ASSET

A holistic and Scalable Solution for research, innovation and Education in Energy Transition

Gender gap: between expectations and experiences

Girl power. The role of woman in the Energy transition

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Gendering energy transition: an ambiguous dilemma

- Policy frameworks

  -> awareness and general expectations

- Stakeholders and actors

  -> experiences and actual opinions

The main (cultural) scenario of energy transition

- Energy infrastructures are generally considered a matter of "**hardware**", technical issues, technological effectiveness (and good individual conduct as well).
- Energy is a taken for granted part of that "**pipe and cables**" assemblage providing citizenship inclusion.
- Energy is something that is assumed to be "**naturally neutral**" (even if is managed mostly by men).

Policy frameworks

- Gender issues are still underestimated by the global energy policy frameworks and women are addressed more as stakeholders or beneficiaries (**passive role**) than agents of change (active role).

- Gender and energy are coupled when the arguments are depicted in terms of **weaknesses** (energy poverty, lack of electrification in rural areas, women's health and well-being, underrepresentation in employment and decision making).

Source: IUCN 2017

Policy awareness

- Women play a residual role in technical professional and job profiles, and they are underrepresented among those students enrolled in STEM educational courses.

- Only 22 % of the global workforce in conventional energy sectors are female (32% in the renewables industry) (IRENA, 2019).

- Renewables industries seem to be close (also) to a multidisciplinary/holistic approach as well as to decentered/democratic arrangements (IRENA, 2019). Off-grid, local prosumerism, rural settings are experiences in which women are most actively engaged, differently from the “modernist” and “masculine” side of this sector.

Policy weakness

- **Lack of gender-based data** in the EU renewable energy sector.
- **Gender gap** in leading positions (corporate sector, public sector and civil society organizations as well).

Source: I EA, https://www.iea.org/topics/energyandgender/gendercleanenergy

Expectations -> Challeges

- **Gender neutrality** is a tricky topic. It could enhance policies aiming to benefit both women and men equally in meeting practical needs (Khamati-Njenga and Clancy, 2002). Conversely, it could lead to blind and neglect differences in terms of socio-cultural capital, stereotypes, and actual discrimination.

- Policies have to acknowledge the **socially constructed** and dynamic nature of gender relations that reflect cultural differences and the situatedness of social contexts.

Expectations -> Aims

- Growing global commitment to achieve an inclusive sustainable energy system; EU pledge to implement the Sustainable Development Goals (SDGs).
- Gender issue inclusion in the global agenda. (SDG 5 - gender equality; SDG 7 - affordable and clean energy).
- Injustice, inequalities and energy democracy are emerging stream of the institutional and scientific debate.
- Policies aim to face the ‘Matthew-effect’ (those who can afford energy transition and efficiency benefit from these policies, whereas the poor stay in energy poverty).

Experiences and actual opinions: results from ASSET social research

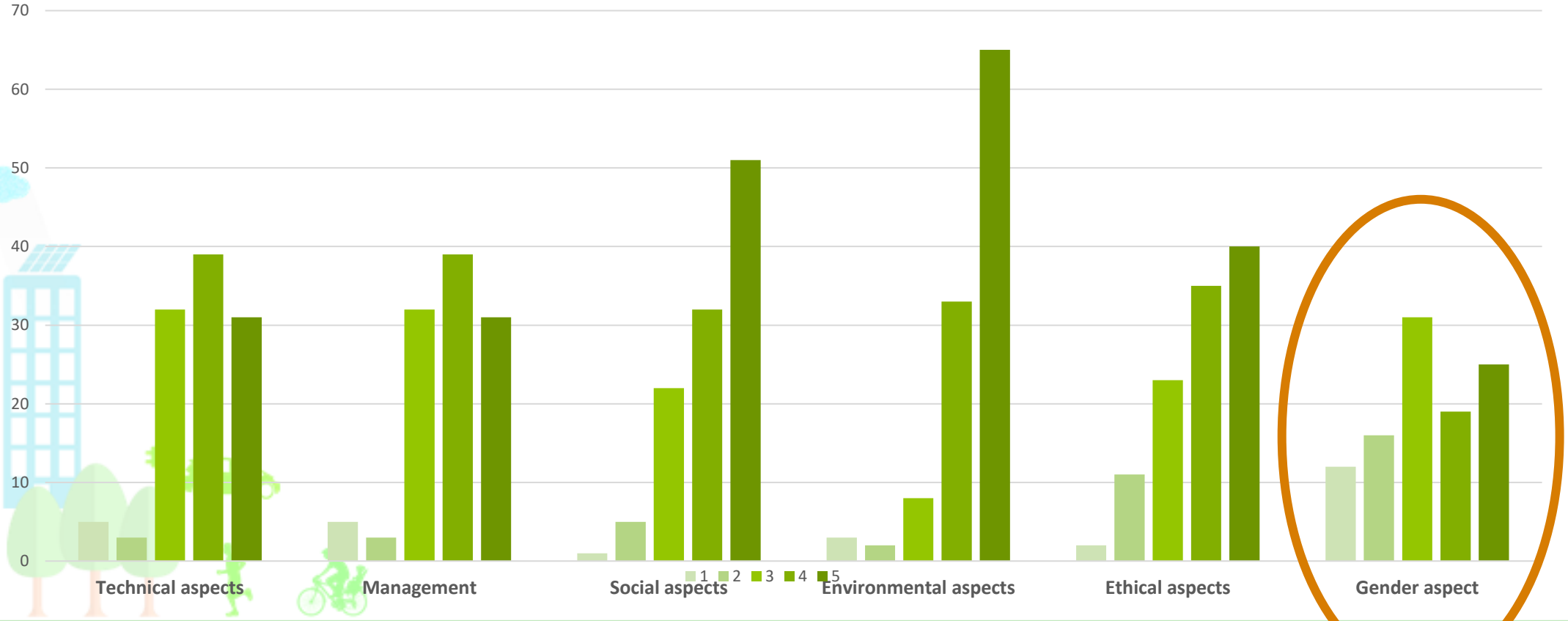
- **Sample: 140 respondents**

Average profile

Socio-structural dimensions	**Gender**	**M (55,7%) – F (28,6%)** **Prefer not to say (15,7%)**
	Average age	41,55 years
	Education	PhD, Master, etc.
	Main disciplinary field of education:	Engineering and technology
Organization featured by	Type of organization	Private sector
	Sector of the organization	Energy production
	Multilevel-governance position (main level of action)	National
	Position in the organization	Technical and admin staff with responsibilities

Result from ASSET social research

In your opinion, on which aspects should be focused the educational system in your country in order to support the next energy transition?
Please, indicate from 1 (not at all) to 5 (definitely).



Result from ASSET social research

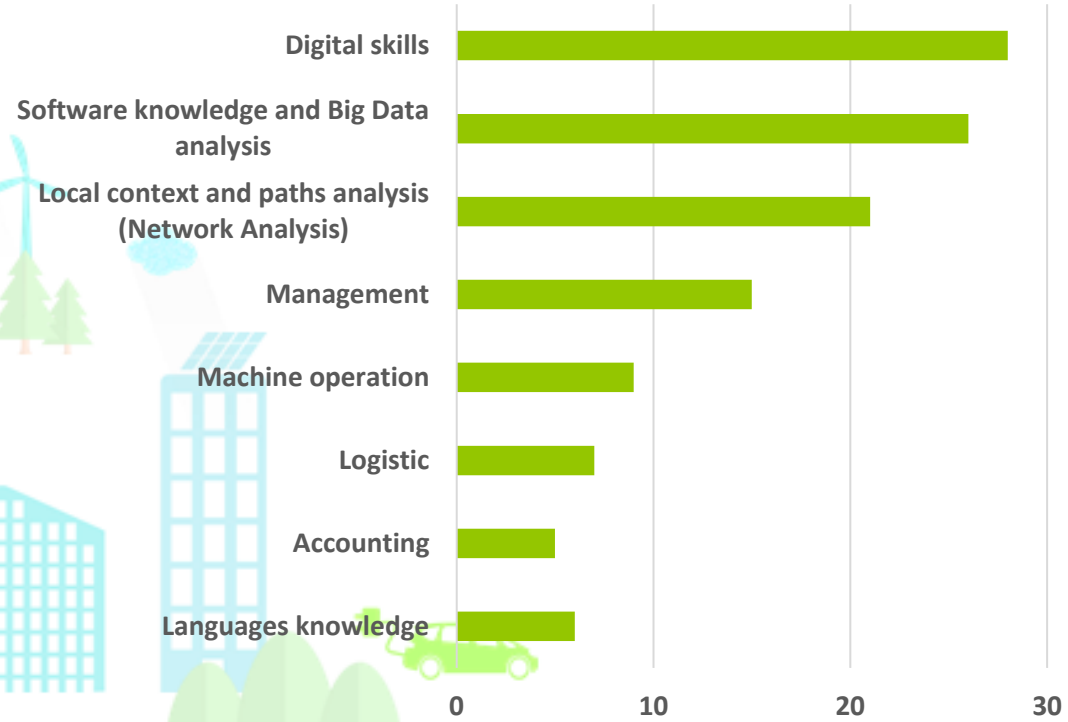
How important is diversity management/gender education in your country? Please, indicate from 1 (not at all) to 5 (definitely).

	1	2	3	4	5	Total
Continental	2	4	**14**	8	5	33
Mediterranean	6	5	**20**	**20**	11	62
Nodic			3	4	**11**	18
West-European Isles	1		3	5	**11**	20
Total	9	9	40	37	38	133

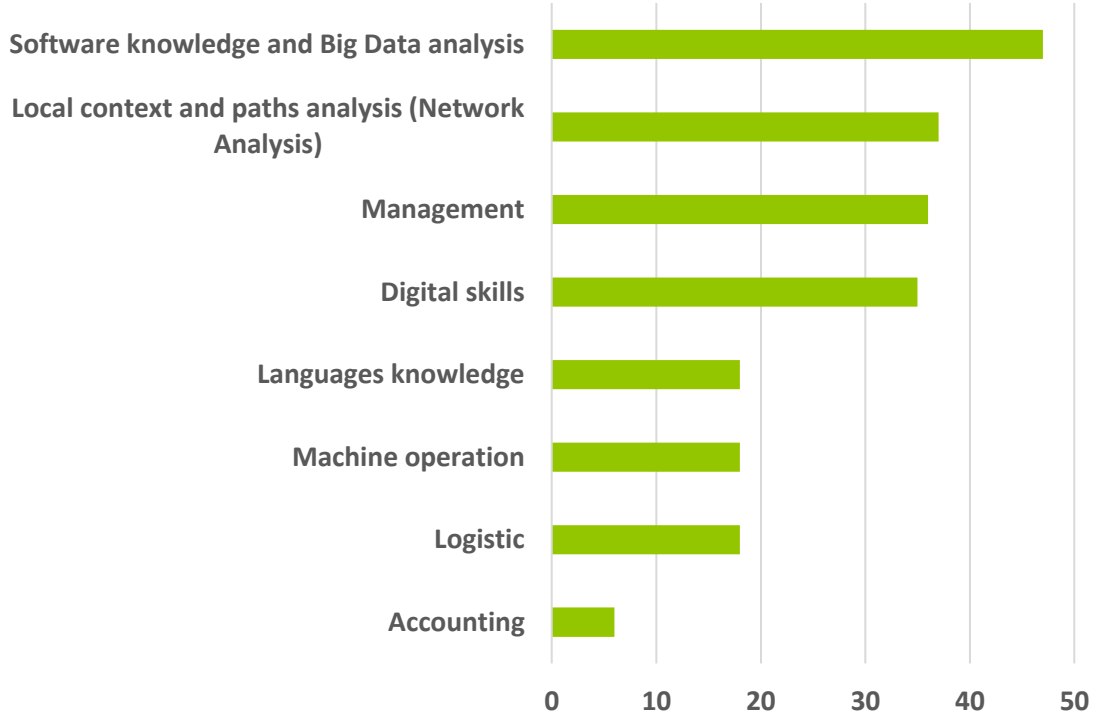
Result from ASSET social research

On which hard skills should be trained in the near future to foster the energy transition?
Maximum 4 answers

Hard skills-women

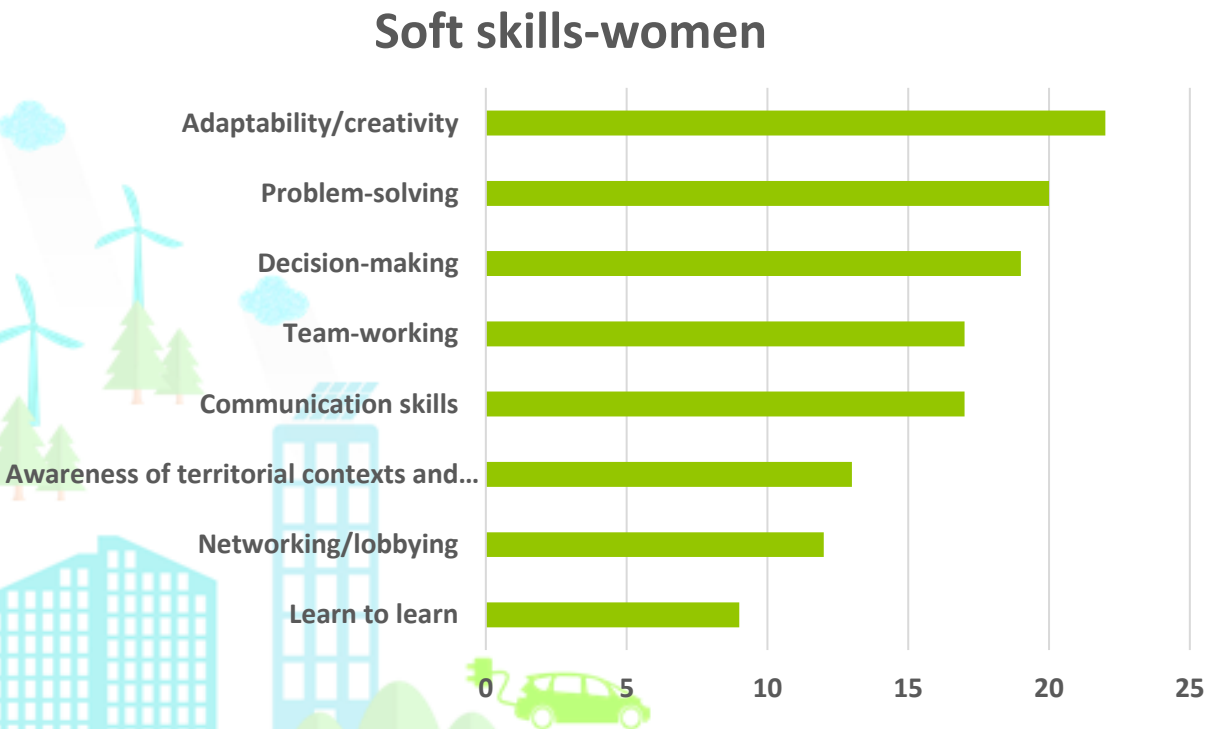


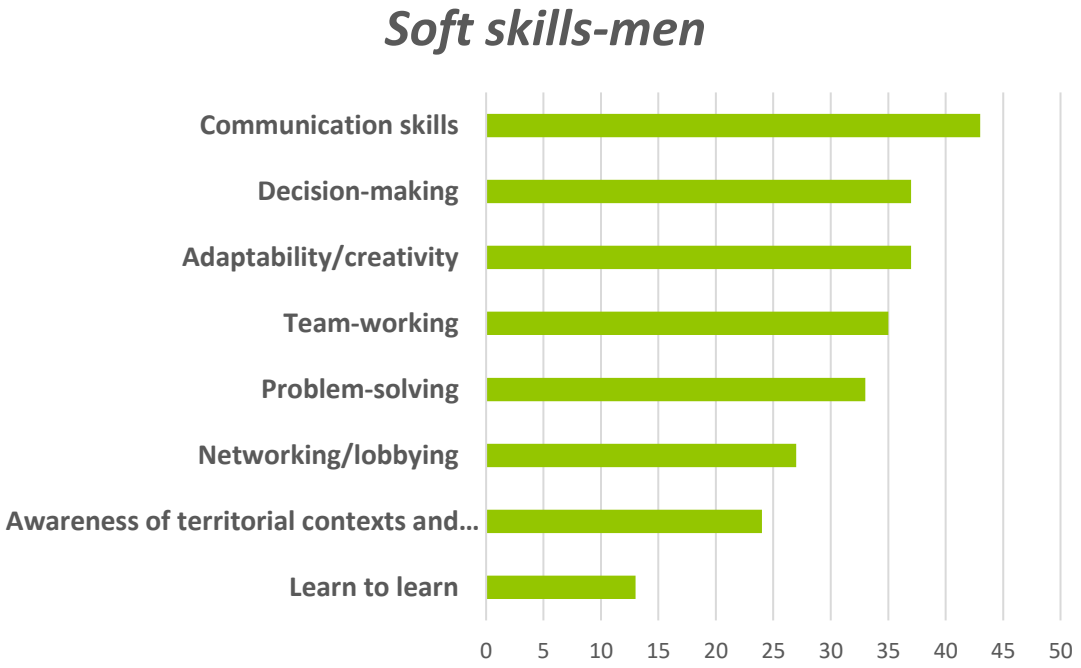
Hard skills-men



Result from ASSET social research

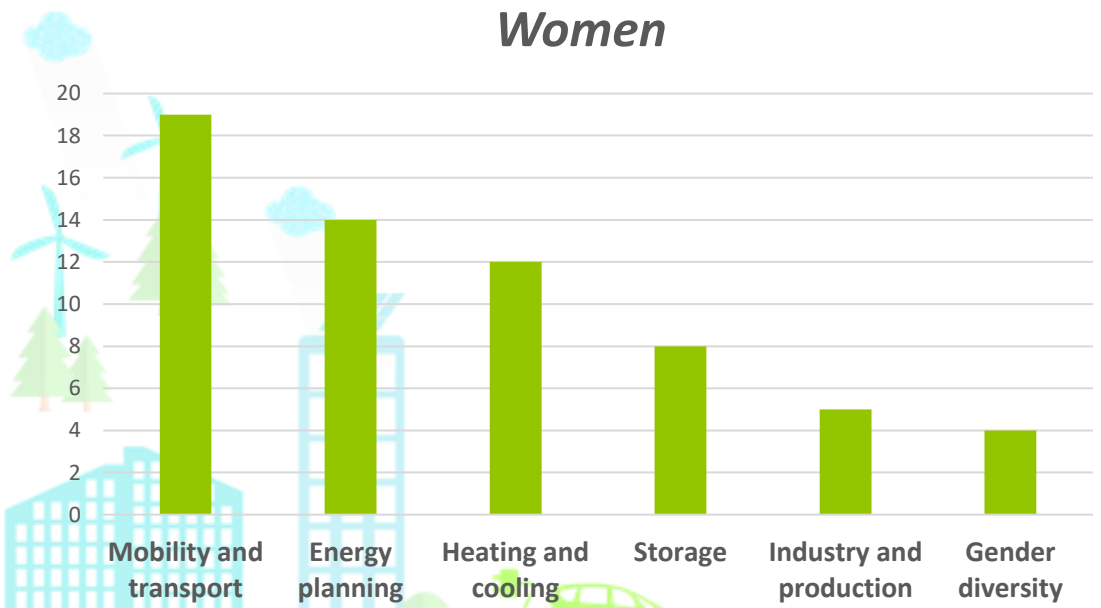
On which soft skills should be trained in the near future to foster the energy transition?
Maximum 4 answers

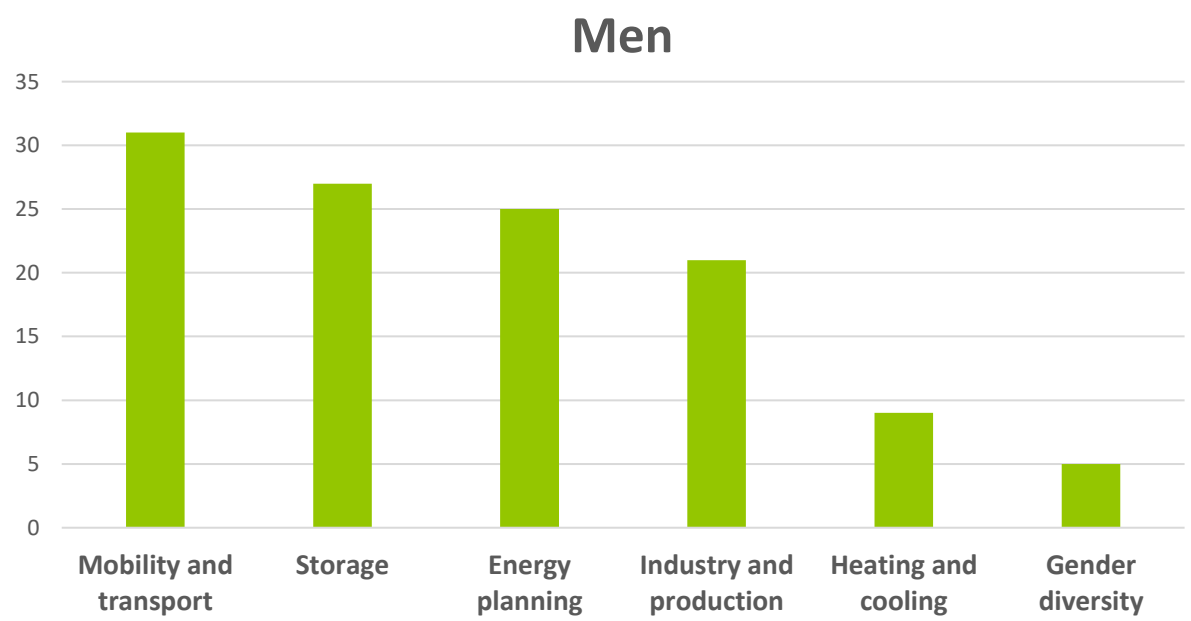




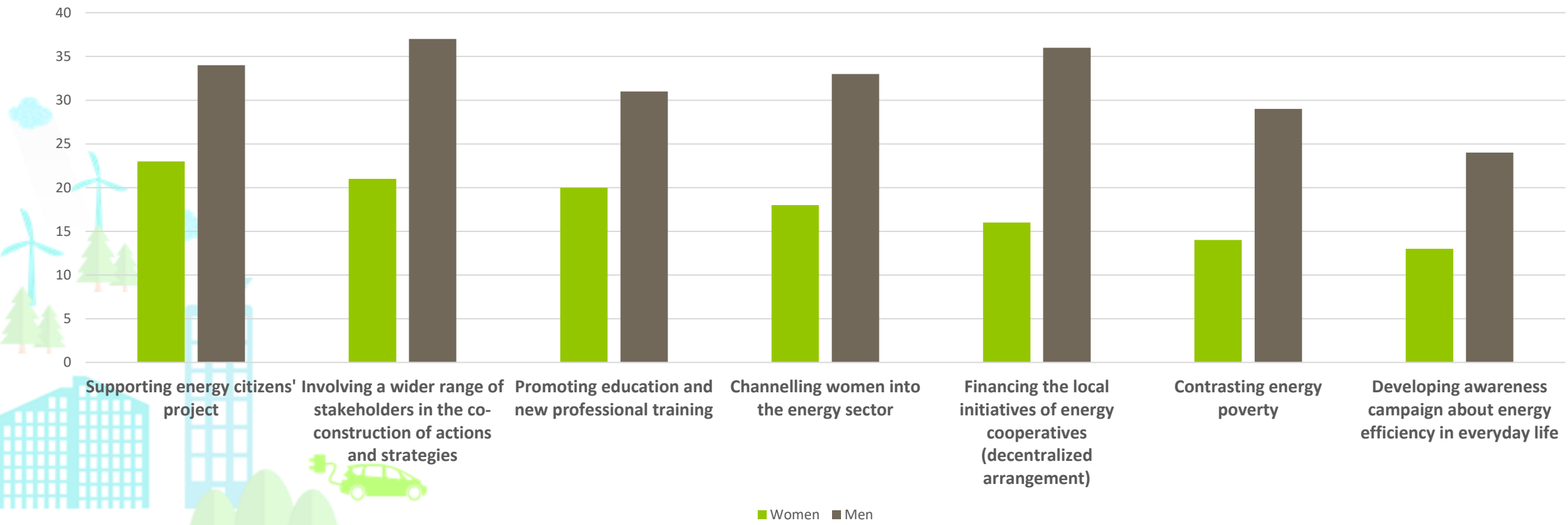
Result from ASSET social research

Which policy sectors need to be more supported in the energy transition process in your country?
Please, indicate the first three sectors.





Result from ASSET social research



Result from ASSET social research

«About the gender gap… if we look at the manual labor, I don't see many women on the roofs installing solar panels. But when I look at our cooperative, well, we are quite balanced although most engineers are men, not all of them but most (…).

I'm familiar with a vice-dean of the University, here. He told me that the only thing they can do to increase the number of women in technical faculties is to include and emphasize social aspects. For example, for agricultural engineering they just needed to change the name into bioengineering and all at once the women came because there was bio in the word, and it was the same curriculum» (President of cooperatives federation, male)

Result from ASSET social research

«Some professions in some sectors tend to be male. For example, the construction sector is a very masculine field, but actually this it is a need because it is closely linked to physical strength that, as we know, is more a masculine feature. But in engineering and architecture other profiles are flourishing. It depends if we compare higher professions to more operational ones. These sectors tend to be close to diversity and are still male-centered.» (Sociologist and researcher, famale)

Insights from ASSET social research

- We are (softly) asking for a «gender- balanced» transition;
- We are (formally) stating the need for a fair, equity-based, equality-based and sustainable transition;

but (unfortunately):

- Gender is actually not reported as an issue. And this seems to be a gender issue;
- Gender questions are not considered a relevant priority in/for educational systems;
- Channelling women into the energy sector is considered not a relevant priority for women themselves;
- Hard and soft skills for ET seem to be diversified for each gender: is this a confirmation of stereotyped profiles of green collars?

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