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	POLITECNICO DI MILANO (POLIMI)
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Executive Summary

Creating a gender mainstreaming checklist for Energy Studies Departments within universities is crucial to promoting gender equality in academia and research. The checklist below can help key staff reflect upon and assess the extent to which gender is mainstreamed in Energy Departments and guide them toward further actions.



Table of Contents

Gender mainstreaming Higher Education	3
1.1 The content of the checklist	4
1.1.1 Gender in the Context of the Checklist	4
1.1.2 Gender Mainstreaming	5
1.2 Why is a gender mainstreaming checklist important?	5
1.3 How can the checklist be used?	6
1.4 Who is it for?	6
1.5 Different Areas of Intervention	7
1.5.1 What?	7
1.5.2 How?	7
1.5.3 Who?	8
1.5.4 In What Context?	8
WHAT	8
HOW	14
WHO	18
IN WHAT CONTEXT	20
Bibliography	26
Annex I	27



I) Gender mainstreaming Higher Education

I.1 The content of the checklist

Education is a human right and an essential tool to achieve equality. Non-discriminatory education benefits everyone and ultimately equalizes relations between people of all genders. Higher Education Institutions (hereafter HEIs) are major drivers of economic growth and social well-being through knowledge creation (research), knowledge transfer (teaching), and community development (outreach activities). The below gender mainstreaming checklist for CET HEIs allows for the evaluation of the research and education activities of the HEIs involved.

This checklist outlines key ideas to reflect upon and assess the extent to which gender is mainstreamed in Energy curricula while guiding key staff towards further actions. The checklist will assess if:

- the content of research and studies includes a gender equality perspective (What?)
- gender is embedded in different modalities of teaching and learning (How?)
- the composition of staff, including teaching teams within programmes or modules is gender balanced (Who?)
- higher education institutions are into gender-sensitive ecosystems, with an institutional commitment at all levels. (In what context?)

These will be further described in section 1.3.

I.1.1 Gender in the Context of the Checklist

In this checklist, it is important to note that the terms “men” and “women” will be used for the sake of clarity and convention. However, this choice should not be interpreted as an exclusion of other gender identities or a suggestion that all individuals within these categories share identical experiences, challenges, or discriminations. We acknowledge the



rich diversity of human identities and experiences and strive to approach our discussion with sensitivity and respect for the complexity of gender.

1.1.2 Gender Mainstreaming

According to the Council of Europe “gender mainstreaming is an approach that takes into account both women’s and men’s interests and concerns”¹. Women and men have varying needs, experiences, and circumstances, which can include disparities in their access to and influence over resources and opportunities. Additionally, the circumstances of women and men can be influenced by factors such as geographical location, age, ethnicity, or social background.

The objective of gender mainstreaming is to consider these distinctions when formulating, executing, and evaluating policies, programs, and projects, ensuring that they benefit everyone without exacerbating gender inequalities and, instead, contribute to enhancing gender equality². Gender mainstreaming functions as an effective tool for addressing, often hidden, gender disparities, ultimately facilitating the progress toward achieving gender equality.

In the context of energy studies, gender mainstreaming can be taken to mean ensuring that all aspects of curriculum design, implementation, and assessment incorporate a gender equality perspective.

1.2 Why is a gender mainstreaming checklist important?

The implementation of a gender mainstreaming checklist within the energy departments of HEIs holds paramount significance. By integrating gender perspectives into curriculum, teaching methodologies, and staffing, this checklist ensures a more inclusive educational environment that reflects the diversity of society. This approach not only fosters talent

¹ “What Is Gender Mainstreaming? - Gender Equality - www.Coe.Int,” Council of Europe - Gender Equality. <https://www.coe.int/en/web/genderequality/what-is-gender-mainstreaming>.

² Ibid.



retention and recruitment, attracting a broader pool of students and professionals to the field but also promotes innovation by incorporating diverse viewpoints. Moreover, it strengthens research endeavours, policy development, and societal relevance by acknowledging and addressing gender disparities in energy-related disciplines. Embracing gender mainstreaming within these departments not only aligns with global competitiveness standards but also upholds ethical responsibilities by supporting fairness, equity, and inclusivity.

1.3 How can the checklist be used?

The checklist is designed as a flexible tool to initiate meaningful discussions and actions toward gender inclusivity in the energy department within HEIs. It employs a Likert scale ranging from 1 (not at all) to 5 (extremely/very much) to allow for nuanced evaluations of gender mainstreaming efforts. Adaptability is key, acknowledging that each institution and disciplinary context is unique. As such, this tool encourages customization to suit specific institutional characteristics and the distinct nature of the energy discipline. Inspired by the approach taken in creating the “Gender Mainstreaming Higher Education: Checklist for Law Schools”³. This checklist shares a similar format, aiming to guide and inspire constructive steps toward gender equality in academic settings. It’s not just a checklist; it’s a catalyst for positive change, prompting reflection and tailored action within the academic community.

1.4 Who is it for?

This checklist is tailored for HEIs and is designed to guide and assist key stakeholders within these institutions, including management and administrative staff, deans, and professors. It aims to provide a clear framework for these individuals to evaluate and enhance gender inclusivity within energy departments. **By offering guidance and evaluation criteria tailored to their roles, this checklist aims to spark meaningful conversations and actions, fostering a**

³ For more information look at <https://rm.coe.int/checklist-gender-mainstreaming-eng-pdf-enhanced/1680a099b8>



more gender-balanced and inclusive environment within energy-related academic settings. It serves as a practical tool for those steering the direction of education, policy, and institutional practices, ultimately contributing to a more equitable and diverse learning landscape.

1.5 Different Areas of Intervention

Gender mainstreaming in higher education involves four different areas of intervention.

1.5.1 What?

A gender-sensitive **content** means ensuring that the educational materials, curriculum, or content related to a specific subject have been designed to consider and incorporate a gender perspective. This perspective acknowledges and addresses how gender, particularly the roles, experiences, and power relations of women and men may influence or be influenced by the subject matter. This can also mean adopting an intersectional approach by considering other aspects of diversity, such as age, disability, ethnicity, and more, that may intersect with sex and gender.

1.5.2 How?

A gender-sensitive (feminist) **pedagogy** involves incorporating gender considerations into various teaching and learning methods. This approach, as outlined by Hoffmann and Stake⁴, includes participatory learning; validation of personal experience; encouragement of social understanding, activism, and accountability; and development of critical thinking and open-mindedness. To achieve gender equality in pedagogy, it's essential to address gender biases in educator's knowledge and attitudes and their teaching practices.

⁴ Frances L. Hoffmann and Jayne E. Stake, "Feminist Pedagogy in Theory and Practice: An Empirical Investigation," *NWSA Journal* 10, no. 1 (1998) p. 80.



1.5.3 Who?

Establishing gender-sensitive **structures** requires attention to the gender composition of staff, including teaching teams within programs or courses. Members of these teaching teams should receive appropriate training on the significance of a gender perspective within their subject area and engage in ongoing professional development.

1.5.4 In What Context?

Higher education institutions should create gender-sensitive **ecosystems**, with a commitment to mainstreaming gender into the curriculum and research at all levels, including senior staff. This commitment should be backed by regular assessment, monitoring, and evaluation, as well as sufficient resources and recognition of the importance of gender issues. Additionally, institutions should work to prevent sexism, sexual harassment, and gender-based violence within and between staff and student groups.

2) WHAT

NOT AT ALL 1 2 3 4 5 EXTREMELY/VERY MUCH

- 1) Are energy courses and learning materials designed to include a gender equality perspective?

Measurement: Rate the extent to which course materials explore gender-related issues in energy studies, such as workforce diversity of gender impacts on renewable energy access.

Incorporating a gender equality lens into energy courses serves as the foundational step in mainstreaming gender considerations. This perspective acknowledges the pivotal distinction between sex as a biological marker and gender, which, as per the Council of Europe, encapsulates “the socially constructed roles, behaviors, activities and attributes that a given society considers appropriate from women and men.”⁵ Recognizing gender as a fundamental

⁵ Council of Europe Convention on preventing and combating violence against women and domestic violence, Article 3 paragraph c – available at: <https://rm.coe.int/168046031c>



organizing principle unveils historical power imbalances between genders, shaping educational systems and legislative frameworks. The absence of a gender perspective within energy courses may perpetuate existing inequalities and reinforce gender biases, or stereotypes. Evaluating whether energy courses embrace gender concepts involves examining how different aspects of the energy field - be it renewable energy sources, policy frameworks, or technological advancements - address or overlook gender equality. For instance, does the course analyze gender-specific impacts in energy sectors, such as resource accessibility or workforce diversity? Evaluating these aspects reveals areas where the course might lack inclusivity or perpetuate biases. Moreover, an inclusive course would explore how renewable energy sources, policy frameworks, and technological advancements integrate gender perspectives.

A comprehensive approach to evaluating energy courses involves assessing whether they encompass a broad range of gender considerations. This evaluation enables us to identify gaps in knowledge, areas requiring modification, and opportunities for a more equitable energy education.

2) Is the concept of intersectionality⁶ and multiple discrimination present in the energy curriculum?

Measurement: Assess the inclusion of intersectional discussions in modules or topics related to energy policies and their impact on diverse groups.

Integrating the concept of intersectionality into the energy curriculum is essential to recognize the diverse experiences and challenges faced by various groups within the energy sector. Intersectionality in the context of energy studies acknowledges that individuals can face multiple forms of discrimination based on various aspects of their identity, such as gender, ethnicity, age, and/or disability. This approach emphasizes the need to address imbalances of power experienced by different groups and highlights that focusing solely on a single axis of discrimination might not capture the complexities of lived experiences. By incorporating an intersectional lens, the curriculum can identify and challenge existing power structures, ensuring equitable opportunities for all groups involved in the energy sector. Moreover, within the context of energy policies or technological advancements,

⁶ *Intersectionality*: “The concept of intersectionality describes how systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination “intersect” to create unique dynamics and effects. All forms of inequality are mutually reinforcing and must therefore be analyzed and addressed simultaneously to prevent one form of inequality from reinforcing another.” – Taken from the [Center of Intersectional Justice](#)



understanding intersectionality can aid in crafting more inclusive and effective strategies that consider the diverse needs and perspectives of various groups. For instance, exploring how energy access initiatives might differ for marginalized communities or considering the impact of energy transitions on different genders and ethnicities can enrich the understanding of energy-related issues through an intersectional lens.

3) Are case studies and examples reflecting gender diversity in the energy sector included in teaching materials?

Measurement: Evaluate the presence of case studies that highlight the contributions and challenges faced by individuals of various genders in the energy field.

Ensuring the inclusion of case studies and examples reflecting gender diversity within the energy sector is crucial in developing comprehensive teaching materials. Integrating diverse case studies that highlight the contributions, challenges, and perspectives of individuals of various genders enriches the learning experience for students within the energy department. By featuring these gender-diverse examples, students gain a more nuanced understanding of the multifaceted roles and impacts of different genders in shaping the energy landscape, fostering a more inclusive and representative portrayal of the sector.

4) Are the concepts of sex and gender in the energy curriculum present not only inequalities at the individual level but also shaped by structural factors in the environment?

Measurement: Assess the extent to which the curriculum explores the influence of structural factors (like societal norms or economic disparities) on gender inequalities in energy access and policies.

Incorporating the concepts of sex and gender within the energy curriculum requires a comprehensive understanding beyond individual inequalities to acknowledge their interplay with broader structural factors in the environment. Gender disparities within the energy sector exist not solely due to individual interactions but are deeply influenced by systemic and environmental factors. The energy field operates within frameworks influenced by structural biases, gendered structures, and environmental conditions. For instance, exploring gender disparities in energy access isn't solely about individual preferences but also reflects wider socio-economic factors, such as unequal resource distribution and social norms impacting energy use. The energy curriculum should prompt reflection on whether



gender-neutral approaches within the sector inadvertently perpetuate existing inequalities or whether acknowledging and accommodating gender-specific needs might be necessary. It involves understanding how energy policies, technological innovations, or energy market dynamics can either challenge or reinforce existing gender norms and power structures. Additionally, analyzing concepts such as energy poverty or sustainability through a gender lens sheds light on how environmental policies might impact genders differently due to societal structures and cultural norms. By considering these structural factors, the energy curriculum can offer a more holistic view of gender disparities and inform strategies for creating a more equitable and sustainable energy future.

5) Are teaching materials regularly reviewed to ensure the absence of gender stereotypes⁷?

Measurement: Evaluate the frequency and effectiveness of reviews in identifying and rectifying gender-biased content within energy-related materials.

Regularly reviewing teaching materials within the energy curriculum is essential to ensure their alignment with a non-discriminatory and gender-equitable perspective. This involves evaluating the content for its representation of diverse experiences and contributions of individuals across genders within the energy sector. In the context of energy studies, this could encompass examining case studies, research examples, and industry practices discussed in the curriculum. For instance, scrutinizing historical and contemporary case studies within energy policymaking or technological advancements to ensure they do not reinforce traditional gender roles or biases. Additionally, considering how language is used within energy-related materials is crucial; words or phrases implying gender-specific roles or capabilities can perpetuate stereotypes. Furthermore, addressing the impact of gender biases in decision-making processes related to energy projects or initiatives should be an integral part of the curriculum. This could involve discussions on how stereotypes might influence perceptions regarding energy access, resource management, or sustainable energy solutions. By critically assessing teaching materials through a gender-sensitive lens, the energy

⁷ (*gender*) *Stereotypes*: “Stereotypes in general are strict and rigid terms that describe the characteristics of members of a social group. They are “preconceived” beliefs, derivatives of exaggerated or oversimplified judgments about individuals, groups and situations. Gender stereotypes are a subcategory of stereotyping and are based on dominant societal perceptions of gender. For example, gender stereotypes include the belief that men are more suitable than women in assuming roles of responsibility, leadership, muscular strength, and physical endurance, while women should be limited to supporting roles, such as those of caring professions, education – the upbringing of children, the breadwinner and the housewife.” – Taken from [Diotima \(2022\)](#)



curriculum can foster an inclusive learning environment and challenge existing gender biases within the field.

6) Does the curriculum provide alternative views and approaches besides traditional approaches?

Measurement: Assess how extensively alternative viewpoints are integrated into the curriculum and their influence on students' understanding of energy issues.

In energy studies, curricula often adhere to established theories and practices recognized as foundational to the field. To promote gender mainstreaming within this context, it's pivotal to introduce students to diverse perspectives and methodologies that expand their understanding. This includes incorporating gender-sensitive and diverse viewpoints in discussions about energy systems, resource management, and policy frameworks. Traditional approaches in energy studies may have implicit biases or assumptions that influence how energy-related challenges are perceived and addressed. Energy studies might intrinsically follow certain paradigms or principles that are not inherently gender-neutral. Exploring alternative viewpoints, such as feminist perspectives on sustainable energy transitions or diverse cultural approaches to energy access, enriches the curriculum.

- Additionally, integrating content that resonates with diverse experiences and perspectives not only enriches the learning environment but also ensures that the material is relatable and accessible to all students.
- Examining energy policymaking or technological innovations through feminist lenses may reveal different insights or solutions compared to conventional approaches.
- Encouraging critical thinking by examining energy issues from various angles ensures a more inclusive and comprehensive understanding of the field, paving the way for innovative and equitable energy solutions.

7) Is gender equality integrated into research topics and methodologies within the department?

Measurement: Evaluate the extent to which research methodologies account for diverse gender experiences and their incorporation into research findings.

Ensuring gender equality is integrated into research topics and methodologies within the energy department is pivotal for comprehensive exploration and understanding of energy-related challenges. This integration involves not only considering gender-specific



issues within research but also utilizing methodologies that capture diverse gender perspectives. From examining the gendered impacts of energy policies to employing inclusive research methodologies that account for diverse gender experiences, incorporating gender equality into research topics and methodologies strengthens the department's capacity for informed and inclusive scholarship.

8) Are research outputs (publications, projects) addressing gender-related issues in the energy sector?

Measurement: Assess the number and quality of research outputs that specifically analyze gender disparities or impacts within the energy sector.

Research outputs, such as publications and projects, addressing gender-related issues in the energy sector play a crucial role in advancing gender mainstreaming. These outputs offer a platform to highlight and address gender disparities, showcasing the department's commitment to inclusive and impactful research. By focusing on gender-specific aspects in publications and projects, whether analyzing gendered impacts of energy technologies or exploring gender disparities in energy access, the department contributes to shaping a more equitable and informed discourse within the energy sector.

9) Are there specific initiatives to support gender-sensitive research in the department?

Measurement: Evaluate the effectiveness and inclusivity of initiatives supporting gender-sensitive research by assessing researcher participation and outcomes.

Initiating specific measures to support gender-sensitive research within the energy department reflects a commitment to fostering inclusive and impactful scholarly endeavors. Such initiatives could encompass creating dedicated research grants for gender-focused studies, establishing interdisciplinary research teams focusing on gender-related energy challenges, or providing training and resources to researchers on integrating gender-sensitive approaches into their work. These targeted initiatives not only encourage researchers to address gender disparities within the energy sector but also catalyze the production of nuanced and impactful research outcomes that contribute to gender equality and inclusivity within the field.



3) HOW

10) Is the classroom structured to encourage active and participatory learning, where students can contribute their experiences and perspectives?

Measurement: Rate the level of active participation observed during activities.

Creating an environment conducive to active and participatory learning is key in the energy department, allowing students to share their diverse experiences and perspectives. This approach fosters a dynamic exchange of ideas, enriching discussions on energy-related topics. Encouraging students to contribute their experiences ensures a more comprehensive understanding of energy challenges and solutions, empowering them to engage actively in shaping the discourse within the classroom. Also, utilizing collaborative learning approaches allows for more equitable participation, enabling students with different learning styles to engage actively.

An example of how this can be incorporated could be through organizing sessions where students analyze real-world case studies related to energy projects or policies, encouraging them to bring in diverse perspectives based on their backgrounds or experiences. For instance, examining a case of a community-led renewable energy initiative and inviting them to discuss how cultural or social factors might affect the success of such a project. Another idea could be organizing debates or role-playing activities centered around energy-related dilemmas like simulating stakeholder meetings for energy policy decision-making. This allows students to represent different viewpoints and understand the complexities of reaching a consensus.

11) Are teaching methods designed to promote dialogue and mutual exchange of ideas among students and faculty?

Measurement: Rate the extent to which teaching methods facilitate a diverse exchange of ideas and perspectives among students and faculty members.

Promoting dialogue and mutual exchange of ideas among students and faculty is fundamental within the energy department. Teaching methods emphasizing open discussions, collaborative projects, and peer-to-peer learning facilitate the sharing of diverse viewpoints. This approach nurtures an inclusive environment where the energy discourse benefits from a multitude of perspectives, fostering a deeper understanding of complex energy-related issues.



12) Whenever social aspects of energy are raised, are students encouraged to connect class material with their own personal experiences?

Measurement: Where applicable, assess the frequency and depth of connections made between class material and student's personal experiences.

Encouraging students to relate class material to their personal experiences within the energy sector enriches the learning process. Connecting theoretical concepts to real-life experiences empowers students to contextualize their understanding of energy-related challenges. This approach fosters a deeper connection to the subject matter, enabling a more holistic grasp of the complexities within the energy domain. - when applicable

13) Does the institution and department encourage students to understand the nature of gender inequality and work towards addressing it in society?

Measurement: Evaluate the level of involvement in discussions and initiatives aimed at comprehending and addressing gender disparities within the energy sector and broader societal contexts.

Encouraging students to comprehend the nature of gender inequality within the energy sector and fostering an inclination to address these disparities in broader societal contexts is paramount. The institution's emphasis on understanding gender disparities extends beyond academic realms, aiming to empower students as active agents of change. For instance, by integrating discussions on the underrepresentation of women in leadership roles within renewable energy initiatives, students are prompted to recognize systemic barriers. This approach equips them with critical insights into how gender imbalances persist and offers opportunities to explore potential solutions. Moreover, initiatives such as organizing seminars on gender-inclusive energy policies or community engagement projects focused on equitable energy access underscore the institution's commitment to fostering a generation of energy professionals dedicated to challenging gender inequalities within both the energy sector and society at large.

14) Are students encouraged to draw connections between classroom knowledge and its larger social and cultural context?



Measurement: Measure instances where classroom discussions explore the societal impacts of energy policies and practices.

Encouraging students to draw connections between classroom knowledge and its broader social and cultural context within the energy studies curriculum promotes a deeper understanding of the societal implications of energy-related issues. This approach empowers students to analyze energy challenges through a multifaceted lens, considering the broader societal impacts of energy policies and practices.

15) Are students encouraged to maintain an open-minded approach and consider diverse perspectives and experiences?

Measurement: Measure the integration of diverse viewpoints and experiences in energy-related discussions and projects.

Promoting an open-minded approach and encouraging consideration of diverse perspectives and experiences aligns with the principles of feminist pedagogy. Embracing a feminist pedagogical approach involves nurturing an inclusive learning environment where students challenge conventional categories and authority. By encouraging critical stances toward established norms and fostering an openness to diverse viewpoints, the energy curriculum enriches discussions and equips students with a broader understanding of the complexities inherent in the energy sector. The emphasis is on cultivating independent thinking and fostering 'connected knowing,' where students engage in critical dialogue, integrating their perspectives and experiences with those of experts, fostering an environment that values diverse voices and experiences.

16) Is there an emphasis on developing critical thinking skills, including the ability to evaluate evidence from multiple sources and perspectives and an openness to change in light of new evidence?

Measurement: Assess the extent to which critical thinking skills are integrated into the curriculum and demonstrated by students' responses to new evidence.

Emphasizing the development of critical thinking skills within the energy curriculum aligns with the principles of feminist pedagogy, aiming to cultivate an epistemological stance that encourages tolerance for ambiguity and engagement with diverse perspectives. Encouraging students to evaluate evidence from multiple sources and perspectives echoes the commitment to address multiple forms of oppression in education. This approach



emphasizes fostering an environment where students view expert opinions critically and engage empathetically with diverse perspectives, creating a dialectical and dialogical exchange of ideas. By instilling these critical thinking skills and fostering openness to change based on new evidence, the energy curriculum not only equips students with analytical tools but also empowers them to challenge established norms and contribute to a more inclusive energy discourse.

17) Are there initiatives for involving students in discussions on gender equality in the energy sector?

Measurement: Measure the frequency of initiatives like guest lectures or student-led forums focused on gender equality within the energy sector.

Initiating discussions on gender equality within the energy sector and actively involving students in these conversations signify a commitment to fostering inclusive dialogue and active participation in addressing gender disparities. Creating dedicated platforms or initiatives where students can engage in discussions, workshops, or projects related to gender equality in the energy sector not only raises awareness but also empowers students to contribute meaningfully to positive change. These initiatives may include guest lectures, student-led forums, or collaborative projects focusing on gender-inclusive policies or sustainability practices within the energy field. By involving students in such discussions, the energy department not only nurtures a deeper understanding of gender dynamics but also cultivates a generation of informed and proactive energy professionals.

18) Are there support mechanisms for female students, such as mentoring or counselling, to enhance their participation and success in Energy Studies?

Measurement: Measure the availability and utilization of support mechanisms, specifically tailored for female students.

Establishing dedicated support mechanisms tailored to enhance the participation and success of female students in Energy Studies is pivotal for fostering an inclusive and supportive learning environment. Initiatives such as mentoring programs, counseling services, or peer support groups specifically designed to address the unique challenges female students may encounter in the energy department play a crucial role. These support mechanisms provide



guidance, mentorship, and a supportive network to female students, empowering them to navigate potential barriers and excel in their academic pursuits. By fostering an environment that recognizes and addresses gender-specific challenges, the energy department promotes equity and inclusivity, ultimately ensuring the active participation and success of female students in Energy Studies.

4) WHO

19) Is there a balanced representation of gender among faculty and researchers within the department?

Measurement: Rate the level of gender representation observed among faculty members across the energy department, by measuring the ratio of male to female members over an academic year.

It's crucial to advocate for a gender-diverse teaching team within energy programs, striving for gender balance across the program's delivery and avoiding scenarios where students are solely instructed by one gender during specific periods. Achieving equal gender representation in the teaching team holds significant symbolic importance, signaling inclusivity within energy studies. This practice isn't just about the individuals involved; it also extends to ensuring that energy students perceive their learning environment as gender-inclusive, shaping their understanding not only of the faculty but also of the energy field itself.

20) Is there awareness and training available for educators to ensure they are aware of gender-inclusive teaching and support practices?

Highlighting the significance of a gender equality perspective within energy studies and ensuring educators possess adequate knowledge and skills to deliver gender-inclusive content in their teaching areas is crucial. Offering training sessions that continuously enhance educators' understanding and skills enables them to recognize where a gender lens is necessary in energy-related topics. It's essential not to assume a baseline understanding of gender equality; hence, consistent provision of resources and training becomes imperative. This extends to training educators on identifying and addressing gender stereotypes, biases,



and prejudices, aligning with recommendations for challenging these norms. Moreover, higher education institutions can curate online resources compiling gender-sensitive teaching materials and pedagogical practices specific to the energy field. This approach informs continuous professional development, aiding educators in delivering gender-sensitive education within energy studies.

21) Is there a commitment to promoting gender equality in the energy curriculum among decision-makers in the senior management team?

An essential aspect of embedding gender equality within the energy curriculum lies in garnering support and commitment from senior decision-makers within the institution. Their endorsement ensures the establishment of necessary mechanisms, allocation of resources, and underscores the significance of gender equality efforts. While a substantial portion of the energy curriculum may revolve around subjects crucial for accreditation, often not inherently gender-sensitive, senior management's role in prioritizing gender equality and mainstreaming it throughout the curriculum is pivotal. Their involvement is instrumental in integrating gender-sensitive elements and ensuring gender mainstreaming becomes integral to the accreditation process within the realm of energy studies.

22) Are policies and practices in place to promote gender diversity in faculty recruitment and advancement?

Implementing comprehensive policies and practices to promote gender diversity in faculty recruitment and advancement is instrumental within the energy department. These policies serve as the cornerstone for ensuring equitable opportunities across genders, fostering an inclusive and diverse faculty body. The establishment of transparent and fair recruitment practices, mentorship programs that provide guidance and support for career progression, and robust support mechanisms tailored to address potential barriers are integral components. These initiatives not only seek to bridge existing gender gaps in faculty representation but also actively nurture an environment that values and champions gender diversity in both recruitment and career progression. By committing to such policies and practices, the energy department underscores its dedication to creating an academic landscape that thrives on inclusivity and recognizes the importance of diverse perspectives and contributions.



23) Is there active engagement in promoting equal participation of educators of all genders in teaching roles?

Encouraging equal participation educators of all genders in teaching roles through active engagement within the energy department is fundamental for fostering inclusivity. Championing equal opportunities for all genders to take on teaching roles is pivotal for creating an environment that embraces diversity. This commitment extends beyond mere representation and actively supports initiatives that promote gender balance in teaching assignments, leadership positions, and pedagogical activities. By encouraging and facilitating an equitable distribution of teaching responsibilities, the department not only upholds principles of fairness but also reinforces its dedication to cultivating a diverse and balanced teaching team. These initiatives contribute significantly to creating an inclusive learning environment that values the varied perspectives and contributions of educators, ultimately enhancing the educational experience for all.

5) IN WHAT CONTEXT

24) Is the case being made as to why mainstreaming gender equality in the energy curriculum is important?

Measurement: Evaluate the presence and effectiveness of communication explaining the importance of gender mainstreaming in energy studies.

In an educational landscape where not all teaching staff may be well-versed in gender equality as a subject area or perspective within energy studies, it becomes crucial to underline its significance and the imperative to integrate a gender equality lens across the energy studies curriculum. This involves elucidating the diverse potential benefits derived from embracing a gender equality perspective, drawing from human rights, social justice, and business perspectives. Additionally, it entails demonstrating the importance of incorporating a gender lens through various engaging means such as visual aids, interactive materials, videos, or training resources.

This could be achieved by explicitly articulating the importance of gender perspectives during curriculum development and providing training for teaching staff to incorporate these perspectives. Administrative policies should also allocate resources and establish evaluation



mechanisms. Simultaneously, fostering inclusive classroom environments to prevent sexism and gender-based violence reinforces the curriculum's gender equality emphasis. Engaging senior staff through specialized training or discussions further amplifies the imperative of mainstreaming gender equality within energy education.

25) Is there an assessment mechanism to report whether gender equality is included as a horizontal issue in module descriptors?

Module descriptions in energy studies must reflect diverse gender equality perspectives within the learning content. Ensuring that this content isn't gender-neutral (which often leads to an androcentric bias, overlooking women's perspectives) or gender-blind (ignoring the relevance of gender as a category) is essential. Regular review of the energy studies curriculum is necessary to incorporate gender equality issues, supported by formal mechanisms available to senior leadership for monitoring implementation across all programs.

26) Is gender-sensitive language and communication considered?

Measurement: Evaluate the utilization of gender-sensitive language and communication methods in learning materials and communications within energy studies.

Language plays a significant role in shaping perceptions and realities. When sexist language is employed, it can reinforce existing gender disparities rather than challenge them. This is especially evident in languages using masculine terms as universal references. Therefore, it's vital to prioritize efforts towards employing gender-sensitive language and diverse communication methods, including imagery, within the realm of energy studies. The Committee of Ministers' Recommendation CM/Rec(2019)⁸ emphasizes countering sexism in language and communication, recognizing their influence on gender attitudes, behaviors, and identities. It also encourages critical discussions on the construction of femininities and masculinities, potentially through media dialogues or awareness campaigns.

27) Is the issue of sex/gender-based discrimination in higher education considered and challenged?

⁸ For more information: <https://rm.coe.int/168093b26a>



Measurement: Measure the degree of recognition and active measures taken to address gender-based disparities within the department.

Inequalities based on sex and gender persist within higher education, notably within energy studies. These disparities are evident in career trajectories, where women often face challenges in securing permanent positions, frequently working part-time or on contractual terms, and encountering barriers in accessing senior roles, including leadership positions such as full professors. Additionally, disparities are observed in research activities, where women tend to have fewer publications and limited access to funding opportunities and grants. It's crucial to assess the prevalence of these inequalities within energy studies and higher education institutions, aiming to rectify any existing gender-based discrimination. To address these disparities, ongoing collaboration and knowledge exchange among institutions within the energy studies domain are essential for mutual learning and progress.

28) Is data regularly collected on gender equality in the curriculum for monitoring and reporting purposes?

Data regarding key aspects of integrating gender into the energy curriculum are crucial for institutions to evaluate their starting point and effectively track and report progress in embedding gender considerations within their academic programs. This process entails identifying relevant indicators and establishing systems that facilitate these endeavors, contributing to broader institutional quality assessment. Indicators may encompass metrics like the gender representation among teaching staff, the extent to which modules or programs integrate a gender equality perspective, and the existence of dedicated gender-sensitive modules, among others.

29) Are gender-disaggregated data related to student and staff bodies regularly collected for monitoring and reporting purposes?

Collecting and monitoring data related to the student and staff bodies is instrumental in identifying potential gaps in education delivery, outcomes, and employment practices through a gender equality lens. This process involves systematically analyzing enrollment, academic achievement, and subject preferences among students, disaggregated by gender. Additionally, gathering gender-disaggregated data pertaining to the composition of the staff body, including teaching and administrative staff, provides insights into gender representation and potential disparities in the workforce. Such monitoring aids in recognizing and addressing gender



disparities, enabling necessary corrective measures to be implemented. By delving into individual and structural factors, this practice sheds light on the reasons enabling or hindering equal representation across various sectors, educational levels, and within the institutional workforce. Key indicators encompass metrics such as the gender distribution among students and staff, enrollment in modules addressing gender-specific topics, and gender representation in the institution's workforce.

30) Are measures in place (code of conduct, awareness activities, etc.) to ensure gender equality, the elimination of sexism, and the physical, sexual, and, psychological integrity of all genders in the institution?

Gender-based violence⁹, including harassment, remains a concern in educational settings, necessitating institutions' proactive awareness and preventive actions. It is crucial to establish preventive measures against all forms of violence, ensure adequate responses, support systems for victims, and appropriate sanctions for perpetrators. This also involves articulating explicit standards of behavior expected from both students and staff. Pertinently, these initiatives can be discussed within the scope of energy studies, addressing how they regulate responses to gender-based violence within the energy sector and broader societal contexts. Institutions can adopt frameworks, akin to the Committee of Ministers' Recommendation CM/Rec(2019)¹⁰, advocating for campaigns that combat gender stereotyping, bullying, cyberbullying, sexist insults, and gender-based violence. Emphasizing not only prevention but also protection and legal action when necessary becomes imperative.

31) Is there a commitment to gender equality at all levels, from leadership to administration?

⁹ Gender-Based Violence: "Gender-based violence is a daily, global phenomenon, affecting women and young girls, but also LGBTI+ people, disproportionately. It includes any harmful act, against the dignity and integrity of those who suffer from it. It can be carried out both in private and public places (home, work, public transport, etc.), against a person's will. It is distinguished from other forms of violence as it stems from a historically established inequality between men and women both in social power and power relations, which has led to men's dominance over women and the discrimination against them." For more information visit <https://diotima.org.gr/en/terminologies/>

¹⁰ For more information: <https://rm.coe.int/168093b26a>



Measurement: Assess the level of commitment and proactive initiatives (e.g. policies fostering gender balance) promoting gender equality and inclusivity within leadership and administrative roles.

Demonstrating a commitment to gender equality across all levels within the higher education institution's energy studies department is essential. This commitment necessitates **proactive initiatives and policies aimed at promoting gender balance and equity in leadership, decision-making, and administrative roles**. It involves fostering an inclusive culture that values diverse contributions, ensures equal opportunities for career advancement, and actively supports gender equality initiatives. A strong commitment to gender equality from leadership to administration sets the tone for an inclusive and equitable environment within the energy studies department.

Evaluation

6) Are regular evaluations conducted to assess the effectiveness of gender mainstreaming efforts?

Regular evaluations are pivotal within the energy studies department to measure the effectiveness of gender mainstreaming initiatives. These evaluations ensure ongoing assessment and understanding of the impact of implemented measures concerning gender equality. Regular reviews allow for the identification of successful practices, gaps, and areas that require improvement, enabling informed decision-making and refinement of gender mainstreaming strategies within the department.

7) Are recommendations for improvement and action plans developed based on evaluation results?

The energy studies department should prioritize the development of improvement recommendations and action plans derived from thorough evaluation results. Following evaluations, detailed analyses should be conducted to derive actionable insights and recommendations. These findings should inform the creation of strategic action plans aimed at addressing identified gaps and optimizing gender mainstreaming efforts. The department's commitment should lie in translating evaluation outcomes into concrete plans, fostering continuous improvement towards achieving gender equality goals.



8) Does the department actively use the implementation of gender mainstreaming measures to highlight gender disparities in STEM studies and encourage policy development to support women in STEM?

Actively leveraging the implementation of gender mainstreaming measures, the energy studies department utilizes these efforts to illuminate gender disparities prevalent in STEM studies. By analyzing and showcasing the outcomes of gender mainstreaming initiatives, the department advocates for policy development aimed at supporting and empowering women in STEM fields. This active engagement seeks to prompt discussions, influence policies, and institute supportive frameworks that encourage greater inclusion and success for women in energy-related STEM disciplines.

Your evaluation using this checklist across four distinct aspects: (1) WHAT - the incorporation of gender-sensitive content; (2) HOW- the implementation of gender-sensitive teaching methods; (3) WHO - the establishment of gender-sensitive structures; and (4) IN WHAT CONTEXT - the development of gender-sensitive environments, aims to generate an overview of how extensively gender is integrated into energy curricula. It helps pinpoint priority areas by offering a visual breakdown of potential action points within each of these four areas, facilitating the gender mainstreaming process in energy curricula as previously outlined. The full checklist for your evaluation can be found in the ANNEX (p. 27).



9) Bibliography

“What Is Gender Mainstreaming? - Gender Equality - Wwww.Coe.Int.” Council of Europe - Gender Equality. <https://www.coe.int/en/web/genderequality/what-is-gender-mainstreaming>.

Hoffmann, Frances L., and Jayne E. Stake. “Feminist Pedagogy in Theory and Practice: An Empirical Investigation.” *NWSA Journal* 10, no. 1 (1998): 79–97. <https://doi.org/10.2979/nws.1998.10.1.79>.



10) Annex I

WHAT – Gender-sensitive Content	1	2	3	4	5
Are energy curricula designed to include a gender equality perspective?					
Is the concept of intersectionality and multiple discrimination present in the energy curriculum?					
Are case studies and examples reflecting gender diversity in the energy sector included in teaching materials?					
Are the concepts of sex and gender in the energy curriculum present not only inequalities at the individual level but also shaped by structural factors in the environment?					
Are teaching materials regularly reviewed to ensure the absence of gender stereotypes?					
Does the curriculum provide alternative views and approaches besides traditional approaches?					
Is gender equality integrated into research topics and methodologies within the department?					
Are research outputs (publications, projects) addressing gender-related issues in the energy sector?					
Are there specific initiatives to support gender-sensitive research in the department?					
HOW – Gender-sensitive Pedagogy	1	2	3	4	5
Is the classroom structured to encourage active and participatory learning, where students can contribute their experiences and perspectives? Are teaching methods designed to promote dialogue and mutual exchange of ideas among students and faculty?					
Whenever social aspects of energy are raised, are students encouraged to connect class material with their own personal experiences?					
Does the institution and department encourage students to understand the nature of gender inequality and work towards addressing it in society?					
Are students encouraged to draw connections between classroom knowledge and its larger social and cultural context?					



Are students encouraged to maintain an open-minded approach and consider diverse perspectives and experiences?					
Is there an emphasis on developing critical thinking skills, including the ability to evaluate evidence from multiple sources and perspectives and an openness to change in light of new evidence?					
Are there initiatives for involving students in discussions on gender equality in the energy sector?					
Are there support mechanisms for female students, such as mentoring or counseling, to enhance their participation and success in Energy Studies?					
WHO – Gender-sensitive Structures	1	2	3	4	5
Is there a balanced representation of gender among faculty and researchers within the department?					
Is there awareness and training available for educators to ensure they are aware of gender-inclusive teaching and support practices?					
Is there a commitment to promoting gender equality in the energy curriculum among decision-makers in the senior management team?					
Are policies and practices in place to promote gender diversity in faculty recruitment and advancement?					
Is there active engagement in promoting equal participation of educators of all genders in teaching roles?					
IN WHAT CONTEXT – Gender-sensitive Ecosystems	1	2	3	4	5
Is the case being made as to why mainstreaming gender equality in the energy curriculum is important?					
Is there an assessment mechanism to report whether gender equality is included as a horizontal issue in module descriptors?					
Is gender-sensitive language and communication considered?					
Is the issue of sex/gender-based discrimination in higher education considered and challenged?					
Is data regularly collected on gender equality in the curriculum for monitoring and reporting purposes?					



*Gender mainstreaming Higher Education:
checklist for CET education in Higher Education Institutions*

Are gender-disaggregated data related to student and staff bodies regularly collected for monitoring and reporting purposes?					
Are measures in place (code of conduct, awareness activities, etc.) to ensure gender equality, the elimination of sexism, and the physical, sexual, and psychological integrity of both women and men in the institution?					
Is there a commitment to gender equality at all levels, from leadership to administration?					



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