



“Gender-based violence increases in times of crisis, and the climate crisis is no different.”

“More and more studies show that, due to underlying gender inequalities and the lack of consideration of gender issues in policy formulation, women’s vulnerability increases to the impacts of climate change.”

*Source: Feminist Climate Justice. A framework for action. 2023.
United Nations Woman .*

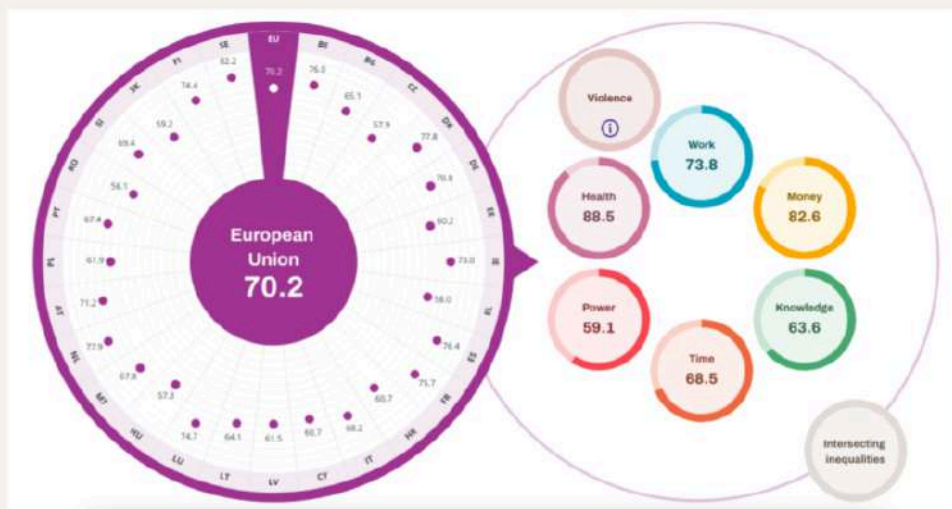
FOSSIL FUELS AND WOMEN'S RIGHTS



80% of the primary energy we use comes from fossil fuels. These are imported from third countries, some of them with authoritarian regimes and legal discrimination against women.

Do you know where the gas we use come from?

EU (UN)EQUALITY INDEX (2023)



Source: *Gender Equality Index EU 2023*.

WOMEN IN THE ECOLOGICAL TRANSITION WITHIN THE EU

Women in the energy sector : 24% of the total

Women in the transport sector: 22 % of the total

[Source: Renewable Energy and Jobs. Annual Review 2023. IRENA.](#)

WOMEN WORKERS IN THE ENERGY SECTOR ON A GLOBAL SCALE

Women in fossil energy : 22% of the total

Women in renewable energies: 32% of the total

[Source: Renewable Energy and Jobs. Annual Review 2023. IRENA.](#)

GENDER INEQUALITY AROUND POLITICAL POWER IN RELATION TO CLIMATE CHANGE

Senior officials in the ministries of environment and climate change: Women 44 % , Men 56 %.

Source: The Gender Equality Index 2023.

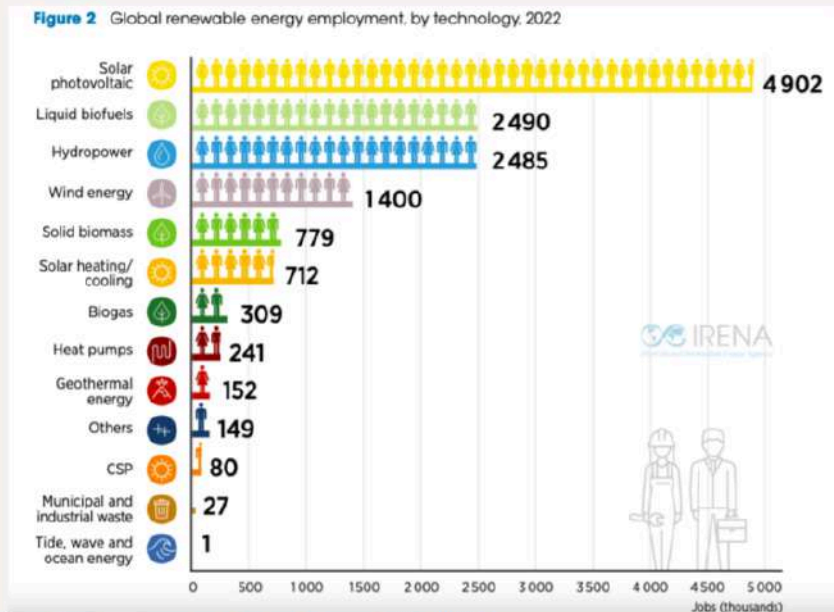
DATA ARE NOT COLLECTED FROM THE MINISTRIES OF INDUSTRY, TRANSPORTATION OR ENERGY .

MASCULINIZATION OF TECHNICAL CAREERS IN THE EU (2023)

	Women %	Men %
Graduates in natural sciences and technologies	36	64
Graduates in technological careers	28	72

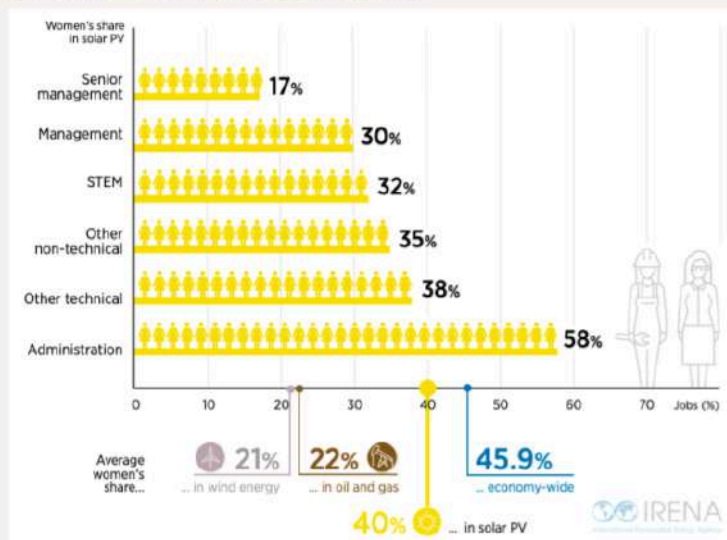
Source: Gender Equality Index EU 2023.

EMPLOYMENT GENERATION IN RENEWABLE ENERGY ON A GLOBAL SCALE



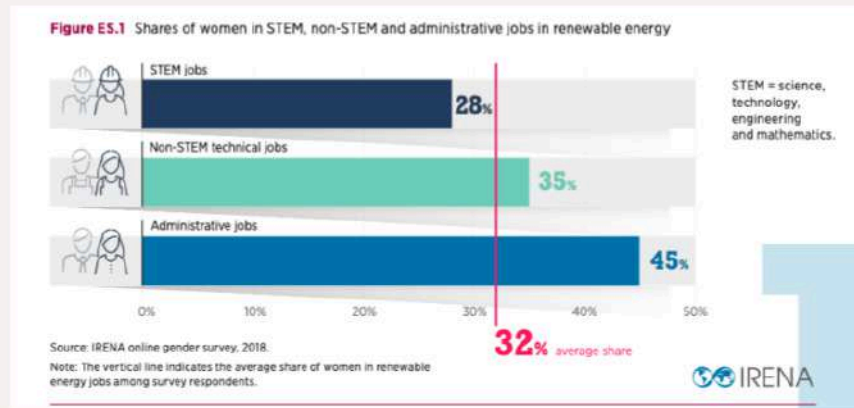
Source: *Renewable Energy and Jobs. Annual Review 2023. IRENA.*

WOMEN WORKING IN SOLAR ENERGY BY TYPES OF EMPLOYMENT



Source: *Renewable Energy and Jobs. Annual Review 2023. IRENA.*

WOMEN WORKING IN RENEWABLE ENERGY BY TYPE OF EMPLOYMENT: STEM, NON-STEM AND MANAGEMENT



Source: *Renewable Energy and Jobs, Annual Review 2023*. IRENA.

Figure ES.3 Barriers to retention and advancement for women in the renewable energy sector





Source: [Leisa, Agroecology Magazine.](#)



Source: <https://pobresaenergetica.es/es/>



Partners:



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