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STRUCTURAL CHANGE

GENDER IN RESEARCH

GENDER AND CITIES

GENDER AND TRANSPORT

GENDER AND CLIMATE

INNOVATION IN INDUSTRY

Mitigating climate change through gender sensitivity

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InGOS International Conference
Non CO_2 Greenhouse Gases

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Presentation structure

- From UNCED to UNFCCC and the SDGs
- Why gender is important…
- …and why is has been neglected
- EU/Horizon 2020 commitment
- role of COST Action ‘genderSTE’
- Implications of gender sensitising CC research

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From UNCED to UNFCCC

- Chapter 24 of Agenda 21, agreed at the UN Conference on Environment & Development, 1992, requires the active involvement of women in economic and political decision making and will be critical to the successful implementation of Agenda 21.

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From UNCED to **UNFCCC**

However…

- 2001: COP7 Marrakesh
- 2012: COP18 Doha
- 2014: COP20 Lima
- 2015: COP21 Paris?

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From UNCED to **UNFCCC**













SUSTAINABLE DEVELOPMENT GOALS

SDG5:

Achieve gender equality and empower all women and girls:

5.1 End all forms of discrimination against all women and girls everywhere

5.2 Eliminate all forms of violence against all women and girls

5.3 Eliminate all harmful practices, eg child, early and forced marriage and FGM

5.4 Recognize and value unpaid care and domestic work

5.5 Women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

5.6 Universal access to sexual and reproductive health and reproductive rights

5.A Undertake reforms to give women equal rights to resources

5.B Enabling technology, in particular ICT, to promote the empowerment of women

5.C Policies and legislation to promote gender equality and female empowerment

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gender imbalance in climate change related sectors

- Decision makers
  - <15% elected representatives
  - <10% elected leaders

- Of the 70 most developed countries worldwide, 18 reduced/stabilised their overall carbon emissions 1990-2004. 14 of these 18 had a higher than average % of female elected representatives
  - Connection worth exploring?

SUSTAINABLE DEVELOPMENT GOALS

SDG13:

Take urgent action to combat climate change and its impacts

1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

2 Integrate CC measures into national policies, strategies and planning

3 Improve education, awareness-raising and human and institutional capacity on CC mitigation, adaptation, impact reduction and early warning

a Implement financial commitments undertaken by developed countries

B Raise capacity for effective CC-related planning and management in LDCs and SIDS, including for women, youth, local & marginalized communities.

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Why gender is important…

- **Human rights, justice, fairness**
  - Social and economic roles are gendered
  - To capture diverse experiences
  - To respect equal value of roles
  - To challenge gender stereotyping
- **Practical:**
  - Women who are better educated and economically independent are more likely to be able to manage their own fertility
  - Women tend to take less risk prone decisions
  - Diverse decision making bodies tend to be more effective

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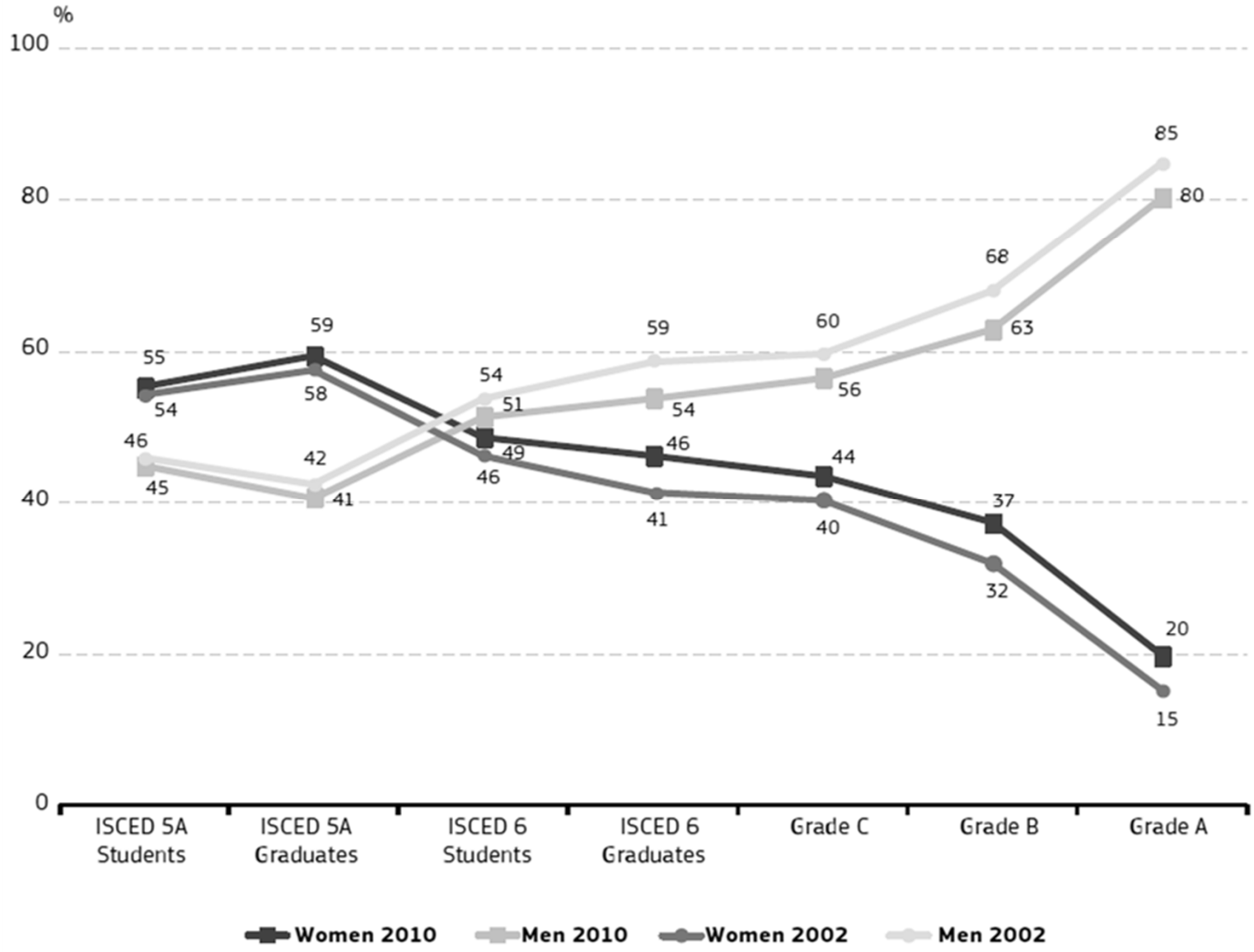
…and why is has been neglected

- SET in schools and universities male dominated

	Male (all)	Female (all)	Male (S&E)	Female S&E)
PhDs	51	49	62	38
PhD Grads	54	46	65	35
Grade C	56	44	67	33
Grade B	63	37	77	23
Grade A	80	20	89	11

Figure 3.1: Proportions of men and women in a typical academic career, students and academic staff, EU-27, 2002–2010



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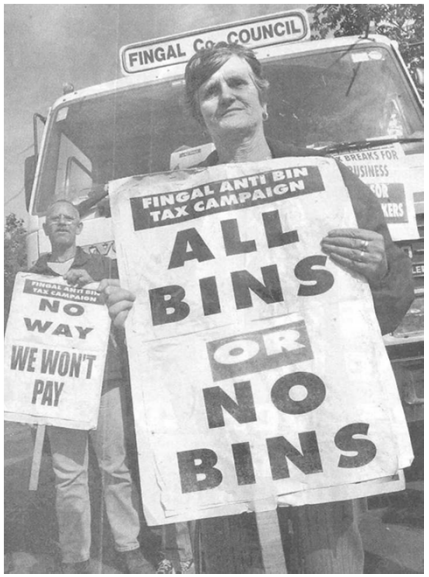
gender imbalance in climate change related sectors in UK

- Energy: 27% employees women; 13% management staff
- Waste:
  - UK: 18% of employees are women
  - 72% of all administrative and secretarial staff
  - 15% of all professionals
- Transport:
  - ~30% employees women, earning 21%pts less/men
- Engineering:
  - Women 9% (UK); 15% (Germany); 25% (Sweden)
- Architecture:
  - 22% of practicing architects women (40% of students)



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Implications of imbalance

- Are the right questions being asked?
- Are research subjects gendered?
  - Some evidence that – like for like – men consume marginally more energy than women, but significantly more transport related energy (Raty *et al*, 2009)
  - Car safety tested mostly on male sized dummies, therefore 'out-of-position' drivers (most women, and some shorter men) more vulnerable to accidents (Schiebinger, 2014)
  - EIGE, 2011: 'alarming' that 'there are no [EU] member states who have carried out a thorough gender analysis for [energy and transport] policies and measures…'
- Sub-optimal research where gender differences not considered

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EU/Horizon 2020 commitment

- Requires that *the gender dimension shall be adequately integrated in research and innovation content in strategies, programmes and projects and followed through* ***at all stages of the research cycle***
- Work Programme 2014/15:
  - The gender dimension is explicitly integrated into several topics across all the sections of the WP
    - 99 out of 610 have explicitly integrated the gender dimension, 60 with a 'major' component, 39 with a 'minor'
    - In 'climate action, environment, resource efficiency and raw material' 7 of 9 topics said to have a 'major' component
  - A topic is considered gender relevant when it and/or its findings affect individuals or groups of persons….

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STRUCTURAL CHANGE

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INNOVATION IN INDUSTRY

Gender, Science, Technology and Environment. A COST policy-driven network

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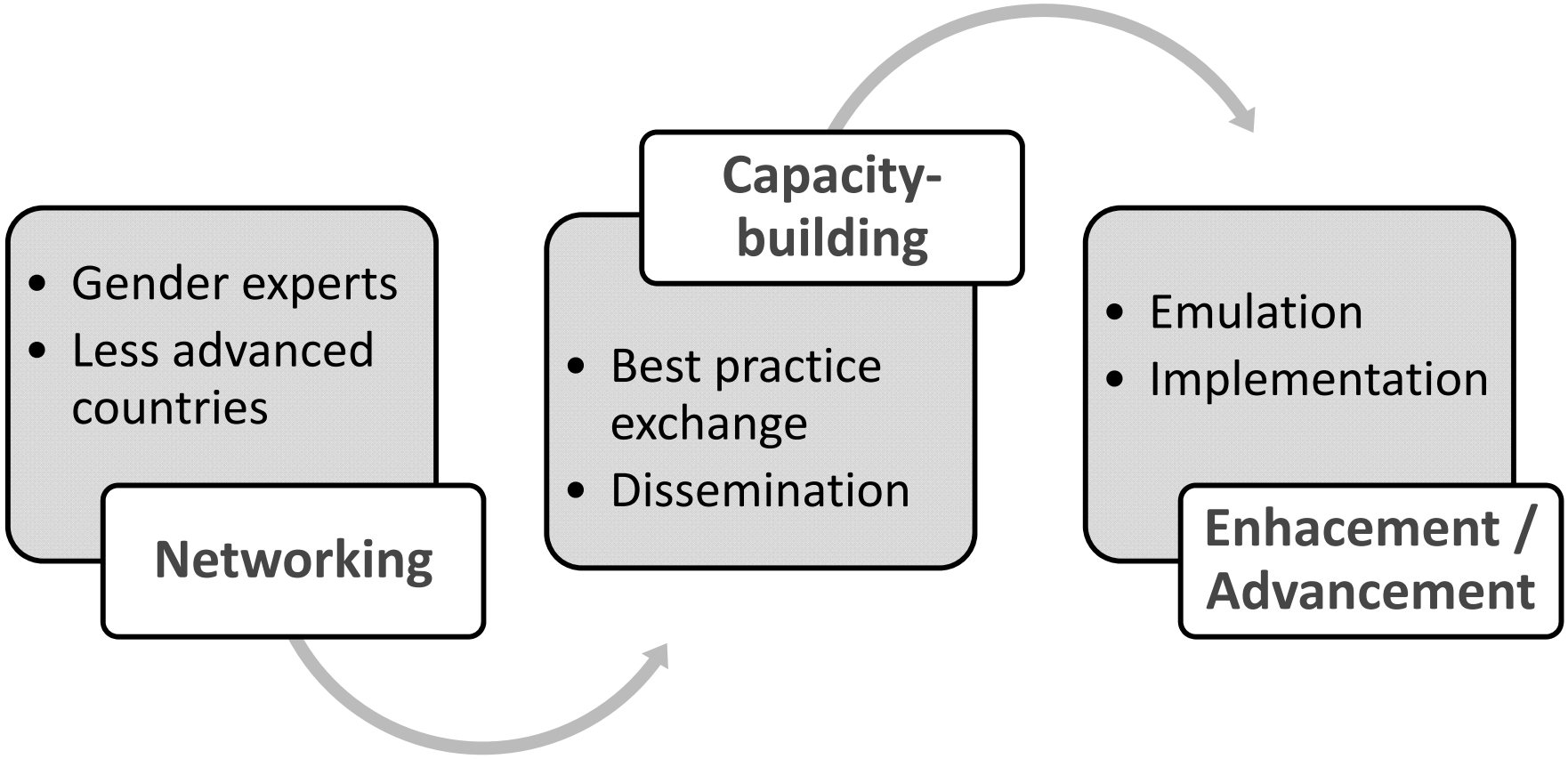
COST and genderSTE Science, Technology, Environment objectives & method



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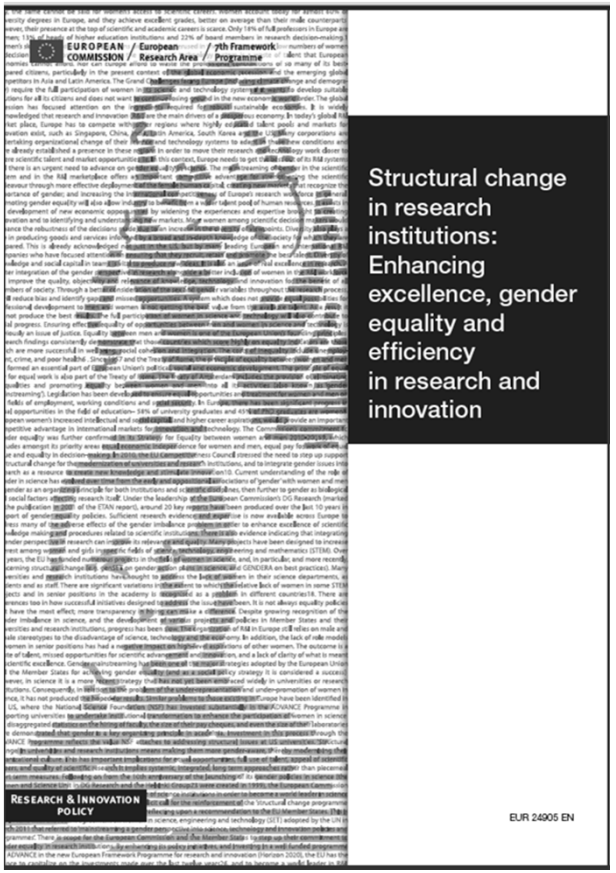
genderSTE Working Group 1

Structural Change Report, EC 2011

1. Making decision-making **transparent**.
2. Removing **unconscious** bias from institutional practices.
3. Promoting **excellence** through diversity.
4. **Improving** research by integrating a gender perspective.
5. **Modernising** human resources management and the working environment.



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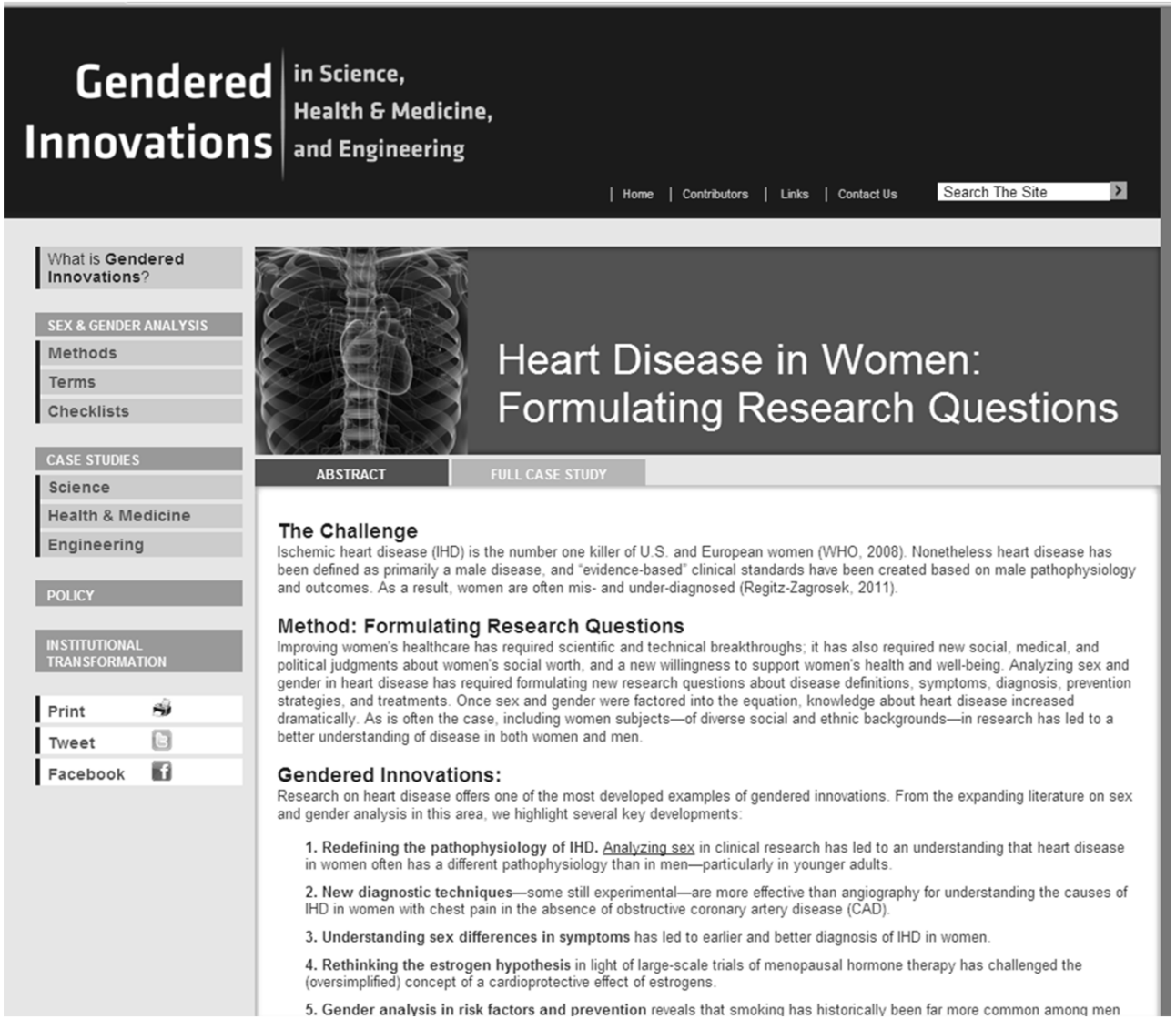
genderSTE Working Group 2

Gendered Innovations web site: http://genderedinnovations.stanford.edu/



Gendered Innovations:

- Add value to research and engineering by ensuring **excellence** and quality in outcomes and enhancing sustainability.
- Add value to society by making research more **responsive** to social needs.
- Add value to business by **developing** new ideas, patents, and technology.

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Working Group 3

Gender in environment-related areas of H2020: Mapping the state of the art and proposing future research:

- Cities
- Transport
- Energy and Climate Change
  - Establishing **expert advisors**, scope of research, and gaps;
  - Hosting Short Term Scientific Missions
  - Disseminate research
  - Advising H2020
  - Gender awareness in research training

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Implications for Horizon 2020

addressing member states, institutions and other stakeholders (i)

- Are the programme design committees gender balanced? If they were, would the research programme look different?
- How does H2020 link to other European programmes, eg commitment to 40% board members of publicly listed companies by 2020. What about universities?
- Are working practices of EU research commensurate with the realities of many women's (and some men's) paid work/family responsibilities balance? (eg minimise travel; willingness to consider PT and job share appointments)
- Work-life balance for those with caring responsibilities who wish to be PIs is very difficult. How to mitigate?
- How is H2020 improving understanding of gender inequalities and gender sensitivities amongst all scientists?
- How to overcome the 'so what?' response from (mostly male) scientists/researchers regarding gender?

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Thank you
Online at: www.genderSTE.eu