



**GENDER
EQUALITY**
IN THE GREEN
ENERGY TRANSITION
Gate



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WP4 Intervention Toolkit Design

T4.2 Mentorship Programme Design

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1. Programme Overview

The GatE Mentorship Programme is designed to support **women from marginalised groups** who are entering, transitioning into, or advancing within the Green Technology (GreenTech) sector. Nowadays, women in the sector, and in the workplace generally, often face significant challenges in balancing professional and care responsibilities, which can prove to be an obstacle in their career advancement. Moreover, the sector shows a deficiency in providing sufficient career advancement opportunities and mentorship programs tailored for women, crucial elements for supporting women in overcoming the barriers they encounter and creating an energy sector that works for everyone.

The mentorship programme forms part of the GatE project's broader effort to strengthen the participation of women in the green energy and sustainability sectors. Through structured mentoring sessions, participants will gain insights into career pathways, workplace dynamics, and professional development opportunities within GreenTech. The project's mentorship programs, led by experienced female professionals, provide essential support and guidance to women entering or advancing in the green energy sector.

This program will be designed specifically for female students in the final stages of their VET programs or for women who are newly entering the sector, facilitating a smoother transition and better integration into the green energy workforce. This programme is developed under the Work Package 4 - Intervention Toolkit Design within the GatE project (Gender Equality in the Green Energy Transition - 101195962).

It will be tested during the implementation phase of the project under WP5 (Task 5.1) and will involve **100 mentees and 20 mentors**, with mentees selected across the participating regions.

The mentorship programme will be delivered over a **three-month period**, providing structured yet flexible mentoring interactions that respond to the needs of the mentees while ensuring consistency across participating regions.

2. Objectives of the Mentorship Programme

The mentorship programme aims to support the professional development and labour market integration of women from marginalised groups within the GreenTech sector.

The main objectives are:

- Provide personalised guidance and support to women entering, advancing or transitioning into the GreenTech sector
- Increase participants' confidence and professional readiness
- Facilitate access to professional networks and industry knowledge



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- Support mentees in identifying career pathways and development opportunities
- Address barriers and challenges faced by women in technical and green innovation environments
- Promote gender inclusion and diversity within the GreenTech workforce

The programme also contributes to strengthening collaboration between training providers, industry actors, and labour market stakeholders by actively involving professionals from the GreenTech sector as mentors and connecting them with participants from educational and training pathways. This interaction facilitates knowledge exchange, aligns training with real labour market needs, and fosters ongoing relationships between education providers and industry representatives.

3. Target Groups

3.1. Mentees

The mentorship programme is designed for women from marginalised groups who are students in the final stages of their VET programs or for women who are newly entering the sector, facilitating a smoother transition and better integration into the green energy workforce.

Potential mentees may include:

1. Women transitioning from other sectors into GreenTech
2. Women who are currently reskilling or upskilling in green energy fields
3. Early-career professionals seeking guidance and industry insights
4. Women returning to the workforce after a career break
5. Women facing social, economic, or structural barriers to employment

During the pilot test, each participating country from the partnership (Greece, Norway, Belgium and Spain) will select approximately 25 mentees, leading to a total of 100 mentees across the project.

3.2. Mentors

Mentors are **experienced professional women working in the GreenTech sector** and will be drawn by the partners and the Community of Practice.

Potential mentors may include:

1. Engineers and technical professionals in renewable energy
2. Sustainability and environmental professionals
3. Researchers in green innovation fields
4. Professionals working in energy policy or regulation
5. Entrepreneurs or professionals working in green technology companies



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Mentors provide professional guidance, share industry knowledge, and support mentees in their career development.

A total of approximately 20 mentors will participate in the programme (around 5 mentors per participating country from the partnership).

4. Mentorship Models

To accommodate different organisational contexts and participant needs, the programme allows for several mentoring models.

Participating organisations may select the model that best fits their context.

4.1. One-to-One Mentoring (Recommended)

One mentor is paired with one mentee. This model allows for personalised support and encourages open discussion of career challenges and professional aspirations.

It is particularly effective for supporting women from marginalised groups who may benefit from a confidential and supportive mentoring environment.

Three kinds of one-to-one mentoring (the traditional and most widely used form of mentoring) can be expected:

- Traditional one-to-one mentoring (a more experienced professional (mentor) supports a less experienced participant (mentee)). This model is particularly suitable for women from marginalised groups and early-career participants, as it provides structured guidance, industry insights, and personalised support.
- Peer mentoring (the mentor and the mentee are of a similar age and experience level and mentor each other), can be beneficial for participants who are transitioning.
- Reverse mentoring (a more junior person mentors a more senior person) may be useful in limited cases, particularly when addressing topics such as digital skills or emerging trends.
- Speed / flash mentoring (the topic or issue can be solved in a very small number of short sessions).

4.2. Small Group Mentoring

One mentor works with a small group of mentees (typically 2–4 participants).



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This model encourages shared learning and peer exchange among mentees while still providing access to professional guidance and helps create a supportive peer network between the mentees.

4.3. Hybrid Mentoring

A hybrid model combines individual mentoring sessions with occasional group interactions. This approach allows mentees to benefit from personalised support while also engaging in peer learning and networking opportunities.

One to one	Small Groups	Hybrid
One mentor, one mentee.	One mentor, 2–4 mentees.	Individual and group mix.
Tailored, personal guidance.	Peer learning and exchange.	Personal support + networking.
Confidential and supportive.	Scalable and collaborative.	Balanced depth and community.
Best for focused growth.	Best for limited resources.	Best for holistic development.

5. Programme Structure and Timeline

The GatE Mentorship Programme runs over a **three-month period**.

During this period, mentors and mentees are expected to engage in **at least three structured mentoring sessions**, typically one session per month.

Additional meetings may be organised depending on the availability and needs of participants.

Although we present a suggested plan, it is paramount that the topics of the peer exchange activities will be selected in a way that will reflect the actual needs of the marginalised groups identified in the Blueprint. Care will be taken to select cross-sectoral topics that will have impact on more than one squad and will attract participation of their members

5.1. Suggested Mentoring Session Structure

5.1.1. Session 1 – Introduction and Goal Setting

The **first session** focuses on establishing the mentoring relationship and defining expectations.

Topics may include:

- Professional background and experiences
- Mentee career goals
- Key challenges or barriers
- Expectations from the mentorship programme

At the end of the session, the mentor and mentee should define clear mentoring goals for the programme.

5.1.2. Session 2 – Career Development and Skills

The **second session** focuses on professional development and career exploration within the GreenTech sector.

Possible discussion topics include:

- Career pathways in GreenTech
- Required technical and transversal skills
- Opportunities for training or professional development
- Strategies for overcoming barriers in the labour market

Mentors may share personal experiences and practical advice.

5.1.3. Session 3 – Reflection and Future Planning

The **final session** focuses on reflection and future planning.

Possible topics include:

- Progress towards the initial mentoring goals
- Key lessons learned during the programme
- Future career steps
- Networking strategies and professional opportunities
- Evaluation of the Mentorship Programme

This session should also encourage mentees to reflect on their professional confidence and next steps.

6. Mentorship Process

6.1. Participant Selection

Participants will be identified and selected by project partners, associated partners, and members of the Community of Practice (CoP). Selection will prioritise women from marginalised groups who demonstrate interest in entering or advancing within the GreenTech sector.

Mentors will be selected based on their professional experience and willingness to support mentees in their professional development. There will not be a common methodology for selecting the participants, but it will be open to each organisation to choose depending on their context (open calls, agreements with NGOs, flyers distribution, etc.)

6.2. Matching Process

Mentors and mentees will be matched based on factors such as:

- Professional interests
- Sector experience (mentors)
- Career aspirations
- Language preferences

Matching may be coordinated by the organisations implementing the programme in each country.

6.3. Mentoring Sessions

Mentoring sessions may take place:

- online (video conferencing platforms)
- in person
- in a hybrid format

The preferred communication language should be the language most comfortable for the mentee, ensuring effective communication and participation.

However, programme monitoring and reporting will be conducted in **English**.

7. Roles and Responsibilities

The success of the mentorship programme depends on the active engagement and collaboration of all participants involved in the mentoring process. Clear roles and responsibilities help ensure that the mentoring relationship remains constructive, respectful, and beneficial for both mentors and mentees.



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7.1. Mentors

Mentors play a key role in guiding mentees through their professional development journey. Their primary responsibility is to **provide advice**, share professional experiences, and offer insights into the GreenTech sector.

Mentors are expected to support mentees in reflecting on their career aspirations, identifying development opportunities, and navigating potential barriers within technical and green innovation environments. They should foster a supportive and respectful atmosphere that encourages open discussion and professional growth. While mentors may offer valuable industry insights and guidance, the mentoring relationship does not imply employment opportunities or formal job placement.

7.2. Mentees

Mentees are expected to take an **active role in the mentoring relationship**. This includes preparing for mentoring sessions, identifying topics they wish to discuss, and reflecting on their own professional goals and development needs. Mentees should approach the mentorship experience with openness, commitment, and willingness to learn. Active participation helps ensure that the mentoring process remains productive and aligned with the mentee's professional aspirations.

7.3. Programme Coordinators

Project partners and programme coordinators are responsible for **facilitating the overall implementation** of the mentorship programme. Their responsibilities include participant recruitment, mentor–mentee matching, coordination of mentoring activities, and communication with participants throughout the programme. Coordinators also ensure that monitoring and evaluation activities are carried out and that participants receive the necessary guidance and support during the programme.

8. Monitoring and Evaluation

Monitoring and evaluation are essential components of the GatE Mentorship Programme, as they allow project partners to assess the effectiveness of the mentoring relationships and identify opportunities for improvement by reaching the proposed **indicator of 100 mentees (15% from marginalised groups)**. The evaluation process also provides valuable insights into the impact of mentoring on participants' professional development and career perspectives.

To ensure continuous feedback and programme improvement, evaluation activities will take place at **three different stages** of the mentorship programme.



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8.1. Pre-Programme Survey

The **first stage** is a pre-mentorship survey, which will be conducted before the programme begins. This survey aims to gather information about the mentees' expectations, current professional situation, level of confidence in pursuing careers in the GreenTech sector, and the main barriers they perceive in accessing professional opportunities.

Although partner countries may prefer to translate it to their mother tongue, the main English version is as follows: <https://forms.gle/KGTiTgJcVX4NnWk7>

8.2. Mid-Programme Survey

The **second stage** involves a mid-programme survey, which will be conducted approximately halfway through the mentoring period. This survey allows participants to reflect on their experience so far, evaluate the usefulness of the mentoring sessions, and identify any challenges or additional support needs that may arise during the programme.

Although partner countries may prefer to translate it to their mother tongue, the main English version is as follows: <https://forms.gle/vDNNXNrc9zPBT7Q4A>

8.3. Post-Programme Survey

The **final stage** is the post-programme impact survey, which will be conducted at the end of the mentorship programme. This survey aims to assess changes in mentees' professional confidence, clarity regarding career pathways, and perceived readiness to pursue opportunities within the GreenTech sector. It also collects feedback on the quality of mentoring relationships and suggestions for improving future mentorship initiatives.

Although partner countries may prefer to translate it to their mother tongue, the main English version is as follows: <https://forms.gle/n825EvpxnWLUNNsNA>

To ensure accessibility and inclusiveness, the surveys will be administered primarily through Google Forms, however, printable versions of the surveys will also be available in PDF format.

9. Expected Outcomes

The GatE Mentorship Programme is designed to generate meaningful benefits for both mentees and mentors while contributing to the broader goals of the project. By creating structured mentoring relationships, the programme aims to strengthen participants' professional confidence and provide practical insights into career development within the GreenTech sector.

For mentees, the mentorship experience is expected to support the development of clearer career goals and a deeper understanding of professional opportunities within the green energy



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and sustainability fields. Through regular mentoring interactions, participants will gain practical knowledge about industry expectations, required skills, and potential career pathways. The mentoring process may also help mentees expand their professional networks and build connections with experienced professionals who can offer guidance and encouragement.

Mentors may also benefit from their participation in the programme. Mentoring offers experienced professionals the opportunity to share their knowledge, reflect on their own career journeys, and contribute to the promotion of gender inclusion within the GreenTech sector. Engaging in mentoring activities can strengthen professional networks and foster collaboration between industry actors, education providers, and project partners.

Beyond the individual benefits for participants, the mentorship programme contributes to strengthening the GatE community and supports the broader objective of increasing the participation of women in green innovation and technology sectors.

10. Programme Impact

This Programme contributes to the long-term goals of the project by promoting gender inclusion, professional empowerment, and stronger connections between training initiatives and the labour market. By providing structured mentoring support, the programme helps women from marginalised groups gain the confidence, knowledge, and professional orientation needed to pursue careers in the GreenTech sector.

The pilot implementation of the mentorship programme will generate valuable insights into how mentoring can support women's participation in technical and sustainability-related professions. The feedback collected during the programme will allow project partners to identify strengths, challenges, and areas for improvement, ensuring that the mentoring approach remains responsive to participants' needs.

These insights will also support the refinement of the mentorship framework, toolkit, and guidelines developed within the project. The lessons learned during the testing phase will inform future mentoring initiatives and may contribute to the development of sustainable mentoring practices within the GreenTech ecosystem. By fostering collaboration between education providers, industry actors, and professional networks, the mentorship programme strengthens the link between training and employment opportunities while supporting the transition towards a more inclusive and sustainable green economy.

11. Toolkit

Following the Mentorship Framework presented in the previous section, the next component of the programme is the Mentorship Toolkit, which translates the framework into a practical set of resources that can be directly implemented by participating organisations, mentors and mentees. While the framework defines the overall objectives, structure, roles and operational model of the programme, the toolkit provides the practical instruments required for its effective implementation.



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To facilitate ease of use and logical navigation, the resources have been organised into five thematic blocks that reflect the different stages and dimensions of the mentoring journey:

- (A) Mentor Capacity Building
- (B) Mentee Engagement Tools
- (C) Mentor–Mentee Matching & Setup Tools
- (D) Mentoring Session Tools
- (E) Support & Safeguarding Tools

Together, these resources ensure that all stakeholders are equipped with practical guidance, templates and supporting materials to deliver a structured, consistent and high-quality mentoring experience across all participating organisations. Any kind of material needed within a resource can be found in the [Annexes](#) part.

A. Mentor Capacity Building (training, guidance, onboarding)

Managing unconscious bias in mentoring relationship - A practical guide for mentors

1. Resource Title	Managing unconscious bias in mentoring relationship - A practical guide for mentors
2. Toolkit Block	A
3. Resource Type	Guide
4. Target User	Mentor
5. Purpose of the Resource	What problem does it solve? (1–3 sentences) This resource will support mentors in identifying and managing unconscious biases and stereotypes that may negatively affect the way that mentors interact with mentees, especially when working with women from marginalized groups. The guide's goal is to promote more inclusive and supportive mentoring practices.



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6. When is it used in the programme?	Onboarding
7. Step-by-step use instructions	How it is applied in practice (bullet steps) → Read the introduction on unconscious bias in mentoring → Complete the self-reflection prompts → Review the key concepts and examples → Analyse the mentoring situation cards → Apply the communication tips and practices during mentoring sessions
8. Content / Tool Description	Full content OR structured explanation of what it includes The guide includes: • Introduction to unconscious bias and stereotypes • Key concepts and examples • Reflection prompts for mentors • Bias awareness exercises • Mentoring-related situation cards • Communication mentoring tips
9. Required Inputs (if applicable)	What data/info is needed to use it There is no need to use specific data/info. Mentors need to reflect on their own experiences and biases.
10. Output generated	What the user produces after using it (plan, score, reflection, etc.) Increased awareness of unconscious bias, personal reflection, and practical practices for more inclusive mentoring relationships.
11. Skills addressed	e.g. career planning, communication, leadership, STEM confidence Communication, active listening, empathy, self-awareness, inclusive mentoring, relationship-building
12. Gender dimension integration	How it integrates gender-sensitive / intersectional approach The resource applies a gender-sensitive and intersectional approach by addressing how gender stereotypes and other forms of marginalisation (e.g. ethnicity, socio-economic background, care responsibilities) may affect mentoring relationships and opportunities.
13. Digital format	Word
14. Time required to use	45-60 min

15. Country adaptability notes	Any constraints or contextual adaptation needed The examples and exercises can be adapted to national and cultural contexts, depending on local context and target groups.
16. Owner / contributor organisation	WHEN

Practical Tools for Inclusive and Gender-Responsive Mentoring in GreenTech

1. Resource Title	Practical Tools for Inclusive and Gender-Responsive Mentoring in GreenTech
2. Toolkit Block	A. Mentor Capacity Building
3. Resource Type	A practical toolkit that includes an innovative set of tools and activities.
4. Target User	Mentors/ mentor trainers/ programme coordinators.
5. Purpose of the Resource	The resource helps mentors recognise and reduce bias in listening, feedback, expectations, career guidance and access to GreenTech opportunities. It supports fairer, evidence-based and intersectional mentoring practice.
6. When is it used in the programme?	1. During the mentor onboarding process and preparation phase before the first mentoring session. 2. The checklist and opportunity audit shall be used through the programme and especially with the personal commitment at the programme mid-point and closing stage.
7. Step-by-step use instructions	1. Start by completing the 10-minute Bias Snapshot individually. 2. Review the six bias patterns and identify the two most relevant to your practice. 3. Apply the PAUSE method to at least two GreenTech mentoring scenarios. 4. Use the Before-During-After checklist in the next mentoring session. 5. Complete the Opportunity Audit throughout the mentoring cycle. 6. Record one measurable 30-day commitment and review progress at the programme mid-point.
8. Content / Tool Description	The kit includes: (a) learning outcomes and facilitator instructions; (b) a 10-item Bias Snapshot for personal self-reflection; (c) explanations of affinity bias, confirmation bias, competence/likeability double binds, caregiver or availability bias, attribution bias, and intersectional invisibility; (d) the PAUSE method - Pause, Ask, Unpack, Seek evidence,



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	Equalize action; (e) six GreenTech mentoring scenario cards; (f) a Before-During-After inclusive mentoring checklist; (g) The appendix includes all of the ready-to-use resources.
9. Required Inputs (if applicable)	No personal information is needed or extra information. All target groups can use solely their personal experience. Nonetheless, explaining the confidentiality rules will help create a comfortable, nonjudgmental environment.
10. Output generated	After using the parts of the toolkit, as an end user you will have a personal bias-risk profile, a checklist for running inclusive sessions, a record for tracking how opportunities get shared, and one concrete behaviour you commit to changing both defined and applied by yourself.
11. Skills addressed	Self-awareness, reflective practice, active listening, inclusive communication, evidence-based feedback, fair opportunity sharing, ethical decision-making, mentoring quality assurance, intersectional awareness, and inclusive leadership.
12. Gender dimension integration	The resource considers how gender intersects with several other elements that define us as members of the society, like age, ethnicity, disability, migration status, socioeconomic background, etc. It also pushes back on assumptions people make about competence, ambition, availability, leadership, and technical ability based on gender — while still respecting people's privacy and how they identify.
13. Digital format	The resources of the toolkit are in printable worksheets, as well as editable Word documents. Also the activities can be tailored for an online learning environment as well as face to face and online workshops.
14. Time required to use	Self-reflection part: 10 minutes Whole onboarding exercise: 45 minutes Checklist after each mentoring session: 3-5 minutes Opportunity Audit: used on an ongoing basis.
15. Country adaptability notes	Scenarios should be localised and translated, if needed, while keeping the core principles intact: ask questions rather than assume, rely on evidence, share access fairly, protect privacy, and stay intersectional.
16. Owner / contributor organisation	European Centre for Women and Technology (ECWT)



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Mentor training modules

1. Resource Title	Mentor Training Modules
2. Toolkit Block	A (Mentoring capacity building)
3. Resource Type	Guide with the Mentor training modules
4. Target User	Mentor
5. Purpose of the Resource	To train mentors to support women in vulnerable contexts in their transition to the green energy sector by establishing roles, boundaries, and key skills.
6. When is it used in the programme?	Continuous (preparation for and during the 3-month programme) and for reference during the mentoring process
7. Step-by-step use instructions	1. Read the first pages, where the main contents of the module are detailed. The topics are: Module 1: Understanding the context Module 2: The Mentor's role Module 3: Key mentoring skills and competencies Module 4: Program Methodology Module 5: Managing complex situations Additional material: Common mistakes to avoid 2. Do the activity proposed. Two different formats are developed: In person, synchronous group activity and online asynchronous activity. The activities are: Activity 1: Meet Amina ● Read Module 1 from the Mentor's reference guide. ● Read the objectives of the Activity and Amina's Profile (slide 4) ● Follow the "How to apply this activity" (slide 5). You must select the option for In-person Group or Individual Asynchronous Format depending on the training format. ● Read the conclusions from this activity (slide 6). Activity 2: The First Session (Role Play) ○ Read Module 2 from the Mentor's reference guide. ○ Read the objectives of the Activity and the scenario (slide 8)

- Follow the “How to apply this activity” (slide 9). You must select the option for In-person Group or Individual Asynchronous Format depending on the training format. The role cards are in the next slide (slide 10)
- Read the conclusions from this activity (slide 11).

Activity 3: Simulation of difficult conversations

- Read Module 3 from the Mentor’s reference guide.
- Read the objectives of the Activity and the format (slide 13)
- Follow the “How to apply this activity” (slide 14). You must select the option for In-person Group or Individual Asynchronous Format depending on the training format. The scenarios are explained in the next slide (slide 15)
- Give feedback following the instructions from slide 16 and 17 to the other persons of the group
- Read the conclusions from this activity (slide 18).

Activity 4: Simulation of a mentoring session

1. Read Module 5 from the Mentor’s reference guide.
2. Read the objectives of the Activity and the structure of the session (slide 20)
3. Follow the “How to apply this activity” (slide 21). You must select the option for In-person Group or Individual Asynchronous Format depending on the training format.
4. Give feedback following the instructions from slide 16 and 17 to the other persons of the group (same as for activity 3)
5. Read the conclusions from this activity (slide 22).

Activity 5: Resolving Complex situations

- Read Module 5 from the Mentor’s reference guide.
- Read the objectives of the Activity and the working methodology of the session (slide 24)
- Follow the “How to apply this activity” (slide 25). You must select the option for In-person Group or Individual Asynchronous Format depending on the training format. The three cases are explained in slide 26.
- Read the conclusions from this activity (slide 22).



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	During the training, this resource can be complemented by the Mentor's toolkit provided.
8. Content / Tool Description	5 modules covering context (intersectionality), mentor roles/boundaries, communication skills, core competencies, methodology, complex situations, common mistakes, and monitoring. Each module proposes one activity for the mentor to practice.
9. Required Inputs (if applicable)	Previous professional experience in GreenTech and a personal commitment to supporting other women
10. Output generated	Structured mentoring sessions, a mentoring agreement, and increased professional readiness for the mentee
11. Skills addressed	Active listening, career planning, structured empathy, and industry simplification
12. Gender dimension integration	Focuses on the specific vulnerability and intersectionality of women in technical and green innovation environments
13. Digital format	Word (5 documents, one for each module) + Activities PPT
14. Time required to use	Continuous (pre-session prep and reflection) (20–60 minutes per activity)
15. Country adaptability notes	Content must be adapted to local contexts and the specific needs of mentees in each participating country
16. Owner / contributor organisation	UNIZAR



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Training Activities Guide

1. Resource Title	Training Activities Guide
2. Toolkit Block	A (Mentor Capacity Building)
3. Resource Type	Training module/activities
4. Target User	Mentor
5. Purpose of the Resource	The activities proposed in the “ Mentor Training Modules ” are here detailed. The idea of this resource is to use it during the mentors training.
6. When is it used in the programme?	Initial mentor training
7. Step-by-step use instructions	Activity 1: Meet Amina ● Read Module 1 from Mentor’s reference guide. ● Read the objectives of the Activity and Amina’s Profile (slide 4) ● Follow the “How to apply this activity” (slide 5). You must select the option for In-person Group or Individual Asynchronous Format depending on the training format. ● Read the conclusions from this activity (slide 6). Activity 2: The First Session (Role Play) ○ Read Module 2 from Mentor’s reference guide. ○ Read the objectives of the Activity and The scenario (slide 8) ○ Follow the “How to apply this activity” (slide 9). You must select the option for In-person Group or Individual Asynchronous Format depending on the training format. The role cards are in the next slide (slide 10) ○ Read the conclusions from this activity (slide 11). Activity 3: Simulation of difficult conversations ○ Read Module 3 from Mentor’s reference guide. ○ Read the objectives of the Activity and the format (slide 13) ○ Follow the “How to apply this activity” (slide 14). You must select the option for In-person Group or Individual Asynchronous Format depending on the training format. The scenarios are explained in the next slide (slide 15)



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	○ Give feedback following the instructions from slide 16 and 17 to the other persons of the group ○ Read the conclusions from this activity (slide 18). Activity 4: Simulation of a mentoring session 6. Read Module 5 from Mentor's reference guide. 7. Read the objectives of the Activity and the structure of the session (slide 20) 8. Follow the "How to apply this activity" (slide 21). You must select the option for In-person Group or Individual Asynchronous Format depending on the training format. 9. Give feedback following the instructions from slide 16 and 17 to the other persons of the group (same as for activity 3) 10. Read the conclusions from this activity (slide 22). Activity 5: Resolving Complex situations ○ Read Module 5 from Mentor's reference guide. ○ Read the objectives of the Activity and the working methodology of the session (slide 24) ○ Follow the "How to apply this activity" (slide 25). You must select the option for In-person Group or Individual Asynchronous Format depending on the training format. The three cases are explained in slide 26. ○ Read the conclusions from this activity (slide 22).
8. Content / Tool Description	5 activities including case studies on vulnerability, role-plays for safety, simulations of difficult talks, and peer feedback
9. Required Inputs (if applicable)	Specific mentee role cards and scenario descriptions
10. Output generated	Mentoring session scripts, peer observation notes, and improved crisis response judgment
11. Skills addressed	Empathetic thinking, building psychological safety, and giving constructive feedback
12. Gender dimension integration	Uses gender-sensitive case studies to expose hidden barriers and question mentor biases
13. Digital format	PPT



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14. Time required to use	20–60 minutes per activity
15. Country adaptability notes	Adaptable to the 4 project countries (Spain, Greece, Norway, and Belgium) and the mentee's preferred language
16. Owner / contributor organisation	UNIZAR

B. Mentee Engagement Tools (goal setting, onboarding, reflection)

Onboarding Kit for Mentees: Getting Started with the GatE Mentorship Programme

1. Resource Title	Onboarding Kit for Mentees: Getting Started with the GatE Mentorship Programme
2. Toolkit Block	B. Mentee Engagement Tools
3. Resource Type	Structured onboarding resource package including: → Orientation Guide → Goal-Setting Worksheets → Session Preparation Templates → Reflection Tools → Gender-Responsive Guidance Materials → Safeguarding and Support Information
4. Target User	Mentees from marginalized groups
5. Purpose of the Resource	The Onboarding Kit has been developed to support the effective integration of mentees into the GatE Mentorship Programme through a structured, inclusive and gender-responsive onboarding process.

	The resource aims to: • strengthen mentees' understanding of the mentoring framework and expectations, • support self-directed professional and personal development, • facilitate meaningful goal-setting and mentoring preparedness, • enhance confidence, participation and communication skills, • promote psychologically safe and inclusive mentoring interactions, • empower women and underrepresented groups in STEM, energy and sustainability-related sectors. The resource contributes to the broader objectives of the GatE project by fostering equal participation, capacity-building and empowerment within mentoring relationships, while supporting inclusive career development pathways in the green transition ecosystem.
6. When is it used in the programme?	The resource is implemented during the Onboarding Phase, prior to the first formal mentoring session. Recommended timing: → Immediately after mentor–mentee matching → Before the introductory mentoring meeting → During initial orientation activities coordinated by programme facilitators The toolkit may also be revisited throughout the mentoring cycle as a reflection and progress-monitoring reference.
7. Step-by-step use instructions	Step 1 - Orientation and Familiarisation The mentee reviews the introductory guidance materials to understand: 6. the objectives of the GatE Mentorship Programme, 7. the structure and expectations of mentoring, 8. the roles and responsibilities within the mentoring relationship, 9. principles of respectful and inclusive engagement. Step 2 - Self-Reflection and Goal Identification The mentee completes the provided reflection and goal-setting worksheets in order to: → identify personal and professional development priorities,



	→ assess current strengths and development needs, → define short- and medium-term aspirations, → establish realistic mentoring expectations. Step 3 - SMART Goal Development The mentee uses the SMART goal framework to formulate measurable and actionable objectives linked to career development, confidence-building and skills enhancement. Step 4 - First Session Preparation The mentee completes the “First Session Preparation Sheet” and prepares: → discussion priorities, → introductory questions, → learning expectations, → desired mentoring outcomes. Step 5 -Review of Gender-Responsive Guidance The mentee reviews the guidance section addressing: 6. unconscious bias, 7. inclusive communication, 8. assertiveness, 9. power dynamics, 10. respectful interaction practices, 11. psychologically safe mentoring engagement. Step 6 - Participation in the First Mentoring Session The completed materials are used as a foundation for the first mentoring discussion and the co-creation of the mentoring journey.
8. Content / Tool Description	The Onboarding Kit consists of seven integrated components designed to support effective mentee engagement and mentoring readiness. A. Welcome and Orientation Guide This section introduces the mentee to: → the vision and objectives of the GatE Mentorship Programme,



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- the purpose and value of mentoring,
- expected mentoring outcomes,
- principles of confidentiality, respect and inclusion,
- boundaries and ethical dimensions of the mentoring relationship.

It also clarifies what mentoring is not, including:

- coaching,
- therapy,
- recruitment or placement services,
- hierarchical supervision.

B. Understanding the Role of the Mentee

This component supports mentees in understanding their active role within the mentoring relationship.

Topics include:

- ownership of learning and development,
- preparation responsibilities,
- communication expectations,
- accountability and follow-through,
- boundary-setting and respectful interaction,
- constructive feedback practices.

Special emphasis is placed on proactive participation and reflective learning.

C. Goal-Setting and Self-Reflection Tools

This section includes structured worksheets and prompts supporting:

- professional orientation,
- skills identification,
- confidence-building,
- career planning,
- personal development reflection.

The SMART framework is introduced to facilitate:

- Specific,
- Measurable,
- Achievable,
- Relevant,

- Time-bound goal development.

Reflection prompts encourage mentees to identify:

- aspirations,
- barriers,
- support needs,
- indicators of success,
- learning priorities.

D. First Session Preparation Tools

This component supports structured preparation for the initial mentoring meeting.

It includes:

- a first-session readiness checklist,
- mentoring expectation prompts,
- suggested discussion questions,
- a first-session planning worksheet,
- initial action-planning guidance.

The aim is to reduce uncertainty, improve preparedness and support meaningful mentor–mentee dialogue from the beginning of the mentoring relationship.

E. Gender-Responsive and Inclusive Mentoring Guidance

This section integrates the project’s gender equality and inclusion objectives into the onboarding experience.

Topics addressed include:

- awareness of structural and unconscious bias,
- gender stereotypes in STEM and energy sectors,
- confidence and visibility barriers,
- inclusive communication practices,
- assertive self-expression,
- navigating power dynamics respectfully,
- intersectional sensitivity and diverse lived experiences.

The resource promotes psychologically safe participation and encourages mentees to engage actively and confidently in mentoring interactions.

	F. Progress Monitoring and Reflection The toolkit includes monthly reflection prompts and self-monitoring tools enabling mentees to: • track learning progress, • identify achievements and challenges, • evaluate goal progression, • document personal insights, • adapt development priorities over time. The reflection process supports continuous learning and long-term mentoring impact. G. Safeguarding and Support Information A light safeguarding framework is included to ensure mentees understand: • available support mechanisms, • reporting pathways, • escalation procedures, • confidentiality principles, • participant rights and responsibilities. The section provides guidance on: • recognising inappropriate behaviour, • seeking support, • contacting programme coordinators, • requesting mentoring adjustments if necessary.
9. Required Inputs (if applicable)	To effectively use the resource, the following inputs are recommended: • mentee background information (optional), • professional interests and development priorities, • mentoring objectives, • programme timeline and participation schedule, • introductory information provided by programme coordinators.
10. Output generated	Use of the Onboarding Kit results in the development of: • a structured mentee onboarding profile, • documented SMART goals, • a first-session preparation and discussion plan,

	• an initial self-reflection baseline, • identified development priorities, • increased mentoring readiness and confidence, • improved understanding of inclusive mentoring practices.
11. Skills addressed	The resource contributes to the development of: • career planning competencies, • communication and interpersonal skills, • self-reflection and self-awareness, • confidence and self-efficacy, • goal-setting and action-planning skills, • professional development readiness, • inclusive participation practices, • STEM empowerment and leadership orientation.
12. dimension integration Gender	The resource adopts a gender-responsive and intersectional approach aligned with the objectives of the GatE project and broader European gender equality frameworks. Gender integration is embedded through: • inclusive and empowerment-oriented language, • bias-awareness and stereotype recognition prompts, • promotion of equal participation and voice, • psychologically safe mentoring principles, • reflection on gendered experiences in professional environments, • support for diverse identities and lived experiences, • encouragement of assertive and confident participation, • sensitivity to structural barriers affecting women and underrepresented groups in STEM and energy sectors. The resource contributes to fostering a more inclusive mentoring culture and supports equitable access to professional growth opportunities.
13. Digital format	The resources are available in: • editable Word format, • PDF format for dissemination and implementation, • printable worksheets and templates. The toolkit may also be adapted for digital learning environments or online mentoring platforms.

14. Time required to use	Estimated completion time: • Initial onboarding completion: approximately 15–30 minutes • Reflection and progress-monitoring activities: ongoing throughout the mentoring cycle
15. Country adaptability notes	The resource has been designed for adaptability across all project partner countries. Adaptation considerations may include: • language localisation, • safeguarding referral procedures, • cultural communication norms, • organisational mentoring structures, • local gender equality frameworks and terminology. The gender-responsive approach has been intentionally designed using culturally inclusive and transferable principles.
16. Owner / contributor organisation	Regulatory Authority for Energy, Waste and Water (RAAEY)

GreenPath Career Goal Canvas & Reflection Toolkit

1. Resource Title	GreenPath Career Goal Canvas & Reflection Toolkit
2. Toolkit Block	B. Mentee Engagement Tools
3. Resource Type	Canvas / Worksheet / Guided reflection guide / Template
4. Target User	Mentee (primary) / Coordinator (facilitation support)
5. Purpose of the Resource	This resource helps mentees from marginalised groups clarify and articulate their professional goals within the GreenTech sector at the start of the programme, and reflect on their progress at mid-point and closing stages. It addresses the lack of structured self-reflection tools adapted to women facing intersecting barriers (economic, social, cultural, language), supporting them to define realistic, empowering career goals even when entering from non-traditional pathways.



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	By anchoring the mentoring relationship in the mentee's own goals and voice, it ensures the programme remains mentee-led, gender-responsive, and personally meaningful.
6. When is it used in the programme?	Phase 1 – Onboarding / Session 1: Career Goal Canvas (initial goal setting before or during Session 1) Phase 2 – Mid-point / Session 2: Mid-Programme Reflection Sheet (used before or during Session 2) Phase 3 – Closing / Session 3: Closing Reflection & Forward Look Sheet (used during or after Session 3)
7. Step-by-step use instructions	PHASE 1 – Onboarding / Session 1 (Career Goal Canvas): The coordinator or mentor shares the Career Goal Canvas with the mentee before Session 1 (via email, printed format, or shared online form). The mentee completes the canvas independently or with light facilitation from the coordinator. During Session 1, the mentor reviews the completed canvas with the mentee, discussing goals, motivations, and perceived barriers. Together, mentor and mentee agree on 2–3 SMART goals for the programme and note them in Section C of the canvas. A copy of the agreed goals is kept by both mentor and mentee as a reference for subsequent sessions. PHASE 2 – Mid-point / Session 2 (Reflection Sheet): The coordinator shares the Mid-Programme Reflection Sheet 3–5 days before Session 2. The mentee answers the guided reflection questions independently. The completed sheet is used as the starting point for Session 2 discussion on career development and skills. The mentor notes any shifts in mentee priorities or emerging barriers and adapts the session accordingly. PHASE 3 – Closing / Session 3 (Closing Reflection): The coordinator shares the Closing Reflection & Forward Look Sheet before Session 3. The mentee completes it before the session, revisiting the original Career Goal Canvas. Session 3 uses this reflection as the basis for celebrating progress and planning next steps.



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	The mentee retains the completed set of tools as a personal professional development record.
8. Content / Tool Description	The resource consists of three interconnected tools: TOOL 1 – Career Goal Canvas (used at Onboarding / Session 1) Section A – Who I am today: Current professional or educational situation Previous sector experience (if any) Key skills I bring Main challenges or barriers I face (personal, structural, social) Section B – Where I want to go (GreenTech career vision): My areas of interest within the GreenTech sector (e.g. renewable energy, energy efficiency, sustainability management, policy, technical roles) Type of role or position I am aiming for What success looks like for me in 6–12 months People or resources I would like access to Section C – My Mentoring Goals (agreed with mentor): Goal 1: [specific, with milestone] Goal 2: [specific, with milestone] Goal 3 (optional): [specific, with milestone] How I will know I have achieved this goal TOOL 2 – Mid-Programme Reflection Sheet (used at Session 2 / Mid-point) What progress have I made towards my goals since Session 1? What has been most useful about the mentoring relationship so far? What new skills or knowledge have I gained? What barriers have come up? How have I responded? Is there anything I want to change about my goals or focus for the rest of the programme? One thing I want to explore or learn in Session 2: TOOL 3 – Closing Reflection & Forward Look Sheet (used at Session 3 / Closing) Looking back at my Career Goal Canvas: what did I achieve? What surprised me? What have been the 3 most important things I have learned during this programme? How has my professional confidence changed? What is my next concrete career step? (with a realistic timeline)

	What support or resources will I seek after the programme ends? A message to my future self: what do I want to remember from this journey?
9. Required Inputs (if applicable)	• Basic personal and professional background of the mentee (self-reported) • Mentee's awareness of available GreenTech career pathways (may be introduced by coordinator or mentor during onboarding) • Language accessibility: tool should be translated into the local language of the mentee or provided in a multilingual version
10. Output generated	• Completed Career Goal Canvas (documented mentoring goals agreed between mentor and mentee) • Mid-Programme Reflection record (progress self-assessment) • Closing Reflection document (personal growth narrative + concrete next steps plan) • Cumulative personal professional development portfolio that the mentee retains after the programme
11. Skills addressed	• Career planning and goal setting • Self-awareness and professional identity building • Reflective practice and learning from experience • Communication of professional aspirations and needs • Resilience and barrier navigation in the labour market • Knowledge of GreenTech sector career pathways • STEM and green economy confidence
12. Gender dimension integration	The tool is designed with an explicit intersectional and gender-responsive framework: • Intersectionality lens: Section A of the Career Goal Canvas explicitly invites mentees to identify personal, structural, and social barriers, recognising that women from marginalised groups face compounded obstacles (e.g. caring responsibilities, language barriers, racialised discrimination, socioeconomic constraints). • Non-linear career recognition: The tool validates non-linear professional trajectories (career breaks, sector transitions, unpaid care work) as valuable experience, not as deficits.

	● Confidence-centred language: All prompts use empowering, asset-based language ('What skills do I bring?') rather than deficit framing ('What am I lacking?'). ● Avoidance of gendered assumptions: The tool does not assume prior formal qualifications or a continuous employment history, making it accessible to women who are re-entering the workforce. ● Flexible format: Available in digital and printable formats to ensure access for women with limited digital connectivity or literacy. ● Safe space for disclosure: The Closing Reflection includes a 'message to future self' section that gives voice to emotional dimensions of professional growth, which are often undervalued in traditional career tools. ● Coordinator guidance note included: A brief facilitator note reminds coordinators to ensure that any identified barriers are treated confidentially and, where appropriate, referred to support services, in alignment with the programme's safeguarding framework (Block E).
13. Digital format	● Word (.docx) – editable version for personalisation ● PDF – printable version for participants without digital access ● Available in: English (main version) + local language adaptations (ES, EL, NO, FR) Although only .doc and .pdf files are provided, Google Forms or equivalent can be used for the same purpose).
14. Time required to use	● Career Goal Canvas (Tool 1): 20–30 minutes (independent completion) + 15 minutes in Session 1 discussion ● Mid-Programme Reflection Sheet (Tool 2): 15–20 minutes (independent completion) + 10 minutes in Session 2 ● Closing Reflection & Forward Look (Tool 3): 20–30 minutes (independent completion) + 15–20 minutes in Session 3 Total cumulative use across programme: approx. 1.5–2 hours
15. Country adaptability notes	● Spain: Adapt career pathway examples to Spanish GreenTech labour market context (solar energy, wind sector, energy efficiency retrofitting, green hydrogen). Reference relevant national employment frameworks (SEPE, FP Verde).

	• Greece: Include references to emerging green economy job profiles recognised by the Greek Public Employment Service and the national energy transition plan. • Belgium / Norway: Adapt language and sectoral references accordingly; ensure compliance with GDPR when using digital forms. • All countries: Translate tools into the local language. Ensure that facilitators are briefed on cultural sensitivity, particularly when discussing barriers related to family responsibilities or migration status. • Literacy considerations: For participants with limited written literacy, an oral/guided facilitation version of the canvas should be prepared, where the coordinator or mentor supports verbal completion.
16. Owner / contributor organisation	Fundación Medio Ambiente, Energía y Sostenibilidad Provincia de Cádiz (APEC)

C. Mentor-Mentee Matching & Setup Tools (process + forms + criteria)

Mentor-Mentee Matching Toolkit

1. Resource Title	Mentor-Mentee Matching Toolkit
2. Toolkit Block	C
3. Resource Type	Checklist / Worksheet / Survey
4. Target User	Mixed
5. Resource Purpose	Supports organisations in gathering comparable information from mentors and mentees, enabling effective matching based on interests, experience,



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	aspirations, and language. Provides a structured process for setting up mentoring relationships and reducing mismatches and drop-out rates.
6. When is it used in the programme?	Matching
7. Step-by-step Use Instructions	→ Collect Participant Profiles: All mentors complete Form A upon joining the programme. Mentees complete Form B once accepted into the programme. → Apply Must-Pass Gates First: For each potential mentor-mentee pair, check the two mandatory criteria in the Matching Criteria & Scoring Grid. If either criterion is not met, <u>do not proceed with scoring</u>. → Score Remaining Pairs: Use the Matching Criteria & Scoring Grid to calculate a weighted score for each eligible pairing. → Rank & Assign Matches: Match each mentee with the highest-scoring available mentor, considering the mentee's preferred mentoring model (one-to-one, small group, hybrid) and any specific preferences, where feasible. → Confirm Match: Share the proposed pairing with both participants. Either party may decline without providing a reason. If necessary, select the next highest-ranked match. → Establish Mentoring Relationship: During the first mentoring session, complete the Match Confirmation & Setup Sheet.
8. Content/Tool Description	The tool includes four integrated components designed to support effective mentor-mentee matching and relationship setup. 12. Mentor Profile Form: Used to collect experience, expertise, mentoring preferences and availability. 13. Mentee Profile Form: Used to capture goals, interests, preferences and availability. 14. Matching Criteria & Scoring Grid: Used for the matchmaking made by organisations, incorporating mandatory eligibility criteria, and weighted scoring to identify the strongest matches. 15. Setup Sheet: Light mentoring agreement used to establish goals, expectations, communication arrangements, and meeting schedules.
9. Required Inputs (If Applicable)	• List of Mentors • List of Mentees • GDPR Consent
10. Output Generated	→ Set of Compatibility Scores for Mentor-Mentee Matching → Confirmed Mentor-Mentee Match → Completed Setup Sheet per Mentoring Match
	1. Career Planning

11. Skills Addressed	2. Self-reflection 3. Goal-setting 4. Communication 5. Expectation Management 6. Networking 7. Engagement in STEM/GreenTech Sectors
12. Gender Dimension Integration	• Integrates a gender-sensitive and intersectional approach to addressing barriers in access to green energy and STEM careers. • Includes barrier-aware profiling questions to identify structural and personal constraints affecting participation. • Enables optional matching based on shared lived experiences (e.g. career breaks, caregiving responsibilities, or underrepresentation in technical roles). • Promotes psychological safety through explicit confidentiality assurances and a safe-space framing of the mentoring relationship. • Supports inclusive participation through flexible scheduling to accommodate care and other responsibilities. • Allows matching in the mentee's most comfortable language to reduce communication barriers and improve engagement.
13. Digital Format	Mentor/Mentee Surveys: Google Forms Scoring Grid: PDF Setup Sheet: Word Document (Printable & Fillable)
14. Time Required	Survey Completion: 10'-15' Scoring & Matching Decision: 30' Setup Sheet Completion (Session 1): 10'-15'
15. Country Adaptability Notes	✓ Translate all forms into the local languages of implementation (Greek, Norwegian, Spanish). ✓ Adapt GreenTech sub-sector options and examples to reflect national and regional contexts. ✓ Align terminology and inclusion categories with relevant national frameworks and local labour market realities.
16. Owner/Con-tributor Organisation	ReadLab



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D. Mentoring Session Tools (session plans, worksheets, indicators, tracking, activities, workshops)

Setting the Compass: A Goal-Setting Workshop for Traditional One-to-One Mentoring

1. Resource Title	Setting the Compass: A Goal-Setting Workshop for Traditional One-to-One Mentoring
2. Toolkit Block	D. Mentoring Session Tools
3. Resource Type	Workshop & Activity Guide for Traditional One-to-One Mentoring
4. Target User	Mixed (Mentor / Mentee)
5. Purpose of the Resource	To help a mentor and mentee establish a strong, trusting relationship in their first session and translate the mentee's aspirations into 2–3 clear, written mentoring goals that guide the rest of the programme. It solves the most common cause of weak mentoring: starting without shared expectations or a clear direction.
6. When is it used in the programme?	Session 1 – Introduction and Goal Setting (start of the cycle)
7. Step-by-step use instructions	1. Welcome and relationship framing (10 min): The mentor frames the relationship, clarifies roles, confidentiality, and what mentoring can and cannot offer (guidance, not job placement), and the pair agree how they will communicate. 2. Getting to know each other (10 min): Both share their professional background, what brought them to the green energy sector, and one thing they hope to gain from the programme. 3. Exploring aspirations and barriers (15 min): Using the guided prompts, the mentee describes career aspirations in the Green Energy Transition sector, current strengths, and the barriers or uncertainties they face. 4. Defining mentoring goals (15 min): Together they turn the discussion into 2–3 SMART-style mentoring goals using the Goal-Setting Canvas, agreeing what success looks like by the end of the programme. 5. Agreeing the way forward (5 min): They confirm meeting frequency, preferred language and format, and one small action for the mentee before Session 2. 6. Documentation and close (5 min): The pair complete the one-page Mentoring Agreement & Goals worksheet, which both keep as the reference for the rest of the programme.



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8. Content / Tool Description	This resource supports the first traditional one-to-one mentoring session, where a more experienced professional guides a less experienced woman entering the Green Energy Transition sector. The resource includes: a facilitated 60-minute session structure; relationship-framing guidance (roles, confidentiality, expectations); icebreaker and aspiration-exploration prompts; a Goal-Setting Canvas for turning aspirations into 2-3 concrete mentoring goals; and a one-page Mentoring Agreement & Goals worksheet that documents goals, ways of working, and next steps. See the accompanying facilitation document (Activity Guide).
9. Required Inputs (if applicable)	A matched mentor–mentee pair; basic background information on each (from the matching process); access to the accompanying discussion prompts, Goal-Setting Canvas, and Mentoring Agreement & Goals worksheet included in the resource package.
10. Output generated	A completed one-page Mentoring Agreement & Goals worksheet containing: 2-3 agreed mentoring goals, the mentee's aspirations and identified barriers, agreed ways of working (frequency, language, format), and one action for the mentee before the next session.
11. Skills addressed	Goal setting and career planning; communication and active listening; relationship and trust building; self-reflection and self-awareness; confidence in articulating professional aspirations; gender-sensitive understanding of barriers in the green energy sector.
12. Gender dimension integration	The workshop applies a gender-sensitive approach by centring the aspirations, strengths, and barriers of women entering a male-dominated technical sector. The prompts explicitly invite reflection on gendered barriers (confidence, visibility, role models, work–life expectations), and the goal-setting step encourages goals that address these barriers. Mentors are guided to create a confidential, supportive, non-judgemental space, which the framework identifies as particularly important for women from marginalised groups.
13. Digital format	Word / PDF
14. Time required to use	1 hour approx.
15. Country adaptability notes	The workshop can be adapted to different national or regional contexts by using local green labour-market examples, country-specific training and funding pathways, and locally relevant role models. Prompts and the worksheet can be translated into the mentee's preferred language; only the programme reporting needs to be in English.
16. Owner / contributor organisation	University of Patras (PANEPISTIMIO PATRON)



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Workshops or activities for Peer Mentoring

1. Resource Title	Peer Mentoring Workshop 1: Building Trust and Shared Career Goals
2. Toolkit Block	D- Mentoring Session Tools
3. Resource Type	Workshop Facilitation Guide + Worksheet
4. Target User	Mentees (Peer Mentoring Groups)
5. Resource Purpose	This workshop helps participants establish trust, identify common experiences, and define individual and shared mentoring goals. It creates psychological safety and encourages mutual support among women transitioning into the green energy sector.
6. When is it used in the programme?	Month 1 / Initial Peer Mentoring Session
7. Step-by-step Use Instructions	• Facilitator introduces the purpose of peer mentoring (5 min) • Participants complete an "About Me" exercise (10 min) • Participants work in pairs to discuss career journeys (15 min) • Group discussion on common barriers and opportunities (15 min) • Participants define one personal goal and one group goal (10 min) • Closing reflection and next steps (5 min)
8. Content/Tool Description	Activity 1 – My Journey Map Participants draw a simple timeline highlighting: • Previous experience • Current situation • Desired green career destination Activity 2 – Common Ground Participants identify: • Three challenges they share • Three strengths they bring Activity 3 – Goal Setting Each participant completes: "My goal for the next three months is..." "The support I need from peers is..."
9. Required Inputs (If Applicable)	Participant background and career aspirations.

10. Output Generated	Personal mentoring goal and group support agreement.
11. Skills Addressed	Self-awareness, networking, communication, goal setting.
12. Gender Dimension Integration	Encourages discussion of gender-related barriers, career breaks, caregiving responsibilities, confidence challenges and workplace stereotypes.
13. Digital Format	Word / PDF / Online Workshop
14. Time Required	60 minutes
15. Country Adaptability Notes	Can be adapted to local labour market contexts and delivered online or in person.
16. Owner/Con-tributor Organisation	EUREC

1. Resource Title	Peer Mentoring Workshop 2: Confidence, Professional Identity and Career Storytelling
2. Toolkit Block	D- Mentoring Session Tools
3. Resource Type	Workshop Facilitation Guide + Reflection Worksheet
4. Target User	Mentees (Peer Mentoring Groups)
5. Resource Purpose	To strengthen confidence and help participants recognise transferable skills and articulate their value to employers in the green energy sector.
6. When is it used in the programme?	Month 2 / Mid-Programme Session
7. Step-by-step Use Instructions	• Introduction to professional identity (10 min) • Individual reflection on strengths (10 min) • Peer feedback exercise (15 min) • Career storytelling activity (20 min) • Group reflection (5 min)
8. Content/Tool Description	Activity 1 – Strengths Inventory Participants list: • Technical skills



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	• Transferable skills • Personal strengths Activity 2 – Peer Appreciation Circle Each participant receives positive feedback from peers regarding strengths they observe. Activity 3 – My Green Career Story Participants complete: "I used to..." "I learned..." "I now bring..." "I want to contribute to the green transition by..." Participants present their story in two minutes.
9. Required Inputs (If Applicable)	Previous experience and career aspirations.
10. Output Generated	Professional identity statement and confidence action points.
11. Skills Addressed	Confidence building, communication, self-presentation, professional identity development.
12. Gender Dimension Integration	Challenges imposter syndrome, undervaluation of women's experience, and confidence gaps frequently experienced in technical sectors.
13. Digital Format	Word / PDF / Online Workshop
14. Time Required	60–75 minutes
15. Country Adaptability Notes	Examples can be adapted to local sectors.
16. Owner/Contributor Organisation	EUREC

1. Resource Title	Peer Mentoring Workshop 3: Building Networks and Future Career Action Plans
2. Toolkit Block	D- Mentoring Session Tools
3. Resource Type	Workshop Facilitation Guide + Career Planning Worksheet

4. Target User	Mentees
5. Resource Purpose	To help participants transform learning from the mentoring programme into concrete career actions and sustainable peer support networks.
6. When is it used in the programme?	Month 3 / Closing Session
7. Step-by-step Use Instructions	• Reflection on mentoring journey (10 min) • Career action planning exercise (20 min) • Network mapping activity (15 min) • Peer commitment exchange (10 min) • Closing evaluation (5 min)
8. Content/Tool Description	Activity 1 – Looking Back Participants discuss: • Biggest achievement during mentoring • Most important lesson learned • Confidence gained Activity 2 – My Green Career Action Plan Next 30 Days: Next 3 Months: Next 6 Months: Activity 3 – Network Mapping Participants identify: • Existing contacts • Potential mentors • Professional associations • Women's networks • Green energy organisations Activity 4 – Accountability Partner Each participant pairs with another participant and agrees one follow-up action after programme completion.
9. Required Inputs (If Applicable)	Experience from previous mentoring sessions.
10. Output Generated	Career action plan and peer accountability commitment.
11. Skills Addressed	Career planning, networking, resilience, professional development.
12. Gender Dimension Integration	Encourages long-term support networks for women entering traditionally male-dominated sectors and promotes peer solidarity beyond the programme.



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13. Digital Format	Word / PDF / Online Workshop
14. Time Required	60 minutes
15. Country Adaptability Notes	Professional associations and networks should be adapted locally.
16. Owner/Con-tributor Organisation	EUREC

Navigating Green Career Pathways: A Reverse Mentoring Session for Inclusive Green Careers

1. Resource Title	Navigating Green Career Pathways: A Reverse Mentoring Session for Inclusive Green Careers
2. Toolkit Block	D. Mentoring Session Tools
3. Resource Type	Workshop & Activity Guide for Reverse Mentoring
4. Target User	Mixed (Mentor / Mentee)
5. Purpose of the Resource	To create a structured space for intergenerational dialogue around how young women perceive green career pathways, including motivations, barriers, support needs, and opportunities within the Green Energy Transition sector.
6. When is it used in the programme?	Monthly sessions / Mid-point
7. Step-by-step use instructions	1. Introduction and session framing (5 min): Introduce the purpose of the reverse mentoring session and clarify the roles of mentor and mentee, emphasising mutual learning and open dialogue. 2. Icebreaker and introductions (10 min): Participants briefly introduce themselves, their background, and their connection to the green energy sector. 3. Exploring green career pathways (20 min): The mentor (young woman or early-career participant) shares how they perceive green careers,

	including motivations, interests, challenges, and uncertainties related to entering or progressing in the sector. 4. Guided discussion on opportunities and support needs (10 min): Participants explore perceptions of green career pathways, discussing motivations, barriers, workplace expectations, required skills, mentoring opportunities, visibility of role models, and the types of institutional or organisational support that could improve women's participation in the Green Energy Transition sector. 5. Collaborative pathway mapping (10 min): Both participants identify 2–3 key insights, 1 major challenge affecting access to green careers, and 1 practical action or support mechanism that could help make green career pathways more accessible and inclusive for women. 6. Documentation of reflections (2–3 min): Participants complete a short reflection or pathway-mapping worksheet summarising the main takeaways from the session. 7. Closing and next steps (2–3 min): Participants briefly share final reflections and identify whether any follow-up actions, future mentoring discussions, or career exploration goals should be explored.
8. Content / Tool Description	This reverse mentoring activity supports structured intergenerational dialogue around women's access to and navigation of green career pathways within the Green Energy Transition sector. The resource includes: → a facilitated 60-minute reverse mentoring session structure; → icebreaker and discussion prompts focused on green career perceptions, motivations, barriers, and support needs; → guided reflection questions on career pathways, required skills, workplace expectations, and mentoring support; → a collaborative pathway-mapping exercise to identify challenges, opportunities, and practical inclusion actions; → a short reflection/action worksheet to document key insights and next steps. See accompanying facilitation document in the annexes.
9. Required Inputs (if applicable)	→ Mentor–mentee pair or small mixed discussion group; → Basic participant background information or interest in green careers; → Access to the accompanying discussion prompts, pathway-mapping exercise, and reflection worksheet included in the resource package.



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10. Output generated	→ Reflection worksheet summarising key insights, career pathway challenges, and support needs; → Identification of practical actions, mentoring goals, or support mechanisms to improve women's access to green careers; → Collaborative pathway-mapping notes highlighting opportunities, barriers, and next steps.
11. Skills addressed	Career exploration and career planning; Communication and active listening; Critical reflection and problem-solving; Mentoring and intergenerational dialogue; Confidence and awareness regarding green career pathways; Gender-sensitive understanding of workplace inclusion and participation.
12. Gender dimension integration	This activity applies a gender-sensitive and inclusive approach by centring the experiences, perceptions, and support needs of women navigating green career pathways. Through reverse mentoring and intergenerational dialogue, the activity encourages reflection on barriers, representation, workplace expectations, mentoring access, and inclusion within the Green Energy Transition sector. Participants are also encouraged to consider how different backgrounds, experiences, and structural factors may influence access to opportunities and career progression.
13. Digital format	Word / PDF
14. Time required to use	1 hour approx.
15. Country adaptability notes	The activity can be adapted to different national or regional contexts by incorporating country-specific green labour market trends, educational pathways, policy priorities, or local examples related to women's participation in the Green Energy Transition sector. Discussion prompts and examples may also be adjusted according to participant profiles and stakeholder groups.
16. Owner / contributor organisation	ReadLab Brussels



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The mentor's toolkit

1. Resource Title	The mentor's toolkit
2. Toolkit Block	D (Mentoring session tools)
3. Resource Type	Session guide, session cards, timesheet and roadmaps
4. Target User	Mentor
5. Purpose of the Resource	Acts as a practical companion during sessions to track progress, map careers, and guide conversations visually
6. When is it used in the programme?	Monthly sessions (Initial, Intermediate, Final)
7. Step-by-step use instructions	1. Review relevant session cards before each meeting with the mentee. 2. Use the Before/During/After timesheets to log the session. 3. Apply the 4-step session structure. 4. Consult quick-reference tools for safety or referrals as needed
8. Content / Tool Description	Session cards, timesheets, roadmaps, question bank, GreenTech job portals by country, and self-care prompts
9. Required Inputs (if applicable)	Notes from previous sessions, mentee goals, and knowledge of local employment and training resources
10. Output generated	Session logs (timesheets), concrete action plans, and career path roadmaps
11. Skills addressed	Career planning, STEM confidence, networking, and overcoming labor market barriers
12. Gender dimension integration	Directly addresses gender bias and imposter syndrome within technical renewable energy environments
13. Digital format	PPT
14. Time required to use	Operational in 10 minutes of reading; sessions estimated at 60-90 minutes

15. Country adaptability notes	Adaptable to the 4 project countries (Spain, Greece, Norway, and Belgium) and the mentee's preferred language
16. Owner / contributor organisation	UNIZAR

GaTE Flash Mentoring Workshop Package: Igniting, Navigating and Sustaining the Green Spark

1. Resource Title	GaTE Flash Mentoring Workshop Package: Igniting, Navigating and Sustaining the Green Spark
2. Toolkit Block	D. Mentoring Session Tools
3. Resource Type	Structured mentoring workshop package including session plans, worksheets, reflection tools, mentoring agreement templates, career mapping activities, and action-planning exercises
4. Target User	Mixed (Mentors and Mentees)
5. Purpose of the Resource	This resource provides a complete framework for implementing short-term (Flash) mentoring relationships focused on supporting women from marginalized groups entering or progressing in the Green Energy Transition (GET) sector. It helps mentors facilitate structured conversations, identify transferable skills, build confidence, define realistic goals, and develop actionable career pathways.
6. When is it used in the programme?	Onboarding, Monthly Sessions, and Closing Phase
7. Step-by-step use instructions	1. Conduct Session 1 ("Igniting the Green Spark") using the Quick Diagnosis Sheet and Mentorship Agreement. 2. Conduct Session 2 ("Green Path Finder") using the Skill Translator Matrix, Green Route Decision Tree, and Green Talent Passport. 3. Conduct Session 3 ("Sustaining the Spark") using the Progress Radar, Green Ecosystem Radar, and Navigator Deck.



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	4. Review progress, identify future opportunities, and define post-programme actions.
8. Content / Tool Description	The package consists of three structured mentoring sessions of approximately 45–60 minutes each (or even less if considering strict flash mentoring sessions). Session 1 focuses on confidence-building, identification of strengths and goal setting. Session 2 focuses on transferable skills recognition, exploration of green career pathways, and training needs identification. Session 3 focuses on reflection, networking, sustainability of progress, and future career planning. The package includes mentor briefing notes, empowerment reading materials, worksheets, mentoring agreements, career mapping templates, networking tools, and action-planning activities.
9. Required Inputs (if applicable)	Mentee background information, previous work/life experiences, career interests, perceived barriers, professional goals, and mentor professional experience in the GreenTech sector.
10. Output generated	Completed diagnosis worksheet, signed mentoring agreement, Green Talent Passport, career pathway selection, skills mapping exercise, networking plan, progress reflection record, Green Ecosystem Radar, and 30-day action plan.
11. Skills addressed	Career planning, self-awareness, confidence building, transferable skills recognition, goal setting, networking, communication, employability, professional identity development, resilience, and GreenTech career orientation.
12. Gender dimension integration	The resource explicitly addresses barriers faced by women entering male-dominated sectors, including confidence gaps, occupational segregation, gender stereotypes, visibility of women role models, social capital limitations, and career transition barriers. Activities encourage recognition of hidden competencies often undervalued in women's professional and life experiences and promote gender-responsive mentoring practices.
13. Digital format	Word document, PDF workbook, printable worksheets, Canva templates, and LMS-uploadable resources
14. Time required to use	Approximately 3 mentoring sessions (45–60 minutes each, or even less if considering strict flash mentoring method) plus preparation and reflection time (total estimated engagement: 3–4 hours)
15. Country adaptability notes	Easily adaptable to different national contexts by replacing examples of local GreenTech employers, training opportunities, certifications, labour market information, and networking organisations. All activities use



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	simple language and can be translated into partner languages without significant adaptation.
16. Owner / contributor organisation	Inercia Digital

E. Support & Safeguarding Tools (code of conduct, escalation, ethics)

Code of Conduct for the GatE Mentorship Programme

1. Resource Title	Code of Conduct for the GatE Mentorship Programme
2. Toolkit Block	E. Support & Safeguarding Tools
3. Resource Type	guide / Policy Document
4. Target User	Mentors, Mentees and Programme Coordinators
5. Purpose of the Resource	The Code of Conduct establishes the behavioural standards and ethical principles that govern all mentoring relationships within the GatE Mentorship Programme. It promotes a safe, respectful, inclusive and gender-responsive environment where participants can develop professionally while maintaining mutual trust and accountability.
6. When is it used in the programme?	Onboarding and Continuous, The document is provided before the mentoring programme begins and remains applicable throughout all mentoring activities.
7. Step-by-step use instructions	1. The programme coordinator distributes the Code of Conduct during participant onboarding. 2. Mentors and mentees read the document before the first mentoring session. 3. Participants acknowledge that they understand and agree to follow the Code.

	4. Coordinators refer to the Code whenever questions about appropriate behaviour arise. 5. Any breach of the Code is managed according to the GatE Escalation Protocol.
8. Content / Tool Description	The Code of Conduct includes: • Purpose and scope • Core principles • Expected behaviours for mentors • Expected behaviours for mentees • Responsibilities of programme coordinators • Confidentiality rules • Equality, diversity and inclusion principles • Professional boundaries • Conflict of interest guidance • Examples of unacceptable behaviour • Reporting obligations • Commitment statement
9. Required Inputs (if applicable)	• Programme participant list • Coordinator contact information • National safeguarding requirements (if applicable)
10. Output generated	A shared behavioural framework that ensures respectful mentoring relationships and provides participants with a common understanding of acceptable professional conduct.
11. Skills addressed	• Professional ethics • Communication • Active listening • Respectful collaboration • Inclusion • Professional responsibility



12. Gender dimension integration	The resource integrates a gender-responsive and intersectional approach by promoting equal participation, preventing discrimination and harassment, encouraging inclusive language, recognising unconscious bias and ensuring respectful interactions regardless of gender identity, ethnicity, disability, age, religion or socio-economic background.
13. Digital format	Word / PDF
14. Time required to use	Approximately 20 minutes during onboarding. Applied continuously throughout the mentoring programme.
15. Country adaptability notes	The resource can be adapted to national legislation, institutional safeguarding procedures and organisational policies while preserving the common European principles established by the GatE project.
16. Owner / contributor organisation	Sistemas Urbanos de Energías Renovables (URBENER)

Escalation Protocol for the GatE Mentorship Programme

1. Resource Title	Escalation Protocol for the GatE Mentorship Programme
2. Toolkit Block	E – Support & Safeguarding Tools
3. Resource Type	Protocol / Operational Guide
4. Target User	Programme Coordinators, Mentors, Mentees and Partner Organisations
5. Purpose of the Resource	The Escalation Protocol provides a clear and transparent procedure for identifying, reporting, assessing and resolving concerns or incidents that may arise during the mentoring programme. It ensures that all participants are treated fairly, confidentially and consistently while maintaining a safe, inclusive and supportive mentoring environment.
6. When is it used in the programme?	Continuous. The protocol is activated whenever an incident, complaint, safeguarding concern or breach of the Code of Conduct is identified during the mentoring programme.



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7. Step-by-step use instructions	1. An incident or concern is identified by any participant. 2. The concern is reported to the Programme Coordinator. 3. The Coordinator records the incident confidentially. 4. An initial assessment determines the seriousness of the issue. 5. Appropriate action is taken according to the level of the incident. 6. If necessary, the partner organisation becomes involved. 7. Participants are informed of the outcome. 8. The case is closed and documented. 9. Lessons learned are incorporated into programme improvement.
8. Content / Tool Description	The protocol includes: • Purpose and scope • Types of incidents • Incident severity levels • Reporting procedure • Roles and responsibilities • Investigation process • Resolution options • Confidentiality requirements • Documentation requirements • Follow-up actions • Record keeping • Links to the Code of Conduct and Ethical Guidelines
9. Required Inputs (if applicable)	• Description of the incident • Date and time • Participants involved • Evidence (if available) • Contact details of Programme Coordinator
10. Output generated	A documented, transparent and consistent resolution process ensuring participant safety, accountability and continuous programme improvement.



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11. Skills addressed	• Conflict management • Ethical decision-making • Communication • Risk management • Professional responsibility
12. Gender dimension integration	The protocol ensures that all incidents are assessed through a gender-responsive and intersectional perspective, recognising that women from marginalised groups may experience different forms of discrimination, harassment or exclusion. All complaints are handled without bias, retaliation or victim blaming.
13. Digital format	Word / PDF
14. Time required to use	Incident dependent. Initial assessment should normally be completed within 5 working days.
15. Country adaptability notes	The protocol may be adapted to national safeguarding legislation, institutional reporting procedures and legal obligations while maintaining the common principles established by the GatE project.
16. Owner / contributor organisation	Sistemas Urbanos de Energías Renovables (URBENER)

Ethical Guidelines for the GatE Mentorship Programme

1. Resource Title	Ethical Guidelines for the GatE Mentorship Programme
2. Toolkit Block	E – Support & Safeguarding Tools
3. Resource Type	Guidelines / Good Practice Guide
4. Target User	Mentors, Mentees, Programme Coordinators and Partner Organisations
5. Purpose of the Resource	The Ethical Guidelines provide a common ethical framework for all participants involved in the GatE Mentorship Programme. They promote integrity, fairness, gender equality, respect for diversity and responsible

	mentoring practices, ensuring that mentoring relationships contribute to a safe, inclusive and empowering learning environment.
6. When is it used in the programme?	Onboarding and Continuous. The Guidelines should be introduced during participant onboarding and consulted throughout the mentoring programme whenever ethical questions or dilemmas arise.
7. Step-by-step use instructions	1. Programme Coordinators introduce the Ethical Guidelines during onboarding. 2. Mentors and mentees review the principles before beginning the mentoring relationship. 3. Participants apply the ethical principles during all mentoring activities. 4. Coordinators use the Guidelines to support ethical decision-making when needed. 5. The Guidelines are reviewed during programme evaluation to identify opportunities for improvement.
8. Content / Tool Description	The resource includes: • Ethical principles of the mentoring programme • Respect for human dignity • Equality, diversity and inclusion • Gender-responsive mentoring • Professional integrity • Confidentiality and privacy • Conflict of interest prevention • Respectful communication • Responsible use of digital tools • Ethical decision-making • Continuous improvement
9. Required Inputs (if applicable)	• Programme ethical framework • Applicable organisational policies • National legal and data protection requirements (where applicable)

10. Output generated	A shared ethical framework supporting responsible mentoring relationships, informed decision-making and consistent programme implementation across partner countries.
11. Skills addressed	• Ethical leadership • Professional responsibility • Inclusive communication • Critical thinking • Ethical decision-making • Respect for diversity
12. Gender dimension integration	The Guidelines promote a gender-responsive and intersectional approach by encouraging awareness of unconscious bias, inclusive communication, equal opportunities and respect for participants from diverse social, cultural and professional backgrounds. They reinforce the project's commitment to gender equality in the GreenTech sector.
13. Digital format	Word / PDF
14. Time required to use	Approximately 20–30 minutes during onboarding. Applied continuously throughout the mentoring programme.
15. Country adaptability notes	The Guidelines may be adapted to national legislation, institutional ethical frameworks and organisational policies while maintaining the common principles agreed within the GatE project.
16. Owner / contributor organisation	Sistemas Urbanos de Energías Renovables (URBENER)



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12. Guidelines for Mentee engagement

The success of a mentoring relationship depends not only on the knowledge, experience and commitment of the mentor, but also on the active participation and engagement of the mentee. Within the GatE Mentorship Programme, mentees are encouraged to take ownership of their professional development by actively participating in the mentoring process, reflecting on their learning journey and working collaboratively with their mentors to achieve realistic career goals.

These guidelines have been developed to help mentees understand their role within the programme, maximise the benefits of mentoring and establish productive, respectful and meaningful relationships with their assigned mentors. They should be considered complementary to the practical tools included within the Mentee Engagement Toolkit (Block B) and provide a common set of principles applicable throughout the entire mentoring programme.

Taking Ownership of the Mentoring Journey

Mentoring is a collaborative process rather than a one-directional transfer of knowledge. While mentors provide guidance, share professional experiences and facilitate learning opportunities, mentees are expected to take an active role in shaping the relationship and driving their own development.

At the beginning of the programme, mentees should reflect on their current situation, identify their strengths and areas for development, and consider what they hope to achieve during the mentoring experience. Establishing clear objectives from the outset helps both mentor and mentee maintain focus throughout the programme and provides a basis for monitoring progress over time.

Mentees are encouraged to approach the mentoring relationship with curiosity, openness and a willingness to learn. Honest communication about expectations, challenges and aspirations contributes to building trust and enables mentors to provide more meaningful and personalised support.



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Preparing for Mentoring Sessions

Each mentoring session should be viewed as an opportunity to advance personal and professional development. To make the most of each meeting, mentees should prepare in advance by reviewing previous discussions, identifying current challenges and considering specific topics they wish to address.

Preparing questions, reflecting on recent experiences and updating any agreed action plans allows mentoring conversations to become more focused and productive. Mentees should also be prepared to discuss both achievements and difficulties openly, recognising that mentoring provides a supportive environment for learning rather than an evaluation of performance.

Where practical activities or reflection exercises have been agreed between sessions, mentees are encouraged to complete these beforehand so that discussions can build upon previous learning and maintain continuity throughout the programme.

Establishing Effective Communication

Successful mentoring relationships rely on open, respectful and regular communication. Both mentor and mentee share responsibility for maintaining constructive dialogue; however, mentees should feel confident in expressing their ideas, asking questions and requesting clarification whenever necessary.

Communication should be characterised by honesty, mutual respect and professionalism. Mentees are encouraged to provide sufficient information about their circumstances, career aspirations and any barriers they may be experiencing, while recognising that mentors can only provide appropriate guidance when they have a clear understanding of the individual's situation.

Whenever possible, meetings should take place according to the schedule agreed during the initial mentoring session. If changes become necessary, mentees should communicate these as early as possible and maintain professional courtesy throughout the mentoring relationship.

Setting and Reviewing Goals

Goal setting is a central component of the mentoring process. Rather than focusing exclusively on long-term career aspirations, mentees are encouraged to establish a combination of short-, medium- and long-term objectives that are realistic, measurable and achievable within the duration of the programme.



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Goals may relate to developing technical competencies, increasing confidence, expanding professional networks, exploring GreenTech career pathways or preparing for education, training or employment opportunities. Throughout the programme, these objectives should be reviewed regularly with the mentor to celebrate progress, identify obstacles and adjust action plans where necessary.

The mentoring relationship should remain flexible enough to accommodate changes in personal circumstances or career interests while maintaining a clear focus on continuous development.

Reflecting on Learning and Progress

Reflection is one of the most valuable aspects of mentoring. Mentees are encouraged to take time after each session to consider the key messages discussed, identify new insights and record actions they intend to implement before the next meeting.

Maintaining a personal reflection journal or completing the reflection templates provided within the toolkit can support this process by encouraging continuous self-assessment and helping mentees recognise their own progress over time. Reflection also strengthens self-awareness, enabling participants to better understand their strengths, areas for improvement and evolving professional aspirations.

By documenting achievements and challenges throughout the mentoring journey, mentees create a valuable personal record that can continue to support their career development beyond the duration of the programme.

Building Confidence and Professional Identity

Many women entering or progressing within the Green Energy Transition sector may experience challenges related to confidence, visibility or belonging, particularly where technical professions remain traditionally male dominated. The mentoring programme therefore aims not only to develop professional knowledge but also to strengthen self-confidence and professional identity.

Mentees are encouraged to recognise the value of their existing experiences, transferable skills and personal achievements. Mentors can support this process by helping mentees identify strengths that may not always be immediately visible to themselves, while encouraging them to view challenges as opportunities for learning and growth.

Confidence develops progressively through experience, reflection and action. Mentees should therefore be willing to step outside their comfort zones, embrace new learning opportunities and celebrate incremental achievements throughout the programme.

Confidentiality, Respect and Professional Conduct

The mentoring programme is founded on mutual trust. Discussions between mentors and mentees should remain confidential unless both parties explicitly agree otherwise or unless disclosure is required for safeguarding or legal reasons in accordance with organisational procedures.

Mentees are expected to engage respectfully with their mentors, value different perspectives and contribute to creating a positive learning environment. Differences of opinion should be approached constructively, recognising that mentoring often involves exploring new viewpoints and challenging existing assumptions.

Professional conduct also includes punctuality, reliability, respectful communication and commitment to agreed actions. These behaviours contribute to establishing a productive mentoring relationship that benefits both participants.

Providing Feedback and Continuous Improvement

The GatE Mentorship Programme adopts a continuous improvement approach in which participant feedback plays an essential role. Mentees are encouraged to share honest feedback throughout the mentoring process regarding the usefulness of sessions, the relevance of discussions and any suggestions for improving the programme.

Formal feedback will be collected through the pre-programme, mid-programme and final evaluation surveys, complemented where appropriate by regular check-ins with programme coordinators. This information will support ongoing refinement of the mentoring methodology while ensuring that future editions of the programme continue to respond effectively to participants' needs.

By actively engaging with both the mentoring process and the programme evaluation activities, mentees contribute not only to their own professional development but also to the continuous enhancement of the GatE Mentorship Programme for future participants.



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14. Annexes

Annex I - Managing unconscious bias in mentoring relationship - A practical guide for mentors

1. Description

Unconscious bias in mentoring

→ Unconscious biases and stereotypes can undermine the trust, communication, and impact of a mentoring relationship. A mentor may have unconscious biases related to gender, race, socioeconomic status, or age, which may lead them to make assumptions about the abilities or potential of the person they are mentoring based on these factors. The feedback, guidance, and opportunities they provide may also be affected.

→ In fields such as renewable energy, where women remain significantly underrepresented — holding fewer than one in three jobs globally (IRENA, 2025) — gender bias in mentoring takes on particular importance. Women entering or re-entering this workforce often encounter not only individual bias but structural barriers: male-dominated professional networks, gendered assumptions about technical competence, and workplace cultures that were not designed with them in mind. For mentors in the GatE programme, this means that recognising unconscious bias is not a generic exercise — it is a direct contribution to making the green energy transition more equitable and inclusive.

→ For example, a mentor working with a female technician in a wind energy company who has recently returned from maternity leave may, due to unconscious bias, avoid recommending to her an advanced grid management training programme that has come to her attention, assuming she would prefer a role with fewer responsibilities rather than exploring training opportunities

To minimize the impact of unconscious bias, it is important for mentors to recognize their biases, challenge them, and actively seek to reduce their influence.

Learning Objectives

By the end of this guide, mentors will be able to:

- understand the concept of unconscious bias and how it can affect mentoring relationships,
- recognise stereotypes and assumptions related to gender and other protected characteristics,
- reflect on their own mentoring practices,
- develop more equitable and inclusive mentoring relationships with mentees

2. Key concepts and examples

The terms below provide a shared vocabulary for discussing bias and inequality in mentoring relationships. Understanding what these concepts mean in practice makes it easier to recognize them when they occur.

Interactive element: Flashcards (Term in one side [Example: Bias], description in the other side [Example: A tendency [...] assignment.]

Bias	A tendency to favour or disfavour certain people, often without one's conscious awareness. In workplaces, bias may influence decisions about hiring, promotion, pay, and/or task assignments.
Unconscious (implicit) bias	Bias that operates below one's conscious awareness. We all carry unconscious biases shaped by our upbringing, cultural environment, and media exposure.
Gender stereotyping	Assuming that certain qualities, roles, or abilities are inherent to a person, based on their gender.
Microaggression	A brief, often unintentional statement or action that communicates a demeaning or harmful message to a person belonging to a marginalised group.
Intersectionality	The understanding that people hold multiple, overlapping social identities (e.g. gender, ethnicity, socioeconomic background, migration status) that interact to shape their experiences of advantage or disadvantage. In mentoring, an intersectional approach means recognising that a woman mentee's experience is not shaped by gender alone.



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Gender-blind approach	Treating everyone “the same” without acknowledging that structural inequalities create different starting points. In mentoring, a gender-blind approach may feel neutral but can in practice reinforce existing disadvantages — for example, by offering identical guidance to all mentees without considering the specific barriers that women in male-dominated fields may face.
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3. Mentoring situation cards

Situation Cards

The situation cards below are designed to support mentors in recognizing how unconscious bias and stereotypes may appear in mentoring interactions and professional environments. Each card presents a short realistic scenario related to mentoring sessions and the situation are designed to reflect on unintentional forms of bias that mentors may have and can negatively affect mentees, particularly women from marginalised groups. The purpose of the cards is to enhance self-reflection, critical thinking and awareness of how assumptions may affect mentoring. The cards can be used during mentor onboarding.

1

Situation: During a mentoring session, the mentor assumes that a mentee with young children would not be interested in applying for a leadership role with more responsibilities and as a result avoids discussing relevant career opportunities.

Reflection questions:

- What are the assumptions that affected the mentor?
- How could this assumption affect the mentee?
- What would be a more inclusive mentoring approach?

2

Situation: During a mentoring session, the mentor seems surprised when a female mentee expresses her interest in pursuing a career in renewable energy engineering and suggests instead communication roles.

Reflection questions:

- What is the stereotype that affected the mentor?
- How could this assumption affect the mentee’s confidence?
- How could the mentor respond differently?

3 **Situation:** A mentor tends to spend more time engaging with mentees who have similar educational backgrounds. The mentor also tends to follow up more regularly with these mentees.

Reflection questions:

- What kind of bias influenced the mentor's behavior?
- How may this bias affect the mentees who receive less attention?
- What strategies can help the mentor reduce their bias?

5 **Situation:** A mentor assumes that a mentee with a refugee background lacks ambition and as a result doesn't propose challenging professional opportunities.

Reflection questions:

- What impact may this decision have on the mentee's professional growth?
- Why is it important to avoid making assumptions about the mentee's capabilities?
- How could the mentor explore more efficiently the mentee's goals?

6 **Situation:** A mentor assumes that a mentee from a lower socioeconomic background may not be interested in training opportunities.

Reflection questions:

- How might this assumption affect the mentee's confidence in the mentoring relationship?
- What questions could the mentor ask instead of making assumptions?
- How can mentors better support access?

7 **Situation:** A female mentee tells her in-company mentor that she is aiming for a senior engineering role within two years and outlines a clear plan to get there. The mentor responds warmly but privately considers her ambition unrealistic given the "competitive nature" of the field — a concern he has never raised with male mentees at the same stage.

Reflection questions:

- What is the difference between mentoring (offering advice) and sponsorship (actively advocating)? Why does this distinction matter for women in male-dominated fields?
- The mentor needs to ask themselves; Have I assessed my mentee's ambitions and capabilities based on evidence, or on assumptions about what is "realistic" for someone like her?

- What concrete steps could the mentor take to actively support — not just advise — this mentee?

8

Situation: A female mentee mentions she has just passed a technical certification in solar panel installation. Her mentor responds warmly: "That's great — you really don't seem like the typical engineer, do you?". He considers it a compliment.

Reflection questions:

- What underlying assumption does this comment reveal?
- How could the mentor rephrase their response in a way that genuinely celebrates her achievement without referencing gender stereotypes
- How might repeated comments like this affect her sense of belonging in the sector over time?

4. Self-reflection prompts

Recognizing unconscious bias

→ Recognizing unconscious biases is difficult, we can all agree on that. We often learn the “right” answers and behaviors that help us present ourselves as “good” people. At the same time, we tend to justify our choices in ways that make them seem completely reasonable to us. We may also believe that we are immune to bias, and this belief itself can prevent us from acknowledging the problem and taking action to address it. The good news is that awareness itself is a powerful starting point. The guided reflection prompts below are designed to help you recognize assumptions that you may unintentionally make during mentoring sessions. There are no right or wrong answers. Spend approximately 2–3 minutes with each prompt. You may write your responses in a journal, share them with a colleague, or reflect privately on them.

Reflection prompt 1 – Recognising assumptions Think about a mentoring situation where you may have made assumptions about someone's abilities, ambition, confidence or career potential. What assumptions did you make and what influenced them? Did these assumptions affect your behavior towards the mentee - for example, did you assume your female mentee would be less interested in technical advancement, leadership roles, or opportunities requiring travel or additional commitment— without ever asking her? What influenced that assumption, and how did it shape what you said or didn't say?



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Reflection prompt 2 – Gender-blind approach

Consider a mentoring situation where you believed that treating everyone identically was sufficient. Have you ever thought "I treat all my mentees the same" and felt that this was enough? Treating everyone equally does not mean treating everyone equitably. What would it mean to actively account for the specific barriers your female mentee faces, rather than ignoring them?

Reflection prompt 3 – Technical credibility

Think about a mentoring situation where you assessed a mentee's suitability for a role. Have you ever questioned — even briefly — whether a female mentee was suited for a technical or fieldwork role in the green energy sector? Would you have had the same doubt about a male mentee with the same qualifications and experience?

Reflection prompt 4 – Intersecting identities

Think about a mentee whose background differs significantly from your own — in terms of ethnicity, socioeconomic status, migration history, or language. Did you adjust your expectations or communication style based on these differences? Were these adjustments genuinely supportive, or did they reflect assumptions about what she was capable of or interested in? How might overlapping disadvantages — gender combined with other aspects of her identity — shape her experience in ways that are not immediately visible to you?

5. From awareness to action

Recognising and challenging unconscious bias is not a one-time exercise, it is an ongoing practice. Below are some practical tips for challenging your biases and fostering more inclusive mentoring relationships.

In your conversations

10. Listen before you advise. Resist in the urge to redirect, simplify, or solve before your mentee has finished speaking.
11. Notice your language. Avoid framing ambition as a risk, technical confidence as arrogance, or caregiving responsibilities as a limitation.
12. Ask, don't assume. If you are uncertain about your mentee's goals, availability, or interests, ask her directly.



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In your decisions

- Before you decide not to communicate to your mentee an opportunity, ask yourself: is this based on evidence, or on an assumption about what she wants or can handle?
- Consider whether you are holding your female mentee to a different standard than you would a male mentee with the same profile.

In your commitment

- Identify one thing you will do differently after this toolkit. Write it down. Revisit it in a month.
- Consider sharing your commitment with a colleague or your mentoring coordinator - accountability makes change more likely.

Annex II - Practical Tools for Inclusive and Gender-Responsive Mentoring in GreenTech

1. Resource at a glance

Purpose

A ready-to-use kit that helps mentors notice how bias can shape listening, feedback, opportunity-sharing and expectations. It turns awareness into practical checks that can be used before, during and after mentoring sessions.

Item	Description
Target user	Mentors; mentor trainers and programme coordinators may also facilitate the activities.
Recommended use	During mentor onboarding, before the first mentoring session, and as a short reflection tool throughout the programme.
Core use time	10 minutes for the rapid check; 45-60 minutes for the full facilitated kit.
Output	A personal bias-risk profile, an inclusive mentoring checklist, an opportunity audit and one measurable behaviour commitment.
Principle	The GaTE Mentorship Programm Toolkit is about improving the quality, fairness and evidence base of mentoring decisions.

2. Learning outcomes

- Through the specific activities you will be able to identify what were for decades called typical biases that usually affect the mentor mentee relationship.



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- You will be able to understand how gender interacts and intersects with other dimensions that defines us as individuals such as age, ethnicity, disability, etc
- Use evidence-based questions instead of assumptions when discussing a mentee's ambitions, readiness and constraints.
- You will be able to overcome the barrier of sharing opportunities and professional networks equally.
- Define a personal action to strengthen inclusive mentoring practice.

3. How to use the kit

- Start by completing the 10-minute Bias Snapshot individually.
- Review the six bias patterns and mark the two most relevant to your own context.
- Work through at least two scenario cards using the PAUSE method.
- Use the Before-During-After checklist in the next mentoring session.
- Complete the Opportunity Audit and record one 30-day commitment.
- Revisit the commitment at the mid-point of the mentoring programme.

Facilitator note

In order to maximise the efficiency of the mentoring session and the impact of it, you should create a non-judgemental atmosphere. Therefore, avoid asking questions that may lead participants to disclose personal information or make them feel uncomfortable.

4. The 10-minute Bias Snapshot

Rate each statement from one to 5. 1 stands for rarely true for me to 5 which stands for often true for me. Since this is not a diagnostic tool but rather a reflection one, please answer truly and use the results to identify where you need stronger safeguards.

#	Reflection statement	Score 1-5	Notes / example
1	I feel more at ease mentoring people whose background or communication style resembles mine.		
2	I form an early view of a mentee's potential and then notice information that confirms it.		
3	I may interpret confidence, ambition or leadership differently depending on the mentee's gender or identity.		
4	I sometimes offer "safe" opportunities without first asking whether the mentee wants a stretch opportunity.		



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#	Reflection statement	Score 1-5	Notes / example
5	I may presume that caregiving duties, disability, age, or immigration status restrict availability or mobility.		
6	I provide more detailed feedback to mentees who I believe are more promising.		
7	I may confuse fluency, accent, educational prestige or professional style with competence.		
8	I share contacts and informal networks more readily with people with whom I feel an immediate connection.		
9	I tend to explain one person's mistake as lack of ability and another person's mistake as situational.		
10	I sometimes advise a mentee to adapt to a workplace norm without questioning whether the norm itself is exclusionary.		

Interpretation

Circle the three highest scores. These are your priority areas for using explicit checks. A high score does not define you; it signals where habits or context may influence judgement.

5. Six bias patterns to watch

Pattern	How it may appear	Practical safeguard
Affinity bias	Showing more attention, access or trust to individuals who convey a sense of familiarity.	Use for every mentee the same preparation, follow-up, and opportunity-sharing.
Confirmation bias	Trying to find information that reinforce your initial perception.	Search for information that contradicts your initial evaluation.
Competence and likeability double bind	Interpreting the same behaviour through different lenses: what one individual perceives as assertiveness	Focus on actions and results.



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Pattern	How it may appear	Practical safeguard
	and leadership may be seen by another as difficulty.	
Caregiver or availability bias	Don't believe that a mentee that undertakes caregiving obligations, has limited travel, or a slower pace of career advancement.	Don't make decisions for mentees. Inquire about their mentee's preferences, constraints, and available supports.
Attribution bias	Try to examine the situation the same. Don't perceive that an individual's struggle is for one mentee a personal shortcoming while for another a result of external circumstances.	Evaluate the context, available resources, clarity of expectations, and accessibility of support.
Intersectional invisibility	Gender is not the dimension. Both interplay of identities and structural barriers often are overlooked.	Encourage the mentee to articulate what is significant within her own context, while ensuring that she feels no pressure to share personal details.

6. The PAUSE method

PAUSE

A short decision check for moments when you are giving feedback, evaluating readiness, recommending an opportunity or deciding what not to raise with a mentee.

Step	Prompt
P - Pause	What decision or judgement am I making? Is there time to slow down before acting?
A - Ask	What have I asked the mentee directly, and what am I assuming?
U - Unpack	Could gender, background, communication style, care responsibilities or familiarity be influencing my interpretation?
S - Seek evidence	What observable evidence supports my view? What evidence might challenge it?



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E - Equalise action Would I give the same feedback, opportunity, encouragement and follow-up to a comparable mentee? What fair action will I take?

7. Scenario cards

Card 1 - The leadership opportunity

Situation: A mentee with two young children says she wants to move into project leadership. The mentor avoids mentioning a demanding vacancy because “the timing is probably not right”.

Use PAUSE: Which assumption is operating? What question should the mentor ask? What would an equalised action look like?

My inclusive response / action:

Card 2 - Technical confidence

Situation: A mentee speaks cautiously about a complex energy model. The mentor interprets the caution as lack of competence, although the mentee’s analysis is accurate.

Use PAUSE: Is communication style being confused with capability? What evidence should be considered? How can feedback remain specific and developmental?

My inclusive response / action:

Card 3 - The familiar profile

Situation: A mentor dedicates additional time to a mentee who shares an alumni status, facilitating introductions to three professional contacts. Another mentee, who is equally prepared, receives only general advice.

Use PAUSE: How is affinity shaping access? What minimum standard for network-sharing could be applied to all mentees?

My inclusive response / action:

Card 4 - Accent and credibility

Situation: A mentee with a migrant background has strong technical experience but speaks with a marked accent. The mentor recommends communication training before discussing any progression opportunities.

Use PAUSE: What is the actual performance evidence? Is language support genuinely needed, or is accent being treated as lack of credibility?

My inclusive response / action:

Card 5 - The “helpful” redirection

Situation: A mentee expresses interest in solar engineering. The mentor repeatedly suggests stakeholder engagement and communication roles because she is “naturally good with people”.

Use PAUSE: What stereotype may be operating? How can the mentor explore the mentee’s technical interests and skills without narrowing her options?

My inclusive response / action:

Card 6 - Disability and fieldwork

Situation: A mentee with a non-visible impairment is interested about a career that requires site visits. The mentor believes the job would be undesirable and turns the topic.

Use PAUSE: What should be discussed directly? How can accessibility and reasonable adjustments be considered without making capability assumptions?

My inclusive response / action:

8. Before-During-After inclusive mentoring checklist

Moment	Checklist
Before the session	Have I reviewed the mentee’s stated goals rather than relying on memory or first impressions? Have I planned at least one open question and one development opportunity? Have I prepared equally for all mentees?
During the session	Do I let the mentee finish or focus on what they are saying, or I am interrupting and correcting them too quickly? Am I asking or I make assumptions on preferences, confidence, mobility? Do I provide feedback specific, evidence-based feedback that is aimed at behaviour or outcomes? Have I given the mentee room to dispute or clarify?

Moment	Checklist
After the session	Did I offer concrete next steps, contacts or resources? Would I have offered the same stretch and support to a comparable mentee? What assumption did I notice, and how will I check it next time?

9. Opportunity Audit

Use this short log across the mentoring cycle. Its purpose is to check whether information, introductions and developmental opportunities are being shared consistently and transparently.

Date	Opportunity / contact	Why relevant	Was it discussed?	Mentee response	Follow-up
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10. My 30-day commitment

Bias-risk I will monitor

New behaviour I will practise

Where I will use it

Evidence that I have done it

Person or mechanism for accountability

Review date



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11. Guidance for coordinators and facilitators

Present the kit as a valuable quality-assurance resource, rather than an evaluation of an individual's character. Encourage individuals to engage in personal reflection — it is essential that everyone feels comfortable keeping their scores and personal experiences to themselves. In order for the toolkit to have a similar effect across all countries, you as the coordinator or facilitator need to ensure that scenarios remain pertinent to the national and occupational context. Also, ensure that discussions do not place the responsibility on participants to educate others. This is your job and not theirs. Once you reach the midpoint of the program, please take some time to review your 30-day commitments and encourage mentors to identify one specific change they have implemented in their practice.

12. Accessibility and country adaptation

When adapting the kit use a straightforward language and make sure it is provided in an editable format. Let people complete reflection activities in writing, out loud, or privately — whatever works for them. Adapt names, job titles, legal terms, safeguarding routes, and examples to fit the national context. And through all of it, hold onto the core principles: ask rather than assume, lean on evidence, share access fairly, and respect people's privacy and how they choose to identify.

Annex III - Mentor training modules, Training activities guide & Mentor's toolkit

https://drive.google.com/drive/folders/1G49adyOQSInrRG1qVAIYemN3Mbl_Xwvj

Annex IV - Onboarding Kit for Mentees: Getting Started with the GatE Mentorship Programme

https://drive.google.com/drive/folders/1332BrmueAcN8oDNhoXGexNfqr4SS6Wd-?usp=drive_link



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Annex V - GreenPath Career Goal Canvas & Reflection Toolkit

Introduction and Guidance for Use

This document brings together the three reflection and goal-setting tools that make up the GreenPath Career Goal Canvas & Reflection Toolkit, designed as a Mentee Engagement Tool (Block B) within the GatE Mentorship Programme. The toolkit accompanies mentees — women from marginalised groups entering, transitioning into, or advancing within the GreenTech sector — through the three structured mentoring sessions of the programme, anchoring each conversation in the mentee's own goals, progress, and voice.

The three tools are designed to be used sequentially, one at each stage of the three-month mentoring journey:

Tool 1	Career Goal Canvas — used at Onboarding / Session 1 (Introduction and Goal Setting)
Tool 2	Mid-Programme Reflection Sheet — used at Mid-point / Session 2 (Career Development and Skills)
Tool 3	Closing Reflection & Forward Look — used at Closing / Session 3 (Reflection and Future Planning)

Together, the three tools form a continuous thread: the goals set in Tool 1 are revisited in Tool 2, and reviewed again in Tool 3, so that the mentee can see her own progress across the programme and leave with a tangible, personal record of her professional development.

Who should use this document

- Mentees, who complete each tool independently before the corresponding session.
- Mentors, who use the completed tool as the starting point for that session's conversation.
- Programme coordinators, who distribute the tools at the right moment, ensure translation/accessibility, and offer light facilitation support where needed.

How to use the tools



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- Share the relevant tool with the mentee 3–5 days before the corresponding session, in the format that best suits her (digital, printable, or guided oral completion).
- Encourage the mentee to complete the tool independently and honestly — there are no right or wrong answers.
- Use the completed tool as the opening point of the session rather than a form to be checked: it is a conversation starter, not an assessment.
- Keep a copy (mentee and mentor) so that progress can be tracked across Tools 1, 2 and 3.
- If the mentee discloses a barrier requiring support beyond the mentor's role (e.g. safeguarding concerns), follow the referral guidance in the programme's Support & Safeguarding Tools (Block E).

Principles underpinning the tools

- Gender-responsive and intersectional: the tools recognise that mentees may face compounded barriers (caring responsibilities, migration status, language, socioeconomic constraints) and avoid deficit-based language.
- Mentee-led: questions are open and reflective, designed to surface the mentee's own priorities rather than impose external benchmarks.
- Operational within 10 minutes of reading: each tool can be picked up and understood by mentor and mentee without additional training.
- Accessible: available in editable, printable, and guided-oral formats, and adaptable to each partner country's language and labour-market context.

TOOL 1 – Career Goal Canvas (used at Onboarding / Session 1)

Purpose: to help the mentee map where she stands today, where she wants to go in the GreenTech sector, and to agree concrete mentoring goals together with her mentor during Session 1.

Estimated time: 20–30 minutes independent completion + 15 minutes shared discussion in Session 1

Section A – Who I am today:

- Current professional or educational situation
- Previous sector experience (if any)
- Key skills I bring
- Main challenges or barriers I face (personal, structural, social)



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Section B – Where I want to go (GreenTech career vision):

- My areas of interest within the GreenTech sector (e.g. renewable energy, energy efficiency, sustainability management, policy, technical roles)
- Type of role or position I am aiming for
- What success looks like for me in 6–12 months
- People or resources I would like access to

Section C – My Mentoring Goals (agreed with mentor):

- Goal 1: [specific, with milestone]
- Goal 2: [specific, with milestone]
- Goal 3 (optional): [specific, with milestone]
- How I will know I have achieved this goal

Tool 2 — Mid-Programme reflection Sheet Used at Mid-point / Session 2 — Career Development and Skills

Purpose: to help the mentee pause and reflect on her progress since Session 1, identify what has been useful, name emerging barriers, and set the focus for Session 2's discussion on career development and skills.

Estimated time: 15–20 minutes independent completion + 10 minutes shared discussion in Session 2.

- What progress have I made towards the goals I set in my Career Goal Canvas?
- What has been most useful about the mentoring relationship so far?
- What new skills or knowledge have I gained since the programme began?
- What barriers have come up, and how have I responded to them?
- Is there anything I want to change or adjust about my goals or focus for the rest of the programme?



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- What is one thing I want to explore or learn during Session 2

Tool 3 — Closing Reflection & Forward Look Used at Closing / Session 3 — Reflection and Future Planning

Purpose: to help the mentee look back across the full mentoring journey, recognise her own growth, and define a concrete, realistic next career step beyond the programme.

Estimated time: 20–30 minutes independent completion + 15–20 minutes shared discussion in Session 3.

Before completing this tool, take a few minutes to re-read your original Career Goal Canvas (Tool 1).

- Looking back at my Career Goal Canvas: what did I achieve? What surprised me?
- What are the three most important things I have learned during this programme?
- How has my professional confidence changed?
- What is my next concrete career step, and on what realistic timeline?
- What support or resources will I seek after the programme ends?
- A message to my future self: what do I want to remember from this journey?

Annex VI - Mentor-Mentee Matching Toolkit

<https://drive.google.com/drive/folders/1colJhdo3NETOTW-H00R5g0rHaqGTaohu>

Annex VII - Setting the Compass: A Goal-Setting Workshop for Traditional One-to-One Mentoring



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Duration: Approximately 60 minutes

Format: Traditional One-to-One Mentoring Session (Session 1)

Target Group: A matched mentor (experienced professional) and mentee (a woman entering or advancing in the Green Energy Transition sector)

Session Purpose

This workshop guides the first session of a traditional one-to-one mentoring relationship. It helps the mentor and mentee build trust, clarify how they will work together, and translate the mentee's aspirations into 2–3 clear, written mentoring goals that will guide the rest of the programme. A strong, well-structured first session is the single best predictor of an effective mentoring relationship.

Learning Objectives

- Establish a trusting, confidential, and supportive mentoring relationship;
- Clarify the roles, expectations, and boundaries of the mentoring relationship;
- Explore the mentee's career aspirations, strengths, and barriers in the green energy sector;
- Translate those aspirations into 2–3 concrete, realistic mentoring goals for the programme;
- Agree practical ways of working and a first action step for the mentee.

Session Structure

- 1. Welcome and relationship framing (10 min):** The mentor welcomes the mentee, frames the relationship, and clarifies roles, confidentiality, and what mentoring can and cannot offer (guidance and support, not job placement). They agree how they will communicate during the programme.
- 2. Getting to know each other (10 min):** Both briefly share their professional background, what brought them to the green energy sector, and one thing they hope to gain from the relationship. Use the icebreaker prompts below.
- 3. Exploring aspirations and barriers (15 min):** Using the guided prompts, the mentee describes their career aspirations, current strengths, and the barriers or uncertainties they face. The mentor listens, asks open questions, and reflects back what they hear.
- 4. Defining mentoring goals (15 min):** Together they use the Goal-Setting Canvas to turn the discussion into 2–3 mentoring goals, agreeing what success would look like by the end of the programme.
- 5. Agreeing the way forward (5 min):** They confirm meeting frequency, preferred language and format, and one small action the mentee will take before Session 2.
- 6. Documentation and close (5 min):** The pair complete the one-page Mentoring Agreement & Goals worksheet and each keep a copy as the reference for the rest of the programme.



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Suggested Icebreaker Prompts

- What first drew you to the green energy or sustainability sector?
- What does a successful career in this field look like to you?
- What are you most hoping to get out of this mentoring relationship?
- Is there a professional you admire in the sector? What is it about them you'd like to emulate?

Guided Discussion Prompts (Aspirations and Barriers)

- Where would you like to be professionally by the end of this programme – and in two to three years?
- What are your strongest skills and experiences, including those from previous roles or studies?
- Which of your existing skills do you think transfer well into the green energy sector?
- What parts of the sector feel most exciting to you – and which feel most uncertain?
- What barriers or obstacles do you feel are standing between you and your goals?
- Are there barriers that feel specific to being a woman in a technical or male-dominated field?
- How confident do you feel presenting your skills and ideas in professional settings?
- What kind of support, knowledge, or connections would make the biggest difference right now?
- What has held you back from pursuing these goals so far?
- What would success in this mentoring relationship look like for you?

Goal-Setting Canvas

Work through this canvas together to shape each mentoring goal. Aim for 2-3 goals in total. A good mentoring goal is specific, realistic for a three-month programme, and meaningful to the mentee.

Prompt	Notes
What does the mentee want to achieve or change?	
Why does it matter to her? (motivation)	
What would success look like by the end of the programme?	
What is the first concrete step toward it?	
How will the mentor support this goal?	



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Mentoring Agreement & Goals Worksheet (Session Output)

Complete this one page together at the end of the session. Both mentor and mentee keep a copy. This worksheet is the main output of Session 1 and the reference point for the rest of the programme.

Mentor name	
Mentee name	
Mentoring goals for the programme (2–3)	1. 2. 3.
Key strengths the mentee brings	
Main barriers to address	
Ways of working (frequency, language, format, channel)	
Mentee's first action before Session 2	

Final Reflection Questions

- What is the clearest thing you are taking away from this first session?
- Which of your goals feels most important to you right now?
- What is one strength you will rely on as you work toward it?
- Is there anything you would like your mentor to keep in mind as the programme continues?

Notes for the Mentor (Facilitator)

- Lead with listening. In the first session, the mentee should speak more than the mentor.
- Keep the space confidential and non-judgemental — this matters especially for women from marginalised groups who may feel uncertain in a new technical sector.
- Do not over-promise. Mentoring offers guidance and support, not job placement.
- Keep goals realistic for a three-month programme; it is better to achieve two goals than to set five.
- If the mentee struggles to name goals, start from the barriers — each barrier suggests a goal.
- Adapt examples to your national context and the mentee's preferred language.

Annex VIII - Workshops or activities for Peer Mentoring



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Annex IX - Navigating Green Career Pathways: A Reverse Mentoring Session for Inclusive Green Careers

Duration: Approximately 60 minutes

Format: Reverse Mentoring Activity

Target Group: Young women or early-career participants and senior professionals, educators, employers, or policymakers

Session Purpose

This reverse mentoring activity creates a structured space for intergenerational dialogue around how young women perceive green career pathways, including motivations, barriers, support needs, and opportunities within the Green Energy Transition sector.

Learning Objectives

- Reflect on women's experiences and perceptions of green career pathways;
- Explore motivations, challenges, and support needs related to entering the green energy sector;
- Encourage mutual learning between younger and more senior participants;
- Identify practical actions that can support more inclusive and accessible green career pathways.

Session Structure

1. Introduction and session framing (5 min): Introduce the purpose of the reverse mentoring session and clarify the roles of mentor and mentee, emphasising mutual learning and open dialogue.

2. Icebreaker and introductions (10 min): Participants briefly introduce themselves, their background, and their connection to the green energy sector.

3. Exploring green career pathways (20 min): The mentor (young woman or early-career participant) shares how they perceive green careers, including motivations, interests, challenges, and uncertainties related to entering or progressing in the sector.



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4. Guided discussion on opportunities and support needs (10 min): Participants discuss topics such as career guidance, visibility of opportunities, required skills, workplace expectations, mentoring, and support systems within the Green Energy Transition sector.

5. Collaborative pathway mapping (10 min): Both participants identify key insights, major challenges affecting access to green careers, and practical actions or support mechanisms that could help make green career pathways more accessible and inclusive for women.

6. Documentation of reflections (2–3 min): Participants complete a short reflection or pathway-mapping worksheet summarising the main takeaways from the session.

7. Closing and next steps (2–3 min): Participants briefly share final reflections and identify whether any follow-up actions, future mentoring discussions, or career exploration goals should be explored.

Suggested Icebreaker Prompts

- What first sparked your interest in sustainability or green careers?
- When you think about “green jobs”, what comes to mind?
- What excites or worries you about the sector?
- What kind of impact would you like your future career to have?

Guided Discussion Prompts

- How accessible do green career pathways currently feel for young women?
- What information or guidance is missing when exploring green careers?
- What skills or experiences seem most important for entering the sector?
- What barriers or uncertainties discourage participation?
- What stereotypes or assumptions still exist around women in technical or green energy roles?
- How visible are female role models and career pathways in the sector?
- What makes green careers feel attractive, meaningful, or motivating?
- What workplace expectations or cultures might make participation more difficult?
- What types of mentoring, career guidance, or networking opportunities would make the biggest difference?
- How can educational institutions better support women entering green careers?
- How can organisations and employers better support inclusion, visibility, and progression?
- What practical changes could make green career pathways feel more realistic and achievable?
- What policies or support systems could help improve women’s participation in the Green Energy Transition sector?

Collaborative Pathway-Mapping Exercise

Participants work together to identify one key challenge, one support need, and one practical action that could help make green career pathways more inclusive and accessible.

<i>Challenge Identified</i>	<i>Support Needed</i>	<i>Possible Action</i>

(add as many rows as you need)

Final Reflection Questions

- What insight or perspective from today's conversation stood out most to you?
- What challenge related to green career pathways requires greater attention?
- What practical action or support mechanism could improve women's access to green careers?
- What is one thing you will take forward from this session?

Main Takeaways List

- 1.
- 2.
- 3.
- 4.
- 5.

Annex X - The Mentor's toolkit

Go back to [annex III](#), that folder includes the necessary documents for this resource.

Annex XI - GaTE Flash Mentoring Workshop Package: Igniting, Navigating and Sustaining the Green Spark



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Annex XII - Code of Conduct for the GatE Mentorship Programme, Escalation Protocol for the GatE Mentorship Programme & Ethical Guidelines for the GatE Mentorship Programme

https://drive.google.com/drive/folders/1TrqU6UpACHRthjA2doJYzSJB235_i_gl?usp=drive_link



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