

PRISTINE VET PROJECT

D2.1 GENDER ANALYSIS REPORT

WP 2: Promoting energy training among women

Location: West Africa Zone (Burkina Faso, Ghana and Mauritania)

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SUMMARY

This document formalizes the conclusions and strategic directions arising from the detailed gender analysis (Activity T2.1) carried out in the framework of the international PRISTINE VET project. This project, supported by the Erasmus+ programme, is led by an international academic and technical consortium bringing together Croatia, Ireland, Turkey, Burkina Faso, Ghana and Mauritania. The main objective of this project is to modernize the structures of Technical Education and Vocational Training (TVET/TVET) in order to facilitate the development of clean and emerging energies in the sub-region. The initial findings of the project are worrying: although women are omnipresent in the daily management of biomass and domestic energy, their participation in technical training courses leading to certification does not exceed a weighted average of **5%**. **PRISTINE VET has set itself the task of raising this rate to 30% within 12 months.** To identify the operational levers necessary for this transformation, a large-scale joint study was implemented simultaneously in the second half of 2026. A quantitative survey through questionnaires was conducted with 1,045 participants, of whom **498 were women or 47.7%**, distributed according to the following quota: **Burkina Faso: n = 242 women (48.6% of the female panel)**, **Ghana: n = 226 women (45.4% of the female panel)** and **Mauritania: n = 30 women (6% of the women's panel)**.

The combined analysis of the data shows that the exclusion of women does not stem from a lack of interest in the sector ; solar technologies (75%) and biomass (52%) have important indice of attractiveness, but rather from an accumulation of structural barriers :

1. Indirect financial constraint (64.7%) : The opportunity cost associated with temporarily abandoning income-generating activities in the informal sector to attend training.

2. Time and parenting conflict (59.5%) : Lack of childcare facilities near technical training centers.

3. Mobility and security restrictions (49.2%) : Particularly pronounced in Mauritania (71%) and in rural areas of Burkina Faso (58%), where remote infrastructure and transport insecurity are barriers to exclusion.

To address these challenges, this document presents a roadmap organized around four axes: **inclusive pedagogical engineering** (modularity of schedules, simple and everyday language materials), **direct logistical and financial support** ("PRISTINE Women" scholarships, integrated daycares), **community advocacy** with community leaders and spouses, and **securing opportunities** through integration agreements with the private sector and the provision of stand-alone installation kits. Achieving 30% female participation is not just a statistical requirement; it is an essential condition for the viability of energy transition and poverty reduction policies in West Africa.

INTRODUCTION AND FRAMEWORK OF THE PRISTINE VET PROJECT

1.1. Background to the study and rationale

The Gender, Energy and Education Nexus is one of the most complex and strategic areas of contemporary sustainable development in sub-Saharan Africa. As West Africa moves at a rapid pace towards diversifying its energy mix propelled by exceptional solar deposits, biomass potential and emerging ambitions around green hydrogen, the benefits of this transition risk reproducing historical gender inequalities if structural corrections are not applied.

Women, despite being the main managers of thermal energy and domestic biomass in rural and peri-urban areas, remain marginalized within technical production, maintenance and green entrepreneurship bodies. This exclusion has its source within the training apparatus itself: the Technical Education and Vocational Training Centres (TVET/TVET) reproduce a sectoral segregation dictated by social constructions of male and female roles. The PRISTINE VET project intervenes precisely to correct this asymmetry by equipping schools with pedagogical and logistical engineering tools capable of removing access barriers.

1.2. Objectives of activity T2.1

Activity T2.1 is part of an action-research approach. Its scientific and operational objectives are to:

- ❖ Scientific diagnosis: measure, using solid quantitative indicators, the prevalence of material, financial, psychological and cultural barriers limiting the recruitment and retention of women in energy sectors.
- ❖ Mapping in a differentiated way: analysing the contextual specificities specific to Burkina Faso, Ghana and Mauritania, thus avoiding the pitfall of a standardised approach that cannot be applied in the field.
- ❖ Feed into training engineering: translate the expectations and operational needs formulated by the respondents into concrete measures that can be immediately transposed into the revised curricula and into the governance of the partner centres.

1.3. Institutional and partnership alignment

The conceptual framework of this survey is rigorously aligned with international and regional standards:

- ❖ **ECOWAS** : Policy guidelines for gender mainstreaming in energy access led by *the Centre for Renewable Energy and Energy Efficiency (ECREEE)*.
- ❖ **African Development Bank (AfDB)**: strategic orientations relating to the economic empowerment of women through short and certifying green economy supply chains.
- ❖ **National synergies**: interconnection in Burkina Faso with the achievements of the *Clima-Social* project (2026) on the resilience of rural women's cooperatives; in Ghana with the *Council for Technical and Vocational Education and Training (COTVET)*; and in Mauritania with policies for the integration of local content into the national clean hydrogen strategy.

I. DESK SUMMARY: ANALYSIS OF FACTORS FOR WOMEN'S INCLUSION IN TVET AND THE RENEWABLE ENERGY SECTOR

Document 1: RRIF-BF Case Study (2019-2023)

The Renewable Energy Fund for Resilience in Burkina Faso (FERR-BF), implemented by UNCDF with the support of Luxembourg between 2019 and 2023, aims to support energy service companies (ESCOs). The aim is to stimulate the local economy and create income-generating activities for vulnerable populations, especially women and youth, in a country where access to energy remains a challenge. The gender dimension is at the heart of the RRIF-BF interventions, which explicitly targets women's economic empowerment and gender equality. The project addresses this issue through several concrete axes:

The case of FRES / YELEEN BA: The installation of a multifunctional solar platform powers an agricultural processing hub managed by women (press, mill, sheller). In addition, the installation of 15 street lights provides safety and illuminates the return of women working in the surrounding fields. An

extension project also plans to integrate horticulture in greenhouses for the benefit of a women's cooperative.

The ICBD case (Ingénieurs Conseils Bio Design): This solar drip irrigation project has enabled about 400 people, the vast majority of whom are women organized in groups, to have permanent access to arable land and water. As access to land is traditionally scarce for women, this initiative has enabled them to substantially increase their income, improve their financial autonomy and contribute to family expenses (health, schooling). ICBD employees were also trained on gender issues.

The case of NAFA NAANA: This social enterprise generalizes clean cooking thanks to improved stoves. By replacing traditional households, thousands of women have reduced their fossil fuel consumption by 30%. This represents an economic, environmental and health gain, by reducing the toxic smoke inhaled by women during cooking. The project partnered with microfinance institution Graine (whose portfolio has 105,000 members) to overcome the financial barrier of purchasing productive solar equipment.

The AES (Africa Energy Solar) case: AES has installed photovoltaic equipment in 14 micro-enterprises, 8 of which are led by women. This is the case of a bakery run by a widowed woman, where solar energy has drastically reduced electricity bills related to ice cream making and night lighting.

At the institutional level, the RRIF-BF has promoted gender mainstreaming by integrating the Ministry of Women into the first national consultation framework created under the supervision of the Ministry of the Environment. The project demonstrates that solar pumping and clean cooking increase the area cultivated by women and adapt to their culinary preferences, ensuring a successful energy transition.

Document 2: AfDB Gender Strategy (2014-2018)

The African Development Bank Group's (AfDB) Gender Strategy (2014-2018) postulates that gender equality is a prerequisite for Africa's economic development and a "smart economy" issue. Although Africa has experienced robust growth, gender inequality remains among the highest in the world. Women suffer from high illiteracy rates, low participation in the formal sector and agricultural productivity 30 per cent lower than that of men due to limited access to inputs.

The AfDB's long-term vision (2060) aspires to an inclusive continent where women participate fully in decision-making and have equitable access to productive resources. To reduce these disparities, the external strategy is based on three operational pillars:

Legal status and property rights

Promote legal reforms to ensure secure land tenure for women farmers (such as the example of Côte d'Ivoire where the law was amended to grant women the same property rights as men) and reduce gender-based violence.

Economic empowerment

Increase women's access to financial services, support women-led businesses (affirmative action), and provide infrastructure (water, energy) that reduces time spent on domestic chores (such as collecting water which keeps women busy 15-17 hours a week), freeing up time for productive activities.

Knowledge Management and Capacity Building

Produce gender-disaggregated statistical data and strengthen the capacity of member countries to integrate equality into their policies.

The AfDB is committed to leading by example by transforming its own institutional culture in two areas: Staff: In 2013, women accounted for only 38% of the overall workforce and 27% of the professional category. The Bank aims to increase diversity so that women can move into leadership positions and benefit from mentorship programs.

The work environment: Establish flexibility to balance family and professional life, in order to retain female talent who previously felt forced to choose between family and career. This includes family-friendly policies (crèches, breastfeeding rooms, maternity leave arrangements) and a strengthening of the fight against sexual harassment and discrimination.

Implementation is based on the deployment of gender specialists, mandatory training for all staff and a network of "equality champions". Results will be assessed annually through gender-disaggregated indicators integrated into the Bank's Results Measurement Framework.

Document 3: Study by Wénégouda Olivia Solange and ZINGUÉ Di

This study conducted by ZAGARÉ Wénégouda, Olivia Solange and ZINGUÉ Di highlights the complex situation of photovoltaic solar energy (PV) teaching and learning in Burkina Faso, by questioning the links with traditional burdens and the gender approach. The survey sample was structured around two main groups at the national and local levels (covering 8 regions including the Centre, the Hauts-Bassins, and the Sahel):

- **Teachers / Trainers / Supervisors** : 28 people responded to the structured questionnaire (including 4 women) and 19 participated in in-depth interviews (including 3 women). Men represent **94.4%** of respondents in this category.
- **Learners (Students, pupils, trainees, professionals)** : 174 respondents, composed of **86.8% boys/men** and **13.2% girls/women**. The distribution by status is 44.3% students, 23.6% trainees, 21.3% pupils and 10.9% professionals.

Diplomas and skills of the actors

Teachers / Trainers

- **Academic degree**: The **Master II** is the highest degree with the highest representation (**39.3%**), but these holders do not have initial professional training. The DEUG/DUT concerns 21.4% of them, and the Bachelor's degree 17.9%.
- **Vocational diploma** : **32.1%** have the Certificate of Vocational Skills in Technical Education (**CAPET**) and 25% the Certificate of Aptitude for Technical Education (CAET).
- **Case of female teachers** : The highest academic degree held by a woman in this panel is the Doctorate (with the CAPET).

The Learners

The most common academic degree among learners is the **BAC (44.3%)**. A large majority (**70.7%**) did not have **any professional qualifications** at the time of the study. For those who have one, the Certificate of Professional Qualification (CQP) dominates with 21.8%.

Didactic realities and difficulties encountered

The study highlights a strong consensus between trainers and learners on the material and structural shortcomings of training in Burkina Faso:

On the teachers' side, the main material and pedagogical difficulties raised are :

- **Lack of laboratory or workshop equipment** : **78.57%**.
- The absence or lack of laboratories/workshops: 60.71%.
- Failure to control experimentation: 57.14%.
- Failure to master teaching procedures: 53.57%.

On the learners' side, the major barriers that hinder their learning include:

- **The inadequacy of the duration of practical courses**: **97.13%**.
- The low perceived level of the learners themselves: 93.10%.
- Lack of laboratory equipment: 87.36%.
- The insufficient number of hours: 72.41%.

The analysis emphasizes that purely cognitive learning difficulties (such as the assimilation of mathematical or physical formulas) are not related to gender; Girls and boys face it in the same way.

Women's place and traditional barriers

- **Socio-economic and cultural burdens** : The study confirms that the low initial engagement of young girls in energy-related technical and vocational (TVET) courses is linked to entrenched stereotypes (perceptions limited to the roles of housewives, wives or mothers).
- **Paradoxical performance** : Despite these barriers and the fact that they are in the minority in the workforce, girls/women are distinguished by a strong academic commitment, often proving to be more studious, focused and motivated.

- **Impact of access to energy** : The authors point out that the integration of women in the renewable energy sector has a direct impact on the reduction of poverty and household energy expenditure (cooking, lighting, health).

Major recommendations from stakeholders

To correct these shortcomings, the participants suggest several areas for improvement:

- **Infrastructure** : Establish training centers in solar PV energy at the regional and provincial levels, and provide functional laboratories for handling.
- **Pedagogy** : Integrate modules on solar energy from post-primary school, adapt the standards to the realities on the ground and strengthen in-service training for teachers.
- **Gender parity** : Recruit more female teachers and trainers with gender parity, and actively encourage girls to enrol in these vocational fields.
- **Post-training** : Facilitate the obtaining of professional internships, integrate entrepreneurship modules and support graduates by providing them with installation kits.

Document 4: IFC and Econoler Research Report

Based on the IFC and Econoler research report, the main barriers and opportunities identified for women in the renewable energy sector in sub-Saharan Africa are:

1. The main obstacles

The obstacles to the integration and advancement of women are at several levels:

Workplace Policies and Practices

- **Lack of a family-friendly culture**: Women bear the bulk of domestic responsibilities and child-rearing. The lack of sufficient institutional support (such as childcare facilities or programmes for mothers returning from leave) makes it difficult to balance work and family life.
- **Pay gaps and perceptions**: Nearly one-third of female employees (32%) believe that men earn more than they do for the same work, while only 15% of companies conduct pay gap analyses.
- **Limited access to field work**: Women are often confined to so-called "safe" office roles, which hinders their advancement to senior management positions because they lack technical field experience.
- **Insecurity and harassment**: Sexual harassment, bullying and lack of respect in the workplace are cited by employees as major barriers, especially during field missions.

Social norms and gender stereotypes

- **Traditional division of roles**: Ingrained stereotypes suggest that women lack the physical strength or skills needed for technical energy jobs.
- **Low talent pool in STEM**: Girls' secondary school enrolment rate remains low (36% on average in 7 of the 10 countries surveyed). In addition, very few women are pursuing and graduating in science and technology (STEM) fields, limiting the number of qualified female candidates.

Legal obstacles

In some sub-Saharan African countries (such as Cameroon, Ethiopia, Mali, Nigeria and Senegal), legal restrictions limit women's access to certain industrial jobs (mining, construction, energy, etc.), which in turn hinders their access to management positions.

2. The main opportunities

Despite these obstacles, the sector offers important growth levers for women:

A fast-growing sector

- The rapid deployment of renewable energy (expected to provide 75% of new energy in sub-Saharan Africa by 2040) creates an urgent need for skilled labour. Women represent an essential pool of talent to fill this gap.

Decentralized energy systems

- Women find more full-time employment opportunities in **small-scale, decentralized systems** (off-grid, mini-grids), where they make up **37%** of the workforce, compared to only 22% in centralized grid-connected infrastructure (large power plants).

Encouraging representation at the helm

- In sub-Saharan Africa, companies in the sector have higher rates of female management than the global average: women make up **27%** of board members and **30%** of CEOs. These figures are well above the averages of the G-20 countries.

Business Case

- Gender diversity is a driver of performance: the ILO shows that African companies that promote gender diversity in their decision-making bodies record profit increases ranging from 10 to 15%. In addition, the presence of women is positively correlated with better innovation and increased sensitivity to environmental and social criteria.

Paper 5: The Primary Energy Mix in Sub-Saharan Africa (2012)

According to data from the International Energy Agency (2014) presented in the African Development Bank Group report, the distribution of primary energy sources varies considerably across regions in sub-Saharan Africa.

The underdevelopment of modern renewables

Although the continent has immense solar, wind and geothermal potential, modern renewables, excluding traditional solid biomass, accounted for less than 2% of sub-Saharan Africa's overall mix in 2012. Lack of access to reliable electricity leads to energy poverty that disproportionately penalizes women and girls, due to the division of labour within households. The introduction of electrical solutions, whether on-grid or off-grid, breaks this cycle according to a very specific chain of impacts: women spend three to five times more time than men in domestic chores. Electric water pumping and access to lighting extend the workday while freeing up valuable hours. The freed up time and night-time lighting allow girls to continue their education and cope with the problems of water fetches that cause nearly 30% of girls to drop out of school in some areas. For women, this encourages the development of home-based micro-enterprises.

To correct these gender disparities and boost women's economic autonomy, several innovative programs have been deployed:

Barefoot College (Pan-African): This initiative trains rural women, often illiterate, to become solar engineers. In 6 months, they learn how to install, manage and maintain photovoltaic equipment in their villages (experiments conducted in Burkina Faso, Senegal, Liberia, Tanzania, etc.).

Last Mile Connectivity Project (Kenya): Funded by the AfDB, this electricity access project incorporates training programs for utility staff to eliminate "gender-neutral assumptions" in energy planning.

Ouarzazate CSP Power Plant Project - Phase II (Morocco): This project explicitly targets the employability of women and youth in clean technologies, leveraging partnerships with local training institutes and integrating women into the project's decision-making bodies.

XiNa Solar One Project (South Africa): This public-private solar thermal power plant partnership included strict gender quotas, awarding management positions to women and setting priority purchasing targets from women-owned companies.

Empowering Women Beer Brewers (Burkina Faso): Carried out in partnership with UNIDO, this project distributes highly efficient stoves to women brewers of local beer, supported by a dedicated line of credit. It reduces the consumption of wood fuel by 40 to 50%, thus directly improving their income and health.

Document 6: Case Study in Mauritania

This academic article by Aïcha Sidina Choud (PhD student) and Mohamed Yassine El Hadad (Teacher-Researcher) of the Mohamed V University of Rabat, offers an in-depth empirical analysis of the obstacles that hinder the development of women's entrepreneurship in Mauritania. Using a mixed research model (qualitative and quantitative), the authors explore the key dimensions of this issue.

Mauritania has great potential (agriculture, fisheries, mining, renewable energy). However, structural challenges limit access to entrepreneurship, particularly for women. The study validates four structural and cultural obstacles:

Socio-cultural constraints (CSC)

- **Family pressure:** Traditional norms require women to prioritize domestic tasks and childcare to the detriment of their economic projects.
- **Gender stereotypes:** There is a strong social stigma, especially in rural areas, which discourages women from investing in sectors perceived as "masculine" (agriculture, extractive industries).
- **Moderating role of education:** The study shows that women entrepreneurs with a higher level of education face less resistance from those around them.

Limited access to finance (FIN)

- **Lack of collateral:** Traditional financial institutions require bank collateral that women rarely possess due to inequities in inheritance and wealth transmission.
- **Dependence on the informal sector:** **More than 65% of participants have never obtained a bank loan.** They are turning massively to informal financing (tontines, family loans), which is insufficient for large-scale projects.
- **Comparative data:** Access to formal bank credit is only 40% in the sample, while 35% is based entirely on informal financing.

Administrative difficulties (ADM)

- **Slowness and opacity:** The procedures are considered complex and discouraging. The lack of transparency at the counters often leads entrepreneurs to have to rely on personal networks ("knowing someone") to move their files forward.
- **Legal exclusion:** Current laws and regulations fail to take into account unique gender challenges (sometimes the requirement to obtain the agreement of a male guardian for certain contracts).

D. Market Access Barriers (MKT)

- **Commercial isolation:** Women struggle to sell their products beyond their local environment or neighbourhood, due to a lack of training in marketing and business skills.
- **Social capital deficit:** Professional networks and large-scale business circles remain largely dominated by men, effectively excluding women's initiatives.

Despite these obstacles, the document highlights the role of women's entrepreneurship as a major economic lever in Mauritania:

Economic indicator	Value/Impact
Contribution to GDP	12 %
Job creation	50,000 jobs generated
Growth rate	8% per year for women's businesses

Authors' policy recommendations

To lift this "glass ceiling" and maximize growth potential, the study proposes several courses of public and institutional action:

- **Financial reforms:** Design specific financial products (low-interest credit, adapted microfinance lines, reduction of strict collateral requirements).
- **Administrative modernization:** Establish one-stop **shops** and accelerate the **dematerialization (digitalization)** of procedures to simplify the creation of companies and reduce the impact of bureaucracy.
- **Capacity building:** Implement technical training programs (accounting, management, digital marketing) and develop incubation, intergenerational mentoring and women's networking structures.
- **National awareness:** Promote female role models in the media and education system to deconstruct stereotypes related to social gender roles from an early age.

Document 7: African Skills Weeks (Accra 2024 and Addis Ababa 2025)

Africa *Skills Week* (ASW) has become the African Union's major strategic event to transform technical and vocational education and training (TVET).

A comparative analysis of the first two editions reveals a clear evolution. We have moved from a global awareness of the urgency of employment to an industrial and green roadmap, where the inclusion of women is no longer a social option, but an economic necessity

Highlighting the issue of women

While global inclusion was discussed in 2024, it was during the 2025 edition that the specific issue of women was structurally integrated into the new ten-year strategy (2025-2034). The debates highlighted persistent challenges but also specific levers for action.

Structural barriers identified

- **Gender segregation of sectors:** Both editions deplored the fact that women are overwhelmingly oriented towards so-called "traditionally female" TVET professions (arts and crafts, hospitality, secretarial work, sewing), which are often less remunerative and have less prospects for an industrial future.
- **Under-representation in STEM and digital technology:** Girls' access to cutting-edge skills (Artificial Intelligence, coding, robotics) remains hampered by cultural biases from secondary school onwards.
- **The precariousness of the informal sector:** Many women in Africa develop technical skills on the job (traditional learning), but the lack of formal certification prevents them from accessing finance or public procurement.

The African Union's Strategic Responses

To address this issue, Africa Skills Week has defined priority areas for intervention:

- **Priority access to "Green" professions:** Faced with the rise of renewable energies (solar, wind, biomass), the editions insisted on the urgency of integrating women into these new value chains. As the ecological transition sector is new, it is easier to impose parity from the training stage than in the old heavy industries.
- **Funding mechanisms and scholarships:** Encourage specific financial incentives for girls enrolling in the Technical Excellence Centres of Africa.
- **The Recognition of Prior Experiential Learning (RAE):** To set up national frameworks to validate the skills of women from the informal sector, in order to regularize their economic situation and boost their entrepreneurial competitiveness.

Key takeaway: The evolution between 2024 and 2025 shows that the AU no longer treats the issue of women from the perspective of mere vulnerability, but as a pillar of the continent's industrial competitiveness. Enabling women to acquire quality skills in digital, agribusiness and renewable energy is now recognised as the fastest way to maximise Africa's demographic dividend.

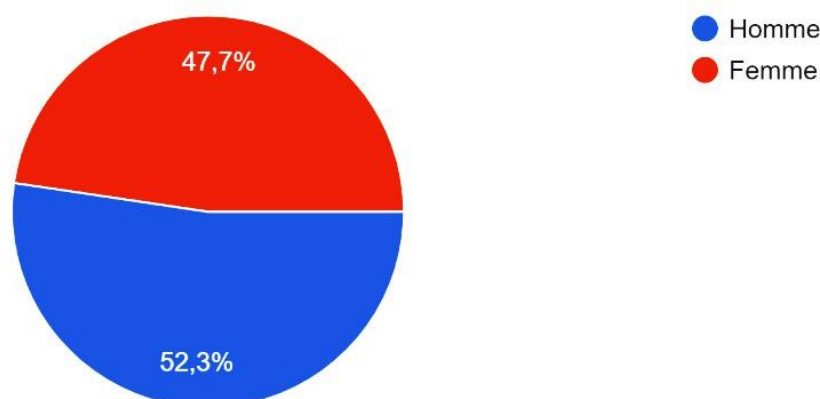
II. METHODOLOGICAL APPROACH TO THE FIELD STUDY

a. Sampling and administration of the quantitative survey

The administration of the quantitative tool made it possible to consolidate a database of 1,045 respondents for all three countries concerned. For the conduct of our gender analysis, we extracted the exclusive subsample of women (**N = 498**) i.e. **47.7%**, thus ensuring adequate statistical power for the interpretation of sociological variables.

Sexe

1 045 réponses



The national breakdown of this female corpus is as follows:

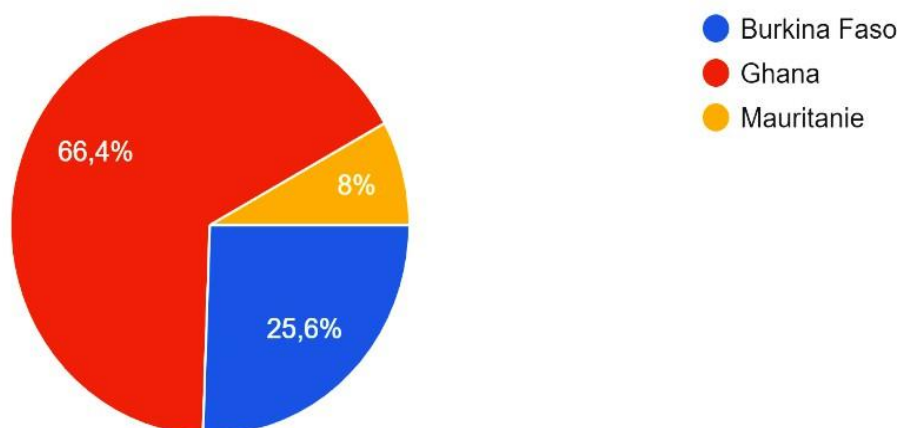
Burkina Faso: n = 242 women (48.6% of the female panel).

Ghana : n = 226 women (45.4% of the female panel).

Mauritania: n = 30 women (i.e. 6% of the female panel).

Pays de résidence

1 045 réponses



The digital collection tool was deployed online via the Google forms platform and through local community interviewers, thus minimizing intercomprehension biases and maximizing the quality of the collection of intimate data related to family dynamics.

b. Complementary qualitative system

Upstream and downstream of the data processing, 3 single-sex thematic focus groups in Burkina Faso were conducted with groups of women, out-of-school girls and students. These spaces for discussion made it possible to capture the verbatims essential to the detailed understanding of the quantitative

data, particularly with regard to the feeling of self-censorship and the micro-aggressions experienced in the learning environment.

III. SOCIO-DEMOGRAPHIC PROFILE AND PREDISPOSITIONS OF RESPONDENTS

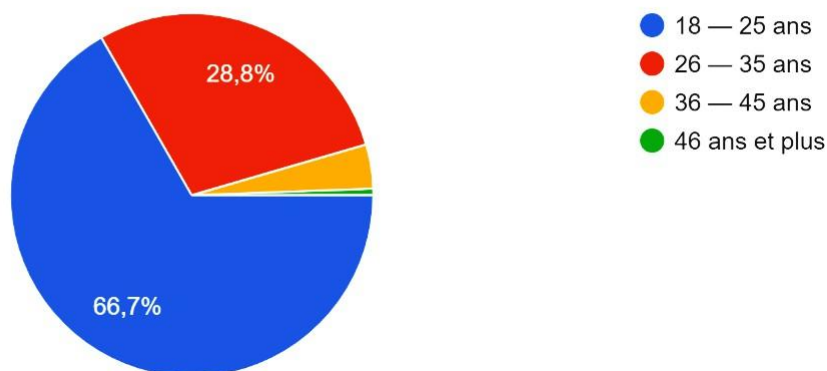
The data processing carried out on the female cohort reveals a sociological profile marked by youth, a high level of basic education, and a deep aspiration for technical and professional integration, sweeping away the preconceived idea of women's lack of interest in energy professions.

a. Age structure and initial educational capital

A young population in search of opportunities. The sample is characterised by a high concentration of young people: 65.9% of the women are in the 18 to 25 age group, and 30.1% are in the 26 to 35 age group. The upper age groups (36 to 45 years old and over 46 years old) remain marginal, 3.8% and 0.2% respectively.

Dans quelle tranche d'âge vous vous situez?

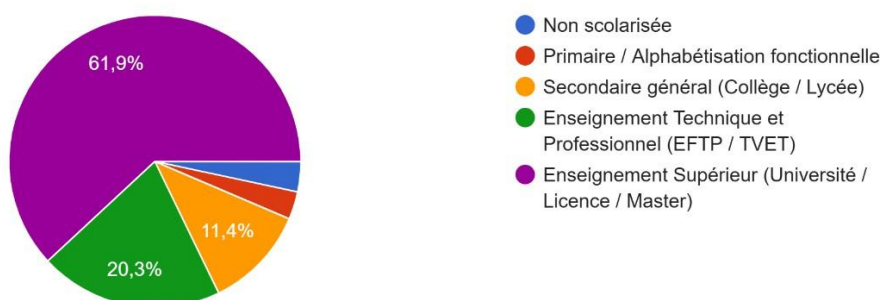
1 045 réponses



A level of education conducive to specialization. Contrary to the initial assumptions that generalized illiteracy is the main obstacle, 42.6% of the respondents have a higher education level (University / Bachelor's / Master's degree), while 34.7% have already followed a Technical and Vocational Education course (TVET / TVET). The rest is divided between general secondary (13.3%), primary or functional literacy (5%) and an out-of-school minority (4.4%).

Quel est votre niveau d'études le plus élevé ?

1 045 réponses

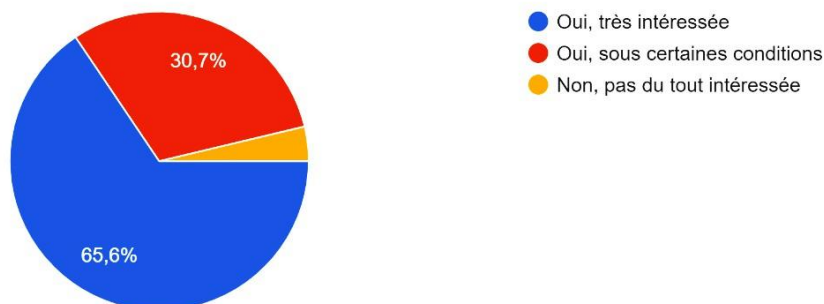


b. Attractiveness of the courses and self-confidence

A massive demand for registration. Faced with the possibility of opening a 3 to 6-month training course leading to a qualification in renewable energy, 64.1% of women say they are "very interested" and 31.9% say they are interested "under certain conditions". The gross adherence therefore amounts to 96%.

Si une formation de 3 à 6 mois en énergies renouvelables s'ouvrait, seriez-vous intéressée pour vous inscrire ?

1 045 réponses

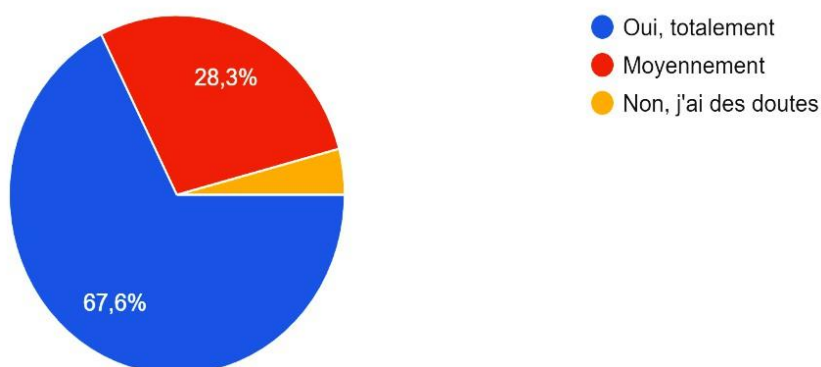


The analysis of the motivation variables shows that the PRISTINE VET project is extremely favourable to the deployment:

A sense of technical self-efficacy. When asked about their ability to succeed in this traditionally male-dominated sector, 59% of women say they are "completely confident" in their abilities, while 37% show moderate ("moderate") confidence. Only 4% express explicit doubts.

Avez-vous confiance en vos capacités pour réussir dans un domaine technique lié à l'énergie ?

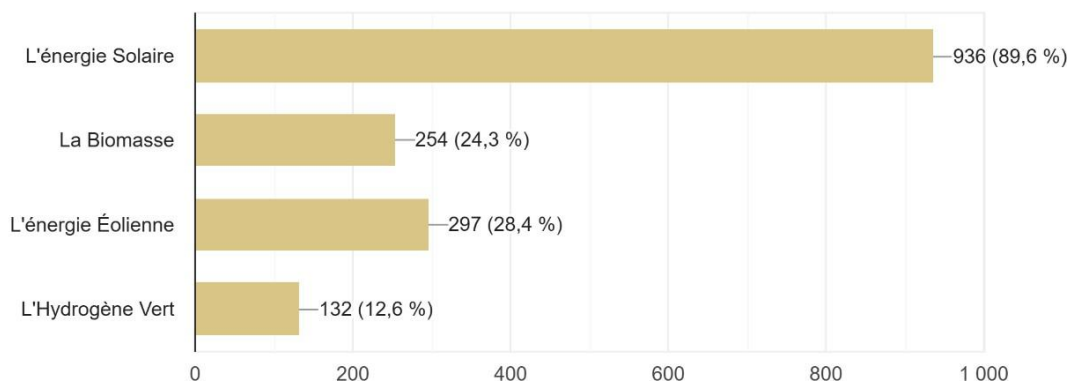
968 réponses



Differential knowledge of technologies. The analysis of multiple occurrences shows that Solar Energy is almost universally known (91.8%) of notoriety among women, far ahead of Wind Energy (26.7%), Biomass (25.3%) and Green Hydrogen (12.2%), confirming the status of photovoltaics as the **preferred gateway for recruitment strategies**.

Parmi les technologies suivantes, lesquelles connaissez-vous ?

1 045 réponses

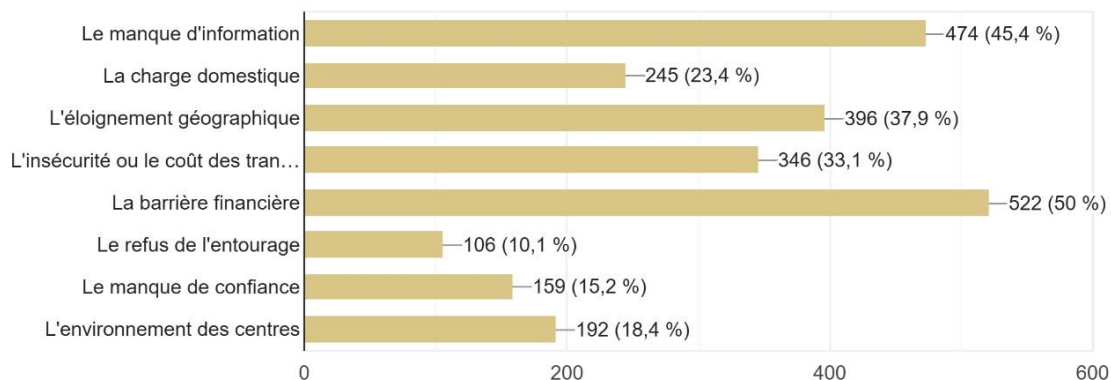


IV. MAPPING SOCIO-STRUCTURAL BARRIERS TO GENDER EQUITY

The analytical processing of the data highlights the objective barriers that transform women's initial motivation into dropout or exclusion rates. It is therefore apparent from the following main obstacles **expressed by the women interviewed**. Cumulative Citation Frequency Within the Cohort - Multi-Choice

Quels sont les principaux obstacles qui vous empêcheraient de vous inscrire ou de terminer cette formation ?

1 045 réponses

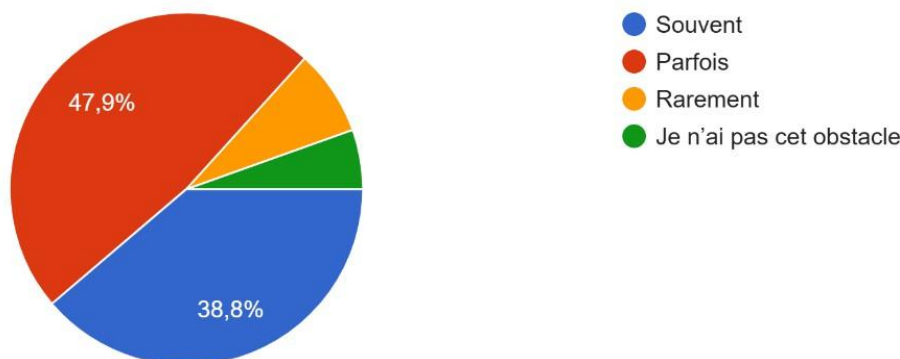


a. The financial barrier and the opportunity cost

Financial accessibility is invalidated by the budgetary realities of households. 44% of women say that training costs are "often" too high for their budget, and 43.8% consider them "sometimes" high. The absence of financial obstacles concerns only 4.8% of the female panel.

Les frais de formation sont-ils généralement élevés pour votre budget ?

1 045 réponses



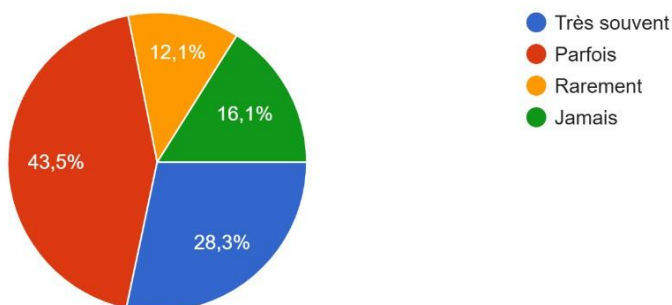
Impact : The direct (school fees) and indirect (transport, loss of income) cost of training is a greater barrier for women, who often have more limited access to financial resources.

b. The conflict of times: domestic burden

Unpaid care work is a critically rigid time constraint. For 37.3% of the women surveyed, domestic obligations and childcare are "very often" a direct obstacle to regular attendance at school, and this obstacle occurs "sometimes" for 39.4% of them. This means that 76.7% of women suffer from time overload impacting their right to training.

La charge des travaux domestiques et des soins aux enfants constitue-t-elle un obstacle pour assister régulièrement aux cours de formation ?

1 045 réponses



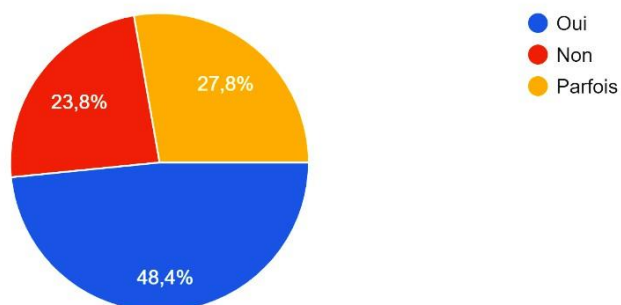
Impact : this is the main obstacle to attendance. Face-to-face, fixed-time training is incompatible with the daily responsibilities of women, especially those with young children.

c. Isolation, distance and logistical insecurity

Geographical distance is validated as a major and absolute obstacle by 51.8% of women, to which are added 27.7% of "sometimes" responses. This logistical factor is coupled with protection issues: 33.1% of respondents explicitly cite "insecurity or the cost of transport" as the main obstacle likely to interrupt their studies.

L'éloignement géographique des centres de formation par rapport à votre domicile est-il un frein majeur ?

1 045 réponses



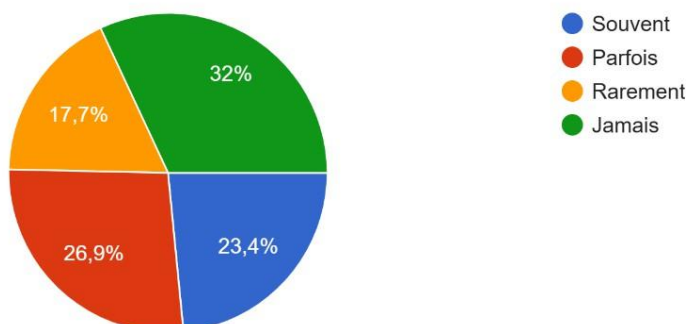
Impact : Lack of mobility or prohibitive transport costs limit physical access to training centres, especially if they are few and unsecured.

d. The internal environment of the centres: the persistence of pedagogical sexism

A salient and worrying result emerges from the analysis. 33.7% of the women surveyed say they are "often" confronted with prejudice, sexist remarks or discouragement from their own trainers or instructors, and 28.1% face it "sometimes".

Avez-vous déjà fait face à des préjugés, remarques sexistes ou découragements de la part de formateurs ou d'instructeurs ?

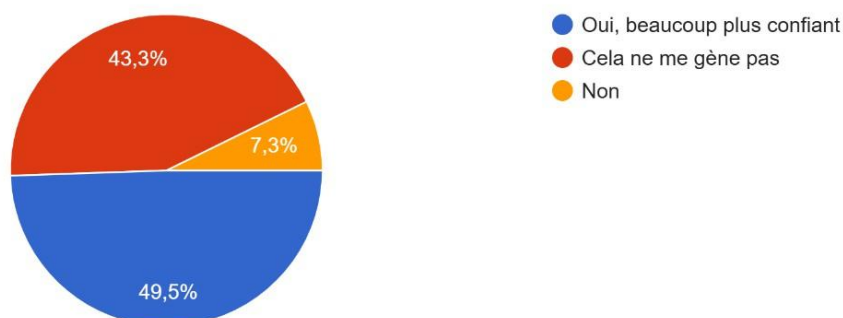
1 045 réponses



Warning indicator: A total of 61.8% of female learners live in learning ecosystems polluted by hostile gender biases. It is therefore logical that 57.2% of women say that they would feel "much more confident" if technical supervision was provided by female trainers or mentors.

Seriez-vous plus confiante si les cours techniques étaient dispensés ou encadrés par des femmes formatrices/mentores ?

1 045 réponses



Data analysis reveals that barriers to women's participation are multidimensional and interconnected. Disparities are not only linked to a lack of interest, but to structural, social and economic barriers.

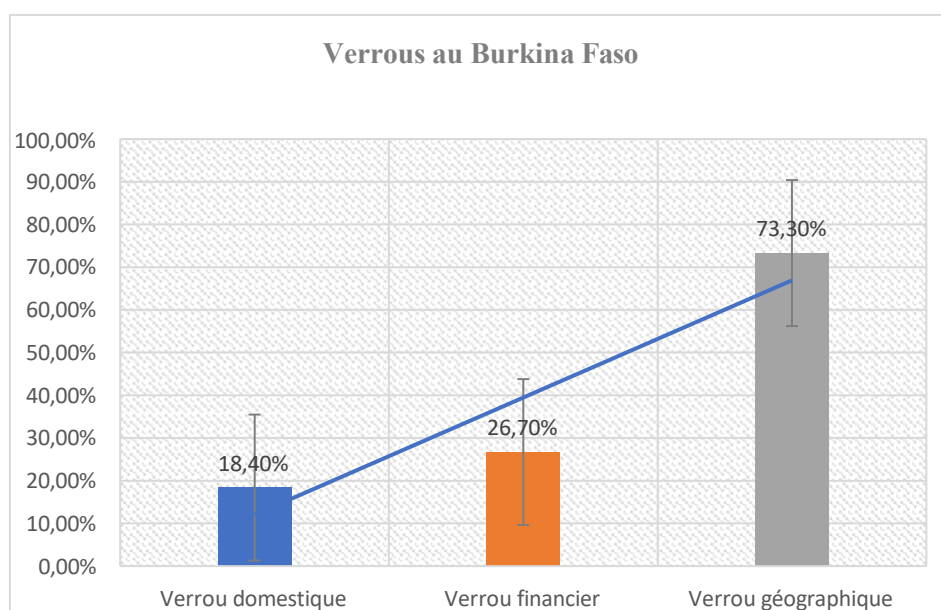
V. INTER-COUNTRY COMPARATIVE DIAGNOSTICS

The breakdown by country based on the data highlights contrasting realities on the ground, requiring a fine modulation of the strategic response of the NGO and the consortium.

a. Burkina Faso: the epicentre of material vulnerabilities

The subsample of Burkinabe women (n=242) presents the most alarming indicators of vulnerability:

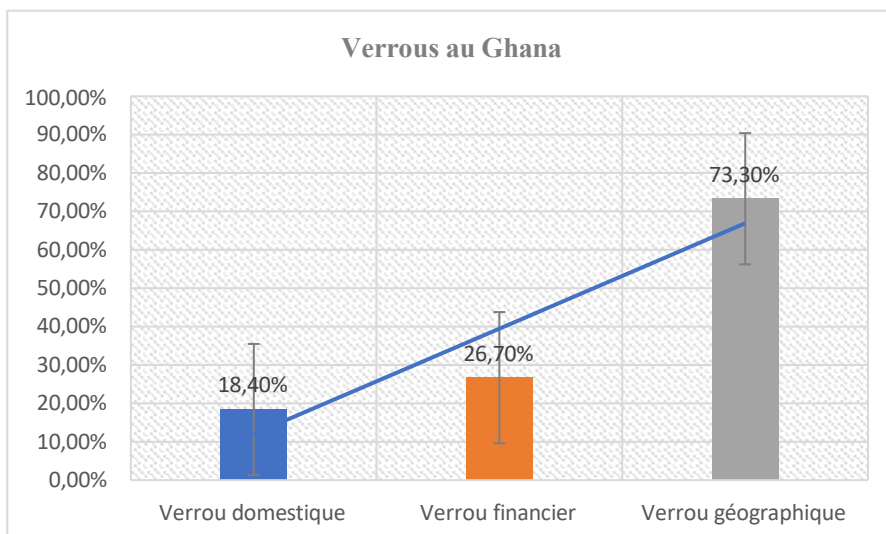
- ❖ **The domestic barrier:** 57.9% of women in Burkina Faso experience domestic work as a "very often" blocking obstacle compared to only 20.4% in Ghana.
- ❖ **The financial barrier :** 60.3% of them face training costs that are "often" unbearable for their family budget.
- ❖ **The geographical barrier:** the remoteness of infrastructure is considered critical by 61.6% of respondents.



Orientation : The project in Burkina Faso must imperatively deploy mechanisms for direct financial compensation and early childhood care.

b. Ghana: Leveraging school capital to break horizontal segregation

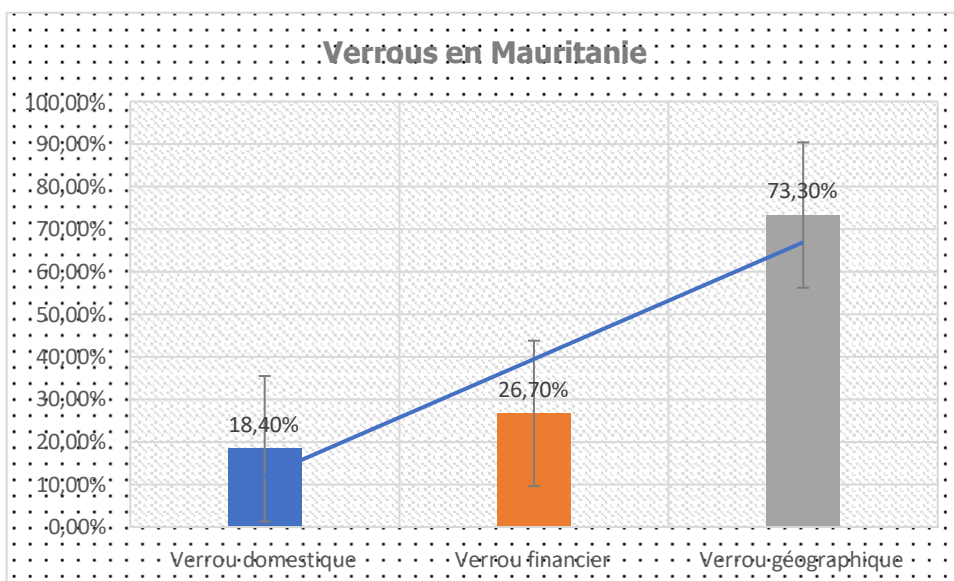
The Ghanaian context (n=226) benefits from a more mature TVET ecosystem, but the light barriers are tenacious. The domestic burden is less violent (20.4% "very often"), and geographical access is better tolerated (43.8% of "Yes" as an obstacle).



Orientation : the major challenge lies in the aspiration of profiles. With a high initial level of education, Ghanaian women are looking for high-level guarantees of integration to overcome sectoral stereotypes. The need for mentoring and confidence-building engineering is essential.

c. Mauritania: a challenge of access and local logistical adaptation

Although the Mauritanian subsample is smaller (n=30 women), the trends are clear. Direct financial obstacles are considered less systematic (26.7% of "I don't have this obstacle"), but territorial distance and the constraints of autonomous travel dictated by local social codes are expressed through 73.3% of opinions considering distance as a total or partial obstacle.



Orientation : the response must be oriented towards decentralized, mobile or virtual training systems to circumvent the impossibility of long daily trips.

VI. STRATEGIC FRAMEWORK FOR ACTION AND OPERATIONAL RECOMMENDATIONS

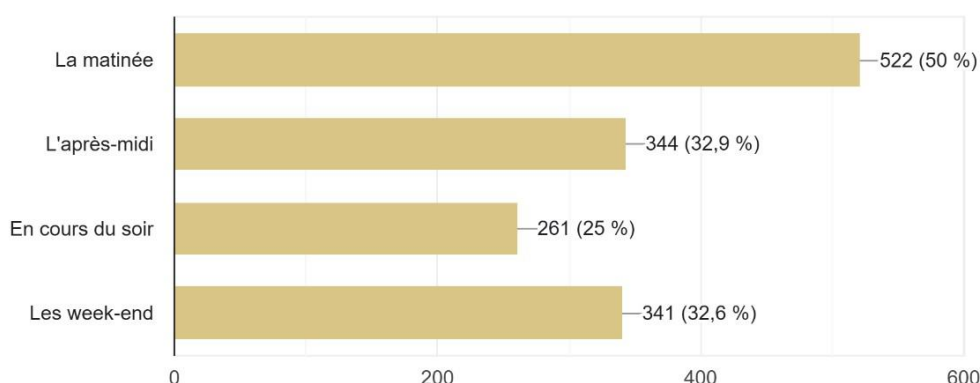
To make the qualitative and quantitative leap expected by the Erasmus+ programme (to achieve 30% inclusion), the PRISTINE VET project roadmap must be based on four pillars of direct intervention.

a. Pillar 1: Inclusive pedagogical engineering and temporal flexibility

Flexible schedules or flexibility in the programming of training courses. In view of the 76.7% of women affected by the conflict of time, partner VET centres must abandon the rigid model of all-day courses to offer condensed courses (e.g. morning groupings or adapted evening classes).

Quel est le moment de la journée où vous êtes le plus disponible pour suivre des cours ?

1 045 réponses



Technical and iconographic literacy to overcome certain pedagogical difficulties and assimilation of the theoretical and practical content of the training. It will be necessary to develop photovoltaic and biomass maintenance learning booklets based on visual codes and lexicons in colloquial language, making it possible to circumvent the identified disparities in schooling.

b. Pillar 2: Logistical support and protection system

To make available "PRISTINE Women" opportunity scholarships. And provide a monthly attendance bonus allowance indexed to class attendance, aimed at neutralizing the economic opportunity cost highlighted by 87.8% of the cumulative financial sample.

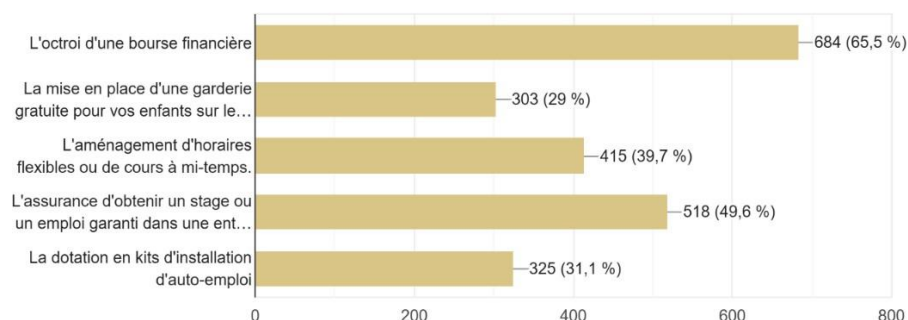
Create community drop-in daycare spaces. The establishment, within or in the immediate vicinity of technical training workshops, of childcare facilities managed by local facilitators to free up learning time for young mothers.

Securing mobility : Setting up dedicated transport shuttles or transport subsidies to make learners' journeys safer in the face of the 33.1% of security risks expressed.

Parmi les mesures suivantes, lesquelles vous motiveraient le plus à rejoindre le projet PRISTINE

VET ?

1 045 réponses



c. Pillar 3 : Transforming the Learning Environment (Code of Conduct)

Eradication of pedagogical sexism. Faced with the 61.8% of respondents experiencing discrimination in the classroom, the consortium must make the accreditation of the centres conditional on the signing of a zero-tolerance charter and the mandatory training of the teaching staff in the concepts of inclusive education.

Pool of Mentees. Active recruitment of renewable energy technicians and engineers from the region to lead *Role Modeling* sessions, responding directly to the demand for trust expressed by 57.2% of the women in the sample.

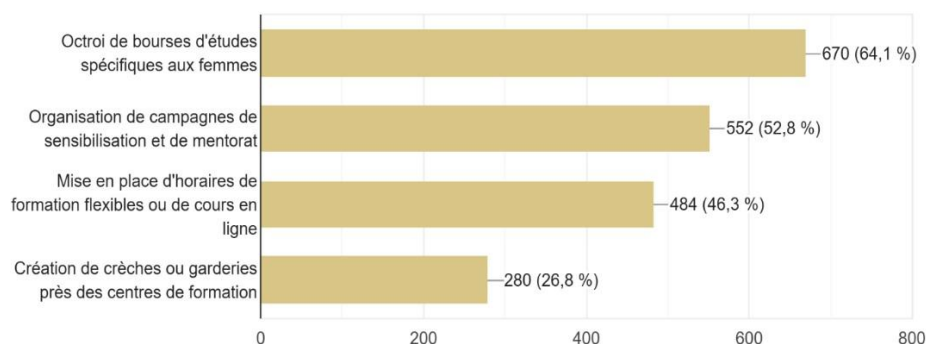
d. Pillar 4: Securing the downstream sector (Self-entrepreneurship and integration)

Provision of technical starter kits. In order to make the training sustainable, each graduate must receive a technical installation and maintenance kit (multimeter, crimping pliers, small tools, sample panel) to facilitate her immediate installation on her own account in the informal or green cooperative sector.

Equity contractual clauses : Contract with local private solar subcontracting companies for the systematic granting of internships and hiring quotas for PRISTINE VET certified technicians.

Selon vous, quelles mesures incitatives devraient être prises pour encourager la participation des jeunes surtout les femmes dans les formations en énergies renouvelables ?

1 045 réponses



GENDER MAINSTREAMING ACTION PLAN - PRISTINE VET PROJECT

This operational action plan translates the findings of the report into concrete measures for the PRISTINE VET project. It is structured in four main areas.

Overall Objective: To ensure that the PRISTINE VET project is a transformative project that promotes gender equality, enabling women to access, participate in and fully succeed in renewable energy technical value chains.				
Axes	Actions	Objectives	Indicators	Activities
Axis 1: Adapting to women's constraints	Action 1.1 Establishment of a "mobile crèche" or day-care system at training sites.	Free up time for mothers by offering free and secure childcare during school hours.	Number of women using the service and their attendance rate.	
	Action 1.2 Development of an online/hybrid training module.	Offering a theoretical part accessible remotely (e-learning platform, WhatsApp) reduces travel constraints and allows women to manage their time.	Number of registrants for the online modality.	
	Action 1.3 Flexible hours (morning/evening/weekend) and part-time courses are offered.	Respond to women's availability constraints. The offer of several time slots must be systematic	Proportion of women in the evening cohorts compared to the day cohorts.	
	Action 1.4 Establishment of "women-specific" scholarships covering school fees, transport and a small stipend.	To remove the financial barrier and compensate for the loss of income.	Number of scholarships awarded and retention rate of recipients.	
Axis 2: Deconstructing stereotypes and valuing women	Action 2.1 Organize targeted awareness campaigns with female role models.	Use testimonials (video, posters, meetings) from women engineers, technicians or entrepreneurs in renewable energy.	Number of participants in the events and the evolution of their perception through surveys.	
	Action 2.2 Hiring and training of trainers and mentors	Create a learning environment where women feel understood and supported, which is identified as a key trust factor.	Ratio of trainers in the teaching team.	

	Action 2.3 Integrate a "Gender Equality and Leadership" module into the training	Raise awareness among all participants (men and women) about stereotypes, non-sexist communication and women's rights.	Inclusion of the module in the curriculum and number of hours of training	
	Action 2.4 Setting up a 100% female class in the first classes	Strengthen the self-confidence of the participants before joining the mixed groups.	Mixed group transition rate and participants' sense of competence.	
Axis 3: Improving Access and Mobility	Action 3.1 Launch a "Mobility Program" (subsidized transport or shuttles).	Offer transport tickets or a pick-up service, especially for rural areas. A partnership with local transport or "trotros" could be considered.	Number of beneficiaries and reduction in the rate of abandonment for transportation reasons.	
	Action 3.2 Setting up training centres in more accessible areas (peri-urban and rural).	Instead of a single central centre, there is a need for a network of training centres (or mobile training courses).	Number of decentralized centres and their attendance by women.	
	Action 3.3 Sign agreements with companies to guarantee internships and jobs.	The promise of a concrete career opportunity is a major incentive for families and participants.	Number of agreements signed and the rate of professional integration of graduates.	
Axis 4: Awareness- raising, Monitoring and Evaluation	Action 4.1 Launch a community awareness campaign (chiefs, families, local radio).	To win the support of families and to remove reluctance. The messages must highlight the economic advantages and the safety of the professions.	Number of community meetings.	
	Action 4.2 Collect and analyze gender-disaggregated data.	Continuously measure the participation, retention and success rate of women to adjust actions.	Production of quarterly reports with gender indicators.	
	Action 4.3 Establish a post-training mentoring system.	The creation of a network of former graduates makes it possible to support new classes and promote mutual aid.	Existence and activity of the network	
	Action 4.4 Ensure the training of trainers (men and women) in inclusive and non-sexist pedagogy.	Eliminate prejudice and create a respectful and motivating classroom climate for all.	Number of trainers trained and evaluation of their practice.	

CONCLUSION

The in-depth gender analysis carried out as part of the T2.1 activity of the **PRISTINE GOT** project, materialized by the rigorous exploitation of the empirical data of the file, marks a decisive turning point in the understanding of the dynamics of inclusion within the green economy sectors in West Africa and the Saharan zone.

The lessons learned from this field study – combining the quantitative contributions of **1,045 global respondents**, including a targeted subsample of **498 women**, and the qualitative diagnoses of **3 focus groups** – make it possible to definitively deconstruct the fallacious paradigm of women's endogenous disinterest in technical energy professions. On the contrary, women's raw support for clean technologies is massive, reaching **96%** of positive intentions to register, driven by a strong sense of technical self-efficacy (**59%** total confidence) and almost universal awareness of solar energy (**91.8%**). The core of the problem highlighted by this report therefore lies not in demand, but in the supply and structural environment of apprenticeships. The cross-analysis has laid bare the real locks that transform the aspirations of these young women into trajectories of exclusion or abandonment:

- **The economic opportunity cost**, which is expressed through the **60.3%** of Burkinabe women for whom training costs are "*often*" unbearable.
- **The rigidity of the sexual division of labour**, which places the burden of domestic care and unpaid *care work* as a permanent obstacle for **57.9%** of respondents in Burkina Faso.
- **Isolation and logistical insecurity**, described as major obstacles by **51.8%** of the overall female cohort, with critical peaks in rural and Saharan areas.
- **The vulnerability of learning environments**, illustrated by the fact that **61.8%** of female learners face "*often*" or "*sometimes*" prejudice and sexist remarks from the teaching staff, justifying the call of **57.2%** of them for the establishment of a system of mentoring and female trainers.

Faced with these observations, the ambition to make a structural transition from **5% to 30% female participation in 12 months** requires abandoning purely discursive awareness-raising approaches to deploy the matrix of operational and budgeted actions documented in this report. Whether it is the flexibilization of curricula, the institutionalization of direct "PRISTINE Women" scholarships, the creation of daycare centers within TVET centers, or the provision of self-entrepreneurship kits to secure the downstream, each measure constitutes an essential lever of equity.

By integrating these fixes, the PRISTINE VET consortium is not only honouring a statistical commitment to the European Union; It lays the groundwork for a fair, systemic and inclusive energy transition. Empowering women in the renewable energy sector not only optimizes the efficiency of local energy projects, but above all unlocks the potential of an entire generation of women development actors, who are essential to the economic and climate resilience of the sub-region.

The analysis confirms that the ambition to achieve 30% female participation in the PRISTINE VET project does not depend on raising awareness or supposedly stimulating women's interest in technology: the interest is already there, massive and documented to the tune of 96%. Success is based exclusively on **the obligation of the consortium and the political decision-makers to adapt the training offer to the material and gender realities of the target countries**. By transforming TVET centres into protective, flexible, financially supported spaces connected to female success models, PRISTINE VET will not only fulfil a European performance indicator; it will act as a systemic catalyst for women's empowerment and the effectiveness of the energy transition in West Africa.

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ANNEX

Annex 1 : Quantitative survey questionnaire

As part of the international PRISTINE VET project, supported by the European Erasmus+ programme, we are currently conducting a large study in Burkina Faso, Ghana and Mauritania. Our goal is to understand the place of women in the energy sector of the future in order to adapt technical training programs to your realities and needs.

Your opinion is valuable. Whether you are already familiar with this field or not at all, your answers will help us build more accessible, inclusive and safe training for all.

Your responses are completely anonymous and will be treated globally with those of 1,000 other women in the sub-region.

Do you consent to participate in this survey?

- ☐ **Yes (Skip to Section 1)**
- ☐ **No (Politely thank you and close the form)**

SECTION 1: SOCIO-DEMOGRAPHIC PROFILE OF THE RESPONDENT

1.1. Country of residence:

- ☐ Burkina Faso
- ☐ Ghana
- ☐ Mauritania

1.2. Area of residence / Locality:

- ☐ Urban Area
- ☐ Peri-urban area
- ☐ Rural Area

1.3. What age group do you fall into?

- ☐ 18 — 25 years
- ☐ 26 — 35 years
- ☐ 36 — 45 years
- ☐ 46 years and older

1.4. What is your highest level of education?

- ☐ Not in school
- ☐ Primary / Functional Literacy
- ☐ General Secondary (Middle School / High School)
- ☐ Technical and Vocational Education (TVET / TVET)
- ☐ Higher Education (University / Bachelor's / Master's)

1.5. What is your current professional situation?

- ☐ Student
- ☐ Unemployed / Looking for work
- ☐ Self-employed / Informal sector (Trade, crafts, agriculture)
- ☐ Employee (Public or private sector)

1.6. What is your family situation?

- ☐ Single without children
- ☐ Single with dependent child(ren)
- ☐ Married / Couple without children
- ☐ Married / Couple with dependent child(ren)

1.7. If you have children, how many are under 5 years old (preschool age)?

- ☐ None
- ☐ 1 to 2 children
- ☐ 3 or more children

SECTION 2: PERCEPTIONS AND KNOWLEDGE OF THE SECTOR

2.1. Before this survey, had you ever heard of renewable energies?

- ☐ Yes, absolutely
- ☐ Yes, vaguely
- ☐ No, not at all

2.2. Which of the following technologies do you know?

- ☐ Solar Energy
- ☐ Biomass
- ☐ Wind Energy
- ☐ Green Hydrogen

2.3. In your opinion, are renewable energy jobs suitable for women?

- ☐ Yes, totally
- ☐ Yes, but only office/management roles
- ☐ No, these are jobs exclusively reserved for men
- ☐ I don't know

SECTION 3: IDENTIFICATION OF BARRIERS TO TRAINING**3.1. Socio-cultural and family factors**

- Do you think that certain renewable energy jobs are reserved for men?
 - ☐ Totally agree
 - ☐ Tend to agree
 - ☐ Rather disagree
 - ☐ Strongly disagree
- Do those around you support your choice to take a technical course ?
 - ☐ Totally
 - ☐ Partially
 - ☐ Not at all
- Is the burden of domestic work and childcare an obstacle to regular attendance at training courses?
 - ☐ Yes, very often
 - ☐ Sometimes
 - ☐ Rarely
 - ☐ Never

3.2. Financial and economic barriers

- Are training costs generally high for your budget?
 - ☐ Often
 - ☐ Sometimes
 - ☐ Rarely
 - ☐ I don't have that obstacle
- Do you have equal access to scholarships or financial aid for this type of training?
 - ☐ Yes, as much as men
 - ☐ No, fewer opportunities
 - ☐ I don't know
- Is the geographical distance of training centres (or universities) from your home a major obstacle?
 - ☐ Yes
 - ☐ No

3.3. Academic and institutional environment

- Have you ever faced prejudice, sexist remarks or discouragement from trainers or instructors?
 - ☐ Often
 - ☐ Sometimes
 - ☐ Rarely
 - ☐ Never

- Are the reception conditions in training institutions adapted to the needs of women?
 - Yes, absolutely
 - Partially
 - No, not at all
- Does the lack of female role models in this sector influence your motivation to continue training?
 - Yes, a lot
 - Moderately
 - Not at all

3.4. If a free 3 to 6-month renewable energy training course were to open near you, would you be interested in registering?

- Yes, very interested
- Yes, under certain conditions
- No, not interested at all

3.5. What are the main obstacles that would prevent you from enrolling or completing this training?

- Lack of information
- The domestic charge
- Geographical distance
- Insecurity or the cost of transport
- The financial barrier
- The refusal of those around him
- Lack of trust
- The environment of the centres

3.6. What is the time of day when you are most available to take classes?

- Only in the morning
- Only in the afternoon
- Evening Classes / Weekend Intensive Courses
- No preference

3.10. Do you feel that you have received adequate educational guidance to move towards scientific and technical courses?

- Yes
- No

3.11. Are you confident in your abilities to succeed in an energy-related technical field?

- Yes, totally
- Moderately
- No, I have my doubts

SECTION 4: INCLUSION LEVERS AND PRISTINE VET SOLUTIONS

4.1. Do you think that once trained, you will have the same chances as a man to be hired by a company in the green energy sector?

- Yes
- No, employers prefer men
- I don't know

4.2. Which of the following would motivate you most to join the PRISTINE VET project?

- The granting of a financial scholarship
- The establishment of a free daycare for your children at the place of training.
- The arrangement of flexible schedules or part-time courses.
- The assurance of obtaining an internship or a guaranteed job in a partner company at the end.

4.3. Would you be more confident if the technical courses were taught or supervised by women trainers/mentors?

- Yes, much more confident
- I don't care about that
- No

4.4. At the end of the training, what type of outlet do you prefer?

- Become an employee or technician in an energy company.
- Create your own micro-enterprise
- Work in a women's cooperative in your community.

4.5. In your opinion, what incentives should be taken to encourage women's participation in renewable energy training?

- Provision of scholarships specific to women
- Organizing awareness and mentoring campaigns
- Setting up flexible training schedules or online courses
- Creation of crèches or day-care centres near training centres
- Other:

Thank you for your valuable contribution to the PRISTINE VET project.

Annex 2 : Focus group interview guide

This guide is designed to be rolled out to groups of 6 to 10 women and should be facilitated in the dominant local language by a facilitator, accompanied by a note-taker.

- Duration: 1h00 maximum.
- Profile of participants: Young women (18-35 years old) from the target communities, graduates or not, workers in the informal sector, or students in reorientation.

PHASE 1: INTRODUCTION, SCOPING AND SECURING

Objectives:

- Establish the rules of confidentiality, establish a climate of sisterhood and obtain the agreement for the recording.
- Break the ice without technical jargon.

Instructions : Welcome participants with customary local greetings. Introduce the project team.

Hello everyone and welcome. We are here today as part of the PRISTINE VET project. We are not here to evaluate or judge you, but to learn from you. Our goal is to transform training into energy (such as solar, wind or biomass) so that it finally corresponds to your realities, your schedules and your needs. Everything that is said in this play remains between us. There is no wrong answer. »

Icebreaker activity:

"To start, let's take a little tour of the table. Give us your first name or a pseudonym, your neighborhood/village, and tell us: if electricity or energy were a person in your home, would they be an easy-going family member, or a hard-to-please guest? Why? »

PHASE 2: REPRESENTATIONS OF THE SECTOR AND SELF-CENSORSHIP

Objectives: To probe the real level of information and to analyze the psychological segregation related to technical professions.

Debate questions:

1. **Global perception:** *"When we talk to you about renewable energies, what are the first images that come to mind?"*
2. **Gender and stereotypes:** *"If you see a woman climbing on a roof to install a solar panel or repair an electrical system in the village or neighborhood, what are the spontaneous reactions of the people around her? And you, what do you think? »*

3. **The case of new technologies** *"The PRISTINE VET project wants to train women in innovative technologies such as biomass management or green hydrogen. Do you think these fields are too complex or far from your background, or do you see an opportunity in it? Why? »*

PHASE 3: DIAGNOSIS OF STRUCTURAL BARRIERS**Objectives:** Digging into the fine nature of the blockages**Theme A: The domestic burden and the conflict of times**

- *"Let's imagine that a technical training course of the future opens tomorrow from 8 a.m. to 4 p.m. Describe to us concretely the organizational blockages that this would cause in your days (childcare, meal preparation, business, etc.). »*
- **Follow-up :** *"Which weighs heavier: the lack of physical time or the disapproval of having 'abandoned' the chores of the house during the day?"*

Theme B: Financial negotiation and opportunity cost

- *"Even though the PRISTINE VET training is 100% free, what are the hidden costs" or shortfalls that would force you to give up along the way? (Discuss transport, lunch, the loss of the daily income of small businesses).*

Theme C: The physical environment of the centres and authority

- *"Let's talk about the setting: what, in the development of a technical center, could push a woman not to register or to resign after a few weeks?"*
- *"Who, in your immediate circle, has the power to validate or block your registration in such a program? How is this negotiation going? »*

PHASE 4: CO-CONSTRUCTION AND REMEDIATION**Objectives:** To directly involve the participants in the operational solutions to be integrated into the project to achieve the 30% objective.**Projection Questions:**

1. The ideal training: *"You are the PRISTINE VET project directors for your community. Design the perfect training for local women. What do the hours look like? What support services are available there? »*
2. The mentoring lever: *"If the teachers or engineers on the project were women who share your backgrounds, would that change your level of confidence in applying?"*
3. The final integration: *"At the end of this training, what would most secure your future: an internship contract in a large energy company, or the provision of a complete technical kit to launch your own autonomous micro-enterprise in the village?"*

PHASE 5: CLOSE-OUT AND ENGAGEMENT

- Flash Summary: The Facilitator Sums Up the Group's 3 Major Consensuses
- Validation: Ask for visual or verbal confirmation from the participants on this summary.
- Acknowledgements and follow-up: Recall that their voices will directly influence the rewriting of the PRISTINE VET project's hosting rules for the year 2026-2027. Distribution of the usual snack or logistical expenses.