



Sustainability and gender equality for our future researchers

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In this presentation:

- What do we mean when we talk about sustainable development?
- What do these perspectives mean for us as a university?
- How can gender perspectives and sustainability perspectives be integrated into educational and research content? (and why should it?)
- What resources are at our disposal? (and for you to refer your PhD students to)
- How to inspire and address the big (and difficult) questions?

UN Agenda 2030: Sustainable development goals



Sustainable development is defined by the UN as development that satisfies today's needs without jeopardizing future generations' ability to meet their needs, ecologically, economically and socially.

Higher education act Section 5:



- In the course of their operations, higher education institutions shall **promote sustainable development to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice.**
 - **Equality between women and men shall always be taken into account** and promoted in the operations of higher education institutions.
 - The collected international activities of each higher education institution must **enhance the quality of its research and education and make a national and global contribution to the sustainable development** described in paragraph one above.
 - Higher education institutions shall also actively promote and widen recruitment to higher education.
 - In their operations, higher education institutions must promote lifelong learning.
- Ordinance (2021:317).

[The Swedish Higher Education Act \(1992:1434\) - Swedish Council for Higher Education \(uhr.se\)](https://uhr.se)

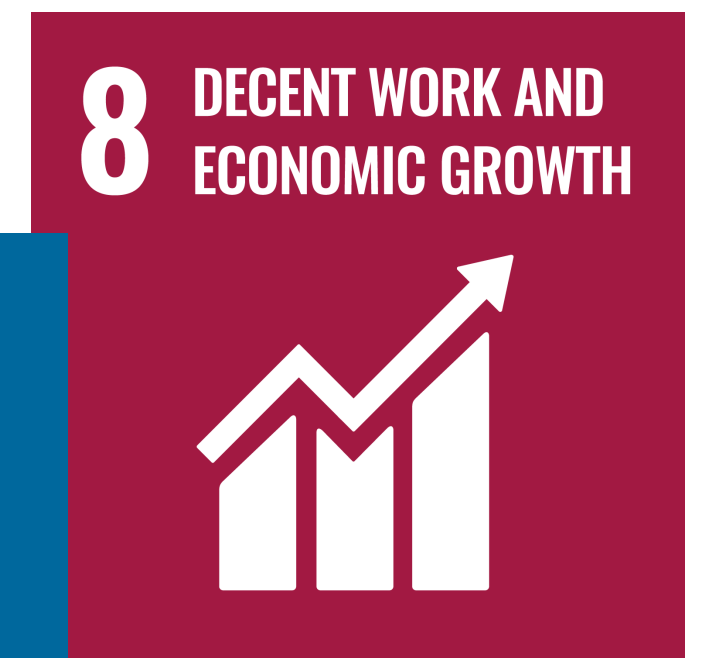
Government directive: Gender mainstreaming



- Universities and colleges must continue to develop the work with **gender mainstreaming** with the aim that the activities will **contribute to achieving the equality policy goals** (skr. 2016/17:10), e.g. in terms of **equal opportunities for career paths, gender-related study choices and progression**. Each university and college must continue to work based on an **individual plan** for the higher education institution with development needs, goals and activities that the higher education institution intends to undertake, as well as **describe in what way gender equality is to be integrated and become part of the higher education institution's regular operations**, for example in the higher education institution's governance processes. Actions and results based on the plan **must be reported**. Universities and colleges must also report how they take gender equality into account when distributing research funds.

Sweden's gender equality goals

1. Gender equal division of power and influence.
2. Economic gender equality.
3. Gender equal education.
4. Gender equal distribution of unpaid housework and provision of care.
5. Gender equal health.
6. Men's violence against women must stop.

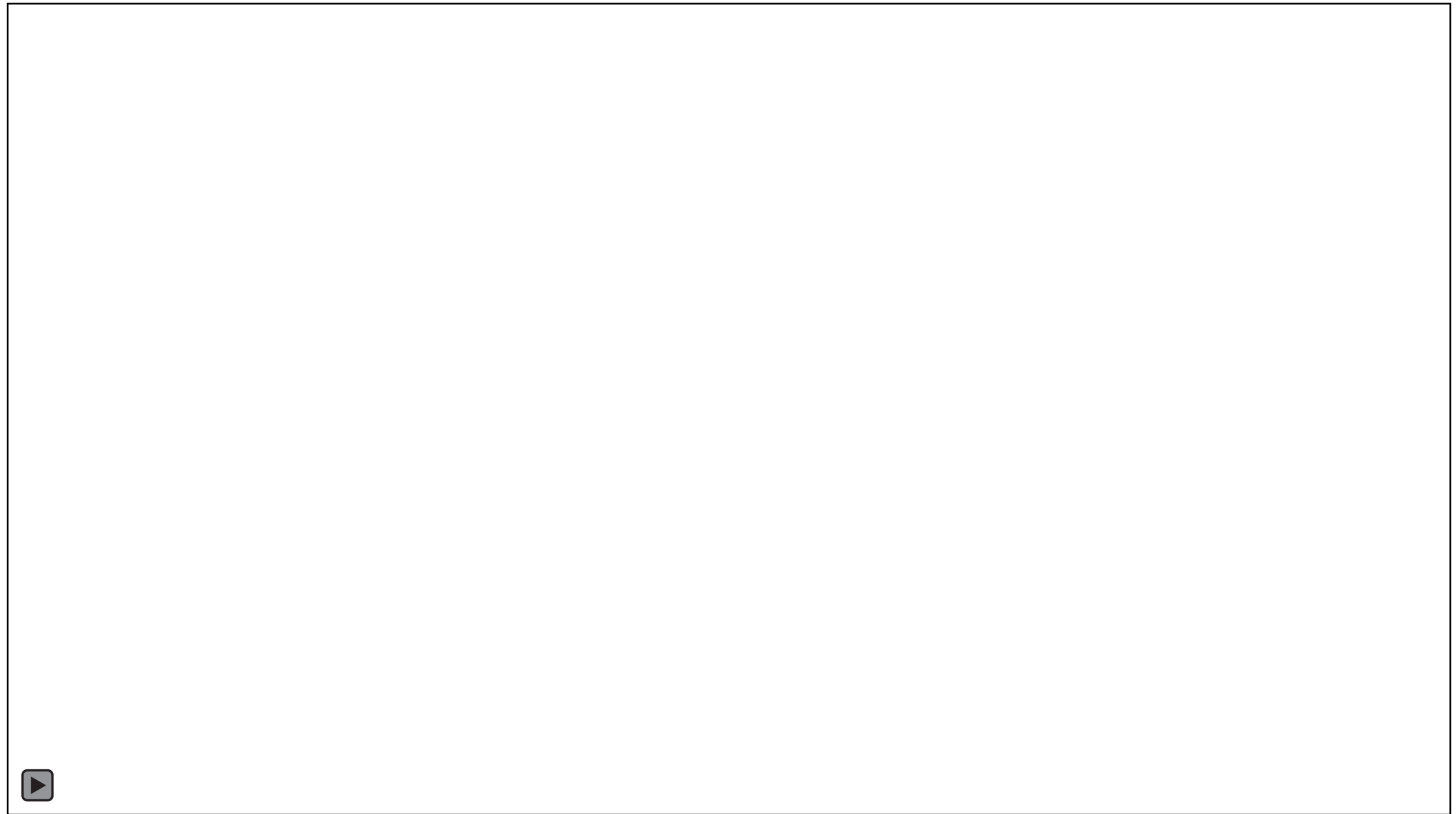


Södertörns högskola: "I want something different"

Consider during the clip:

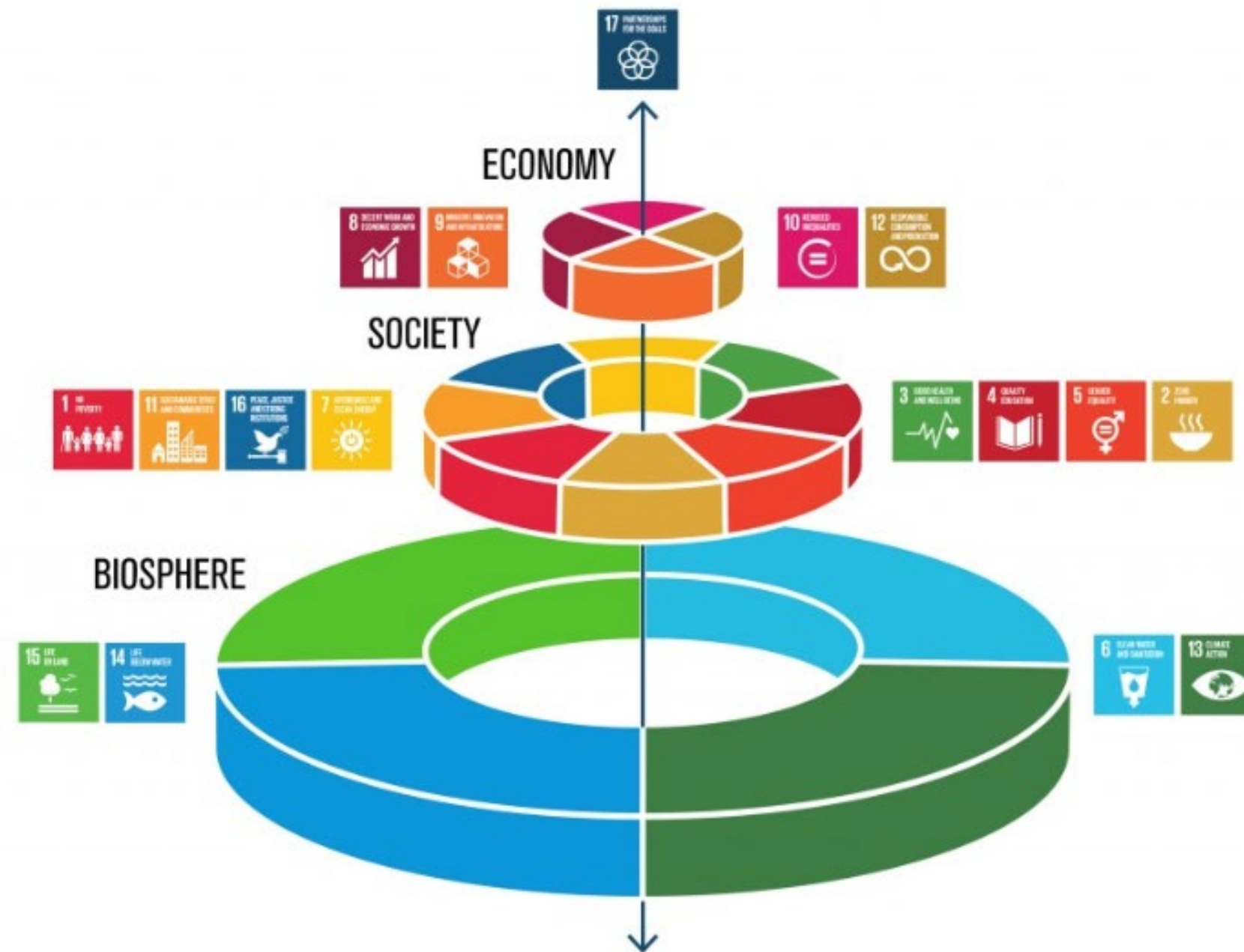
- 1. What content is still relevant today?
- 2. What current content would be in the clip today?
- **3. Imagine the content in 5-10 years...**

Competing for
students and
researchers who
want to change
the world for the
better



What developments are **irrelevant** for us as a university...?
Are there any university subjects that **do not** contribute to societal development?

Three dimensions



Definition: gender “equality” mainstreaming? (Jämställdhetsintegrering)

Gender equality perspectives

- Gender imbalances in the organization
- Broadening recruitment, participation, progression
- Could also be an overall equality perspective (diversity)

Gender perspectives

- Educational and research **content** and **implementation**
- Subject matter must not focus (just) on women or equality
- **Boys, men, masculinity and non-binary bodies and identities are included!**

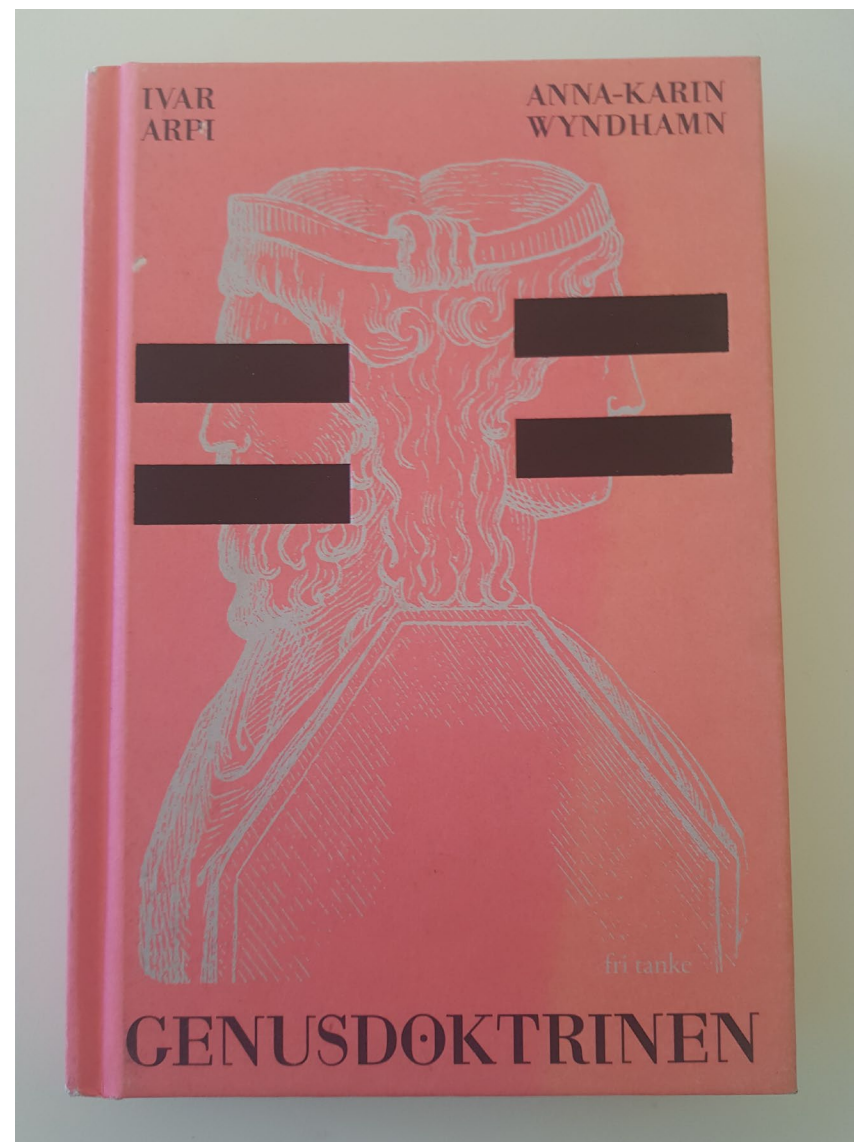
Sustainable education

- Is the way we teach sustainable over time (digitalization, accessibility, internationalization, broadened recruitment)?
- Do our teachings/research reinvent themselves to meet new unforeseeable challenges?
- Does our university environment contribute to a sustainable society (3D)?

Sustainable development in education

- Educational and research **content** and **implementation**: are the perspectives made visible and understandable to students?
- Are they problematised to encourage critical thinking and innovation?
- Are sustainable development perspectives made relevant to the subject and the specific field of research?
- Interdisciplinary education/research?
- Will our PhD studies result in research that promote societal, economic and ecological development?

Different ways of thinking, and doing...



- Politically regulated
- Enforced or enriching perspectives?
- A threat to academic freedom?
- Ideological research?
- “Zero hunger” is not a natural law... it’s a matter of **values**

Controversy: GM

Svenska Dagbladet, Ivar Arpi 2017

"How gender studies came to reign supreme" ("överkyrka")

"Gender studies take over Swedish universities"

"The brain wash in Sweden continues"

"Gender studies is Sweden's own creationism"

"they refuse to see the biological sex"

"the academy cannot be ruled by ideology"



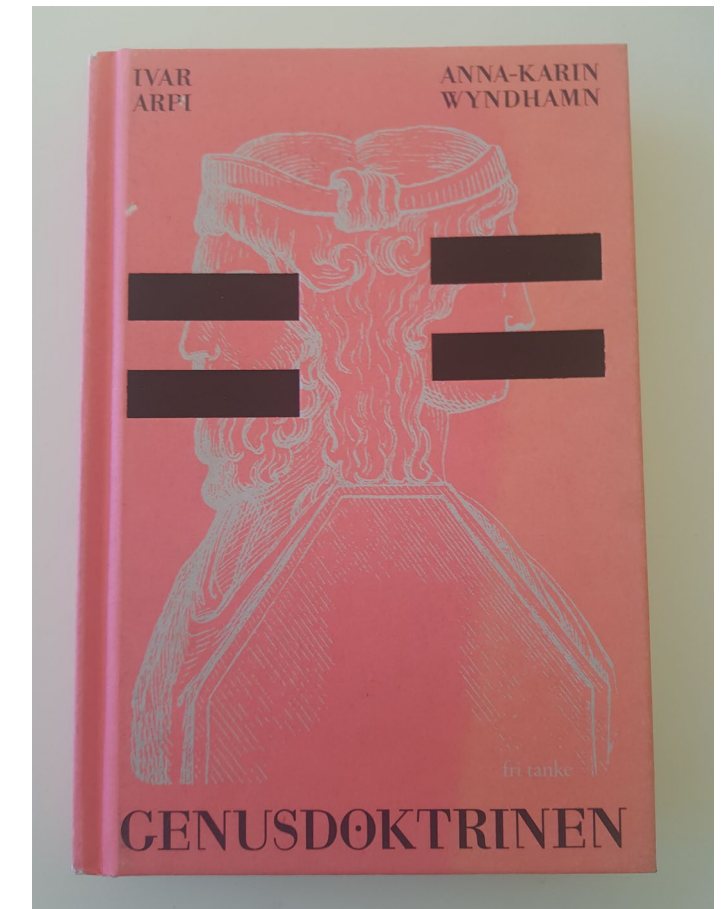
Genusdoktrinen (2020) Arpi & Wyndhamn

<https://www.kickstarter.com/projects/1506708889/sa-tar-genusideologin-over-svenska-universitet>

Sought total sum of 250 000 kr

Obtained 722 470 kr

1445 contributions

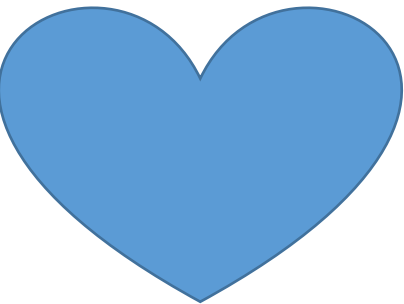


Gender mainstreaming ♥ sustainable development = true?

Gender equality the 'blood circuit' in sustainable development...

- Because gender equality is a prerequisite to achieve the other goals (ex. Equal decision making)
- Because failing to achieve the other goals have gendered consequences (ex. Climate change)



Gender mainstreaming 
sustainable development = true?
Real-life-wicked problems...



EXAMPLE #1:

Dagens Nyheter, Kultur, 2019-06-15:

“Women and children are the forgotten victims of the climate crises” (provide context...)

- India is plagued by extreme heat waves and drought.
- New Delhi: 48 degrees
- Churu state of Rajasthan, warmest on the planet: 50,8 degrees
- Asphalt is melting on the roads and residences without AC become baking ovens.
- Water transports are being guarded by police after fighting over water.

- Some areas: 90 percent of population has left their homes.
- Last five years: more than 4.700 farmers have died by suicide as a result of the drought.
- Stuck with unpaid loans and debts, no other option.
- Forgotten victims: women and children. Widows inherit their dead husbands' loans and are left with debts, no water, responsibility for children and heat.
- Abuse of women
- Girls' education the first to go...



5

GENDER
EQUALITY



QUALITY
EDUCATION



PEACE, JUSTICE
AND STRONG
INSTITUTIONS



ACTION



“Sexist climate change”

- Women run a 14 times higher risk of dying of natural disasters than men.
- 80 percent of those forced to move or flee areas destroyed by extreme weather are women.
- As they escape, they are exposed to risk of rape and assault.

CLEAN WATER
AND SANITATION



REDUCED
INEQUALITIES



5

GENDER EQUALITY

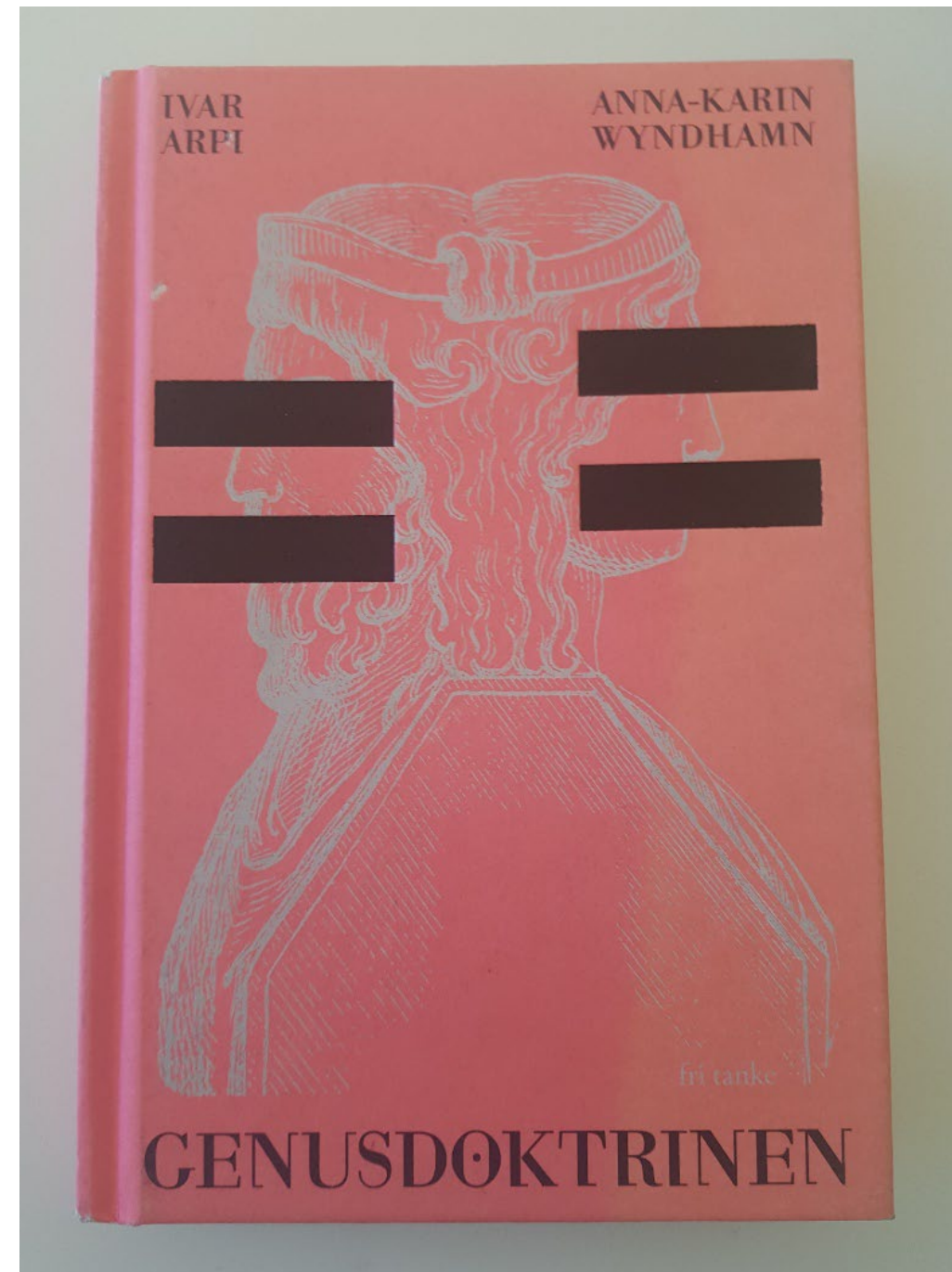


Not an equality issue for
men???

(“Women and children are
the forgotten victims of the
climate crises”)

A CONTROVERISAL LINK?

”If any perspective can compete with the gender equality perspective in impact, it is sustainability, which includes both climate and environment. The government has not yet ordered all authorities and higher education institutions to integrate sustainability, but that is probably only a matter of time.” (sid. 270)



An anonymous climate researcher ("Birgitta") discusses the requirement for a gender and equality perspective in applications for research funding:

”Birgitta” from Arpi and Wyndhamn’s ”Genusdoktrinen” (2020): connecting the dots...

”On the one hand, one could write about how this project improves gender equality, or exactly how they are now formulated. A climate project should reduce carbon dioxide emissions so it does not lead to such effects, so one must think "How should I say that this leads to gender equality?"

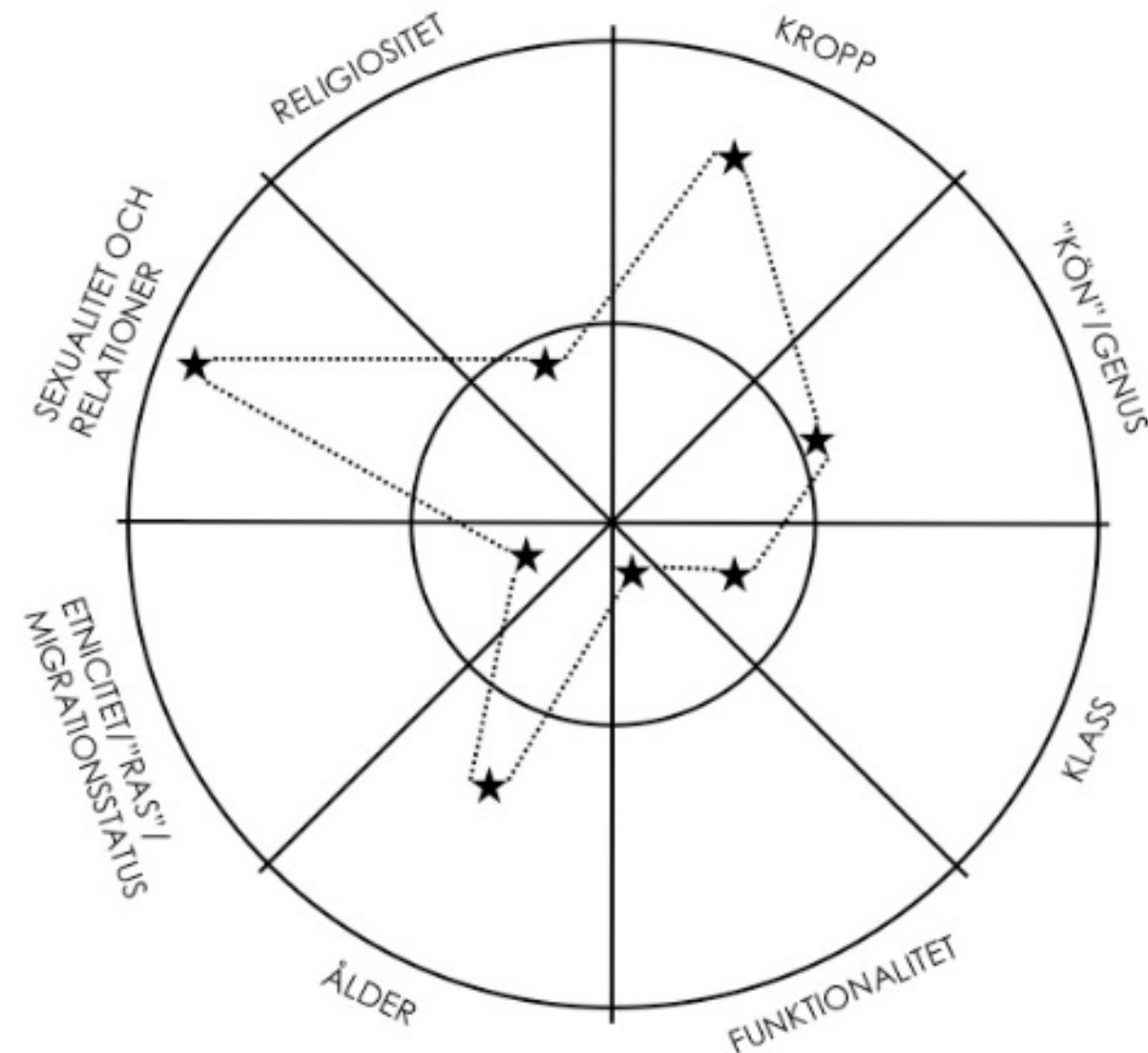
So what, do women suffer more from climate change? It feels very forced as well, and since there is no immediate answer, you get stuck and think... We have a lot of discussions about this in my research group - should we say that this leads to more women entrepreneurs in the green sector? ”(sid. 270)

”The third question from Vinnova was about how the project strengthens gender equality. Are female consumers more affected by emissions than others? Women may have to buy fewer clothes, Birgitta thought. On the other hand, car-crazy men have to drive less cars. Are women's bodies affected differently than men's bodies by global warming? ”(sid 271)



Intersectionality

Never just gender...



- The intersection where gender, class, age, ethnicity, sexuality, religion etc. meet
- Contextually bound: ecologic, economic and social effects are not the same for all men or all women in society and in the world.



Not too bad...

**Örebro universitet**
Publicerat av Anna Asplund · 21 tim ·

Örebro universitet är tvåa i Sverige när det gäller forskning med koppling till FN:s globala hållbarhetsmål. Det visar en ny rapport från Stiftelsen för internationalisering av högre utbildning och forskning, STINT.

Här är några höjdpunkter från rapporten:

- 59 % av de vetenskapliga publikationerna de senaste fem åren är kopplade till de globala hållbarhetsmålen.
- De flesta publikationer är relaterade till målet som handlar om att säkerställa hälsosamma liv och främja välbefinnande för alla.
- Jämställdhet, utbildning och fredliga samhällen är andra mål där universitetet särskilt utmärker sig.

Vill du veta mer? Läs rapporten "Sweden's research targeting the Sustainable Development Goals: <https://bit.ly/2le0t1X>

| | | | | | |
|---------------------------------|---|--|--|--|--------------------------------------|
| 1 INGEN FATTIGDOM | 2 INGEN HUNGER | 3 GOD HÄLSA OCH VÄLBEFINNANDE | 4 GOD UTBILDNING FÖR ALLA | 5 JÄMSTÄLLDHET | 6 RENT VATTEN OCH SANITET FÖR ALLA |
| 7 HÅLLBAR ENERGI FÖR ALLA | 8 ANSTÄNDIGA ARBETSVILLKOR OCH EKONOMISK TILLVÄXT | 9 HÅLLBAR INDUSTRI, INNOVATIONER OCH INFRASTRUKTUR | 10 MINSKAD OJÄMLIKHET | 11 HÅLLBARA STÄDER OCH SAMHÄLLEN | 12 HÅLLBAR KONSUMTION OCH PRODUKTION |
| 13 BEKÄMPA KLIMATFÖRÄNDRINGARNA | 14 HAV OCH MARINA RESURSER | 15 EKOSYSTEM OCH BIOLOGISK MÅNGFOLD | 16 FREDLIGA OCH INKLUDERANDE SAMHÄLLEN | 17 GENOMFÖRANDE OCH GLOBA LT PARTNERSKAP | GLOBALA MÅLEN för hållbar utveckling |

3 136
Personer som nåtts

193
Interaktioner

Marknadsför inlägg

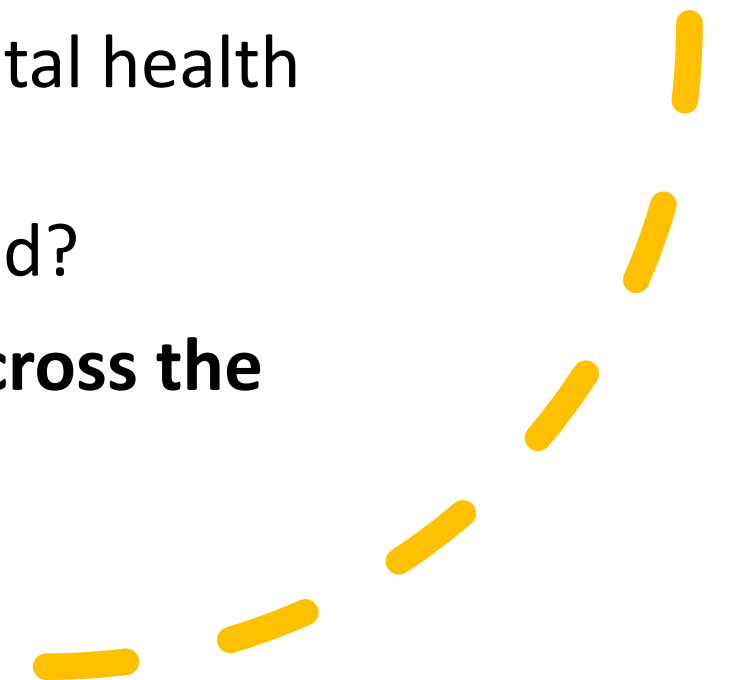
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8 delningar

Holistic perspectives:

- Synergies
- Feedback loops
- Tipping points
- How are the SDGs, synergies and feedback loops reflected between university subjects and fields of research?
- How are SDGs regulated through laws and regulations, regionally, nationally and internationally
- What types of states/governments are best equipped to accommodate the achievement of the necessary laws and regulations?
- What type of economies are better or worse equipped to achieve the SDGs?
- What are the impacts on physiological and mental health patterns?
- What sociocultural implications can be identified?

The 3 dimensions can be identified in all fields across the university...



Subject-links in the overall academic chain

Developments in international law will affect preconditions and priorities in business which in turn affect societal and social planning which becomes visible in sociological research and policy decision-making, in hospital corridors, psychiatric wards, algorithms, literature and elementary school classrooms...
Consequences will be gendered..



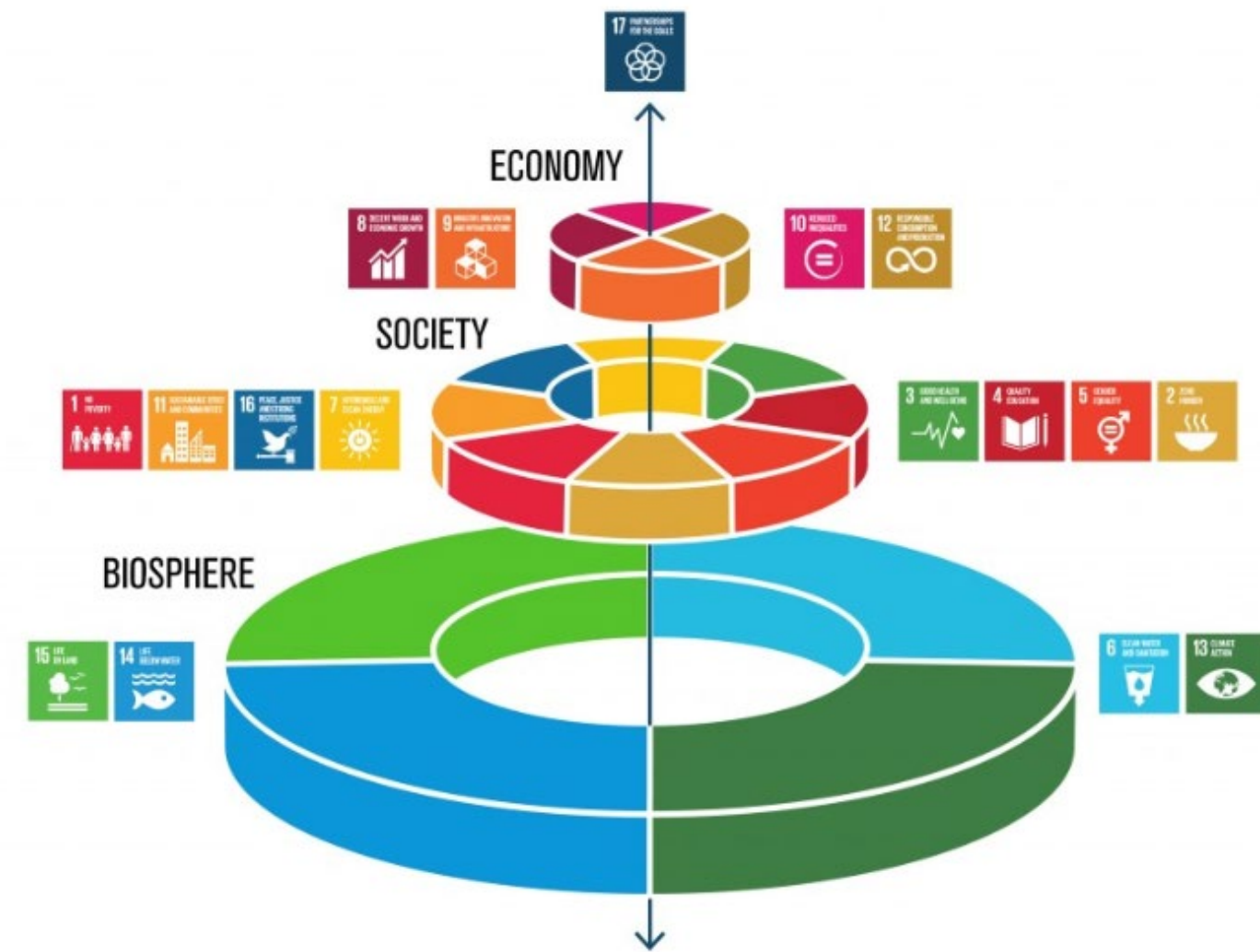
Drawings by Vietnamese school children...

LUCID - Lund University Centre of Excellence for Integration of Social and Natural Dimensions of Sustainability

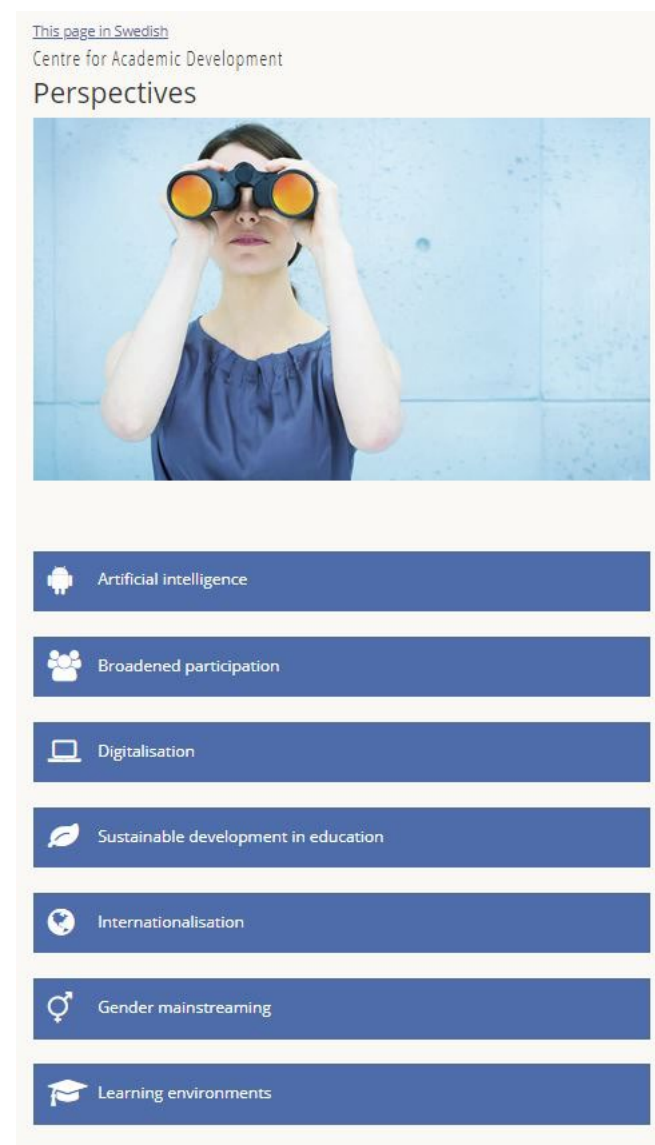
[https://portal.research.lu.se/portal/en/projects/lucid--lund-university-centre-of-excellence-for-integration-of-social-and-natural-dimensions-of-sustainability\(66d91daa-6fe8-4d86-9735-89405ade69a7\).html](https://portal.research.lu.se/portal/en/projects/lucid--lund-university-centre-of-excellence-for-integration-of-social-and-natural-dimensions-of-sustainability(66d91daa-6fe8-4d86-9735-89405ade69a7).html)

“Climate Change through the Lens of Intersectionality”

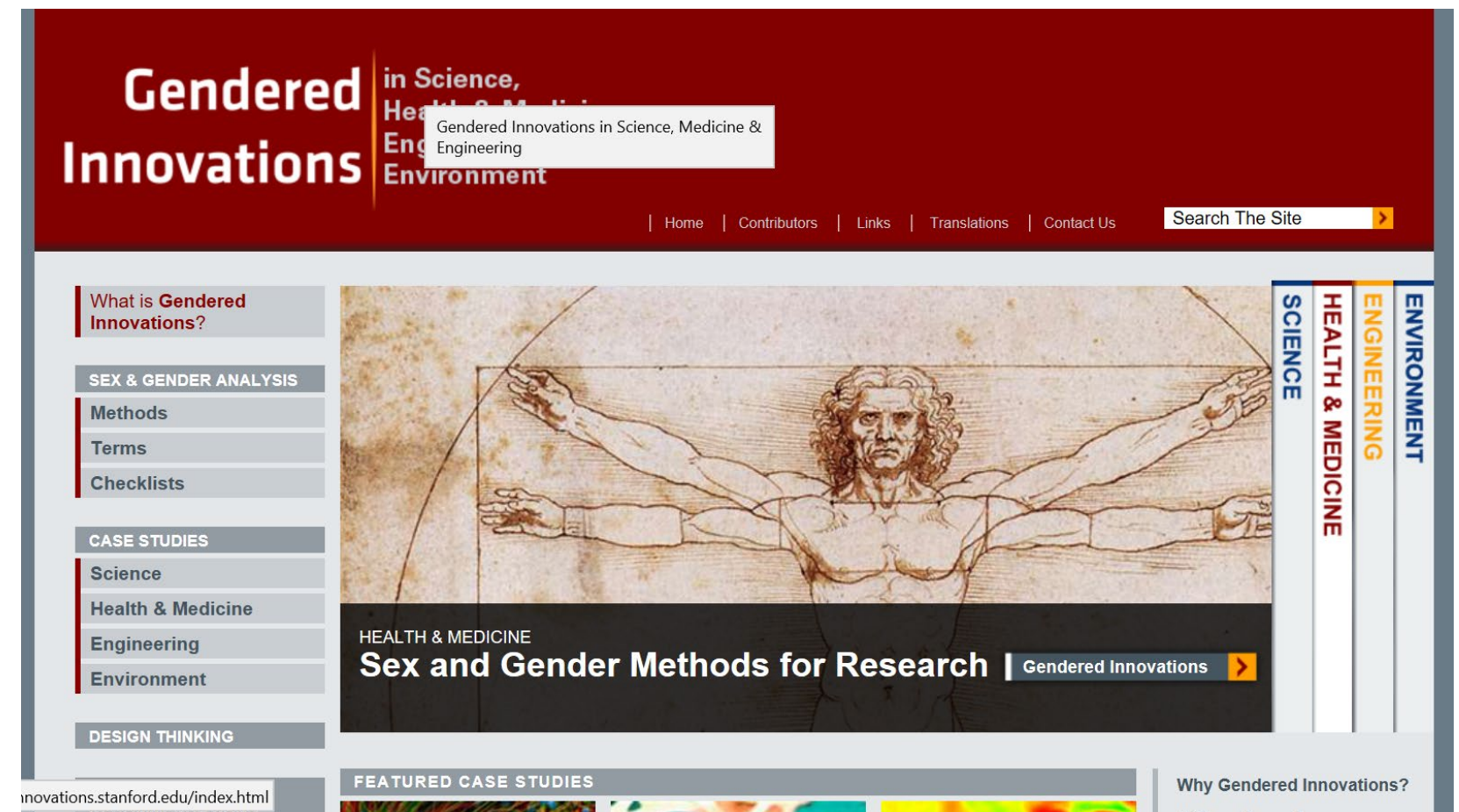
“The interconnectedness of climate change with human societies is an urgent research topic. Such investigations require profound analysis of relations among humans and between humans and nature, and the integration of insights from various academic fields. We suggest that an intersectional approach, developed within critical feminist theory, is advantageous here”



Web resources in English



[Gender and gender equality in education](#) and [Sustainable development in education](#)



Gendered Innovations, Stanford University
<https://genderedinnovations.stanford.edu/>

Many things are already there and is already being done!

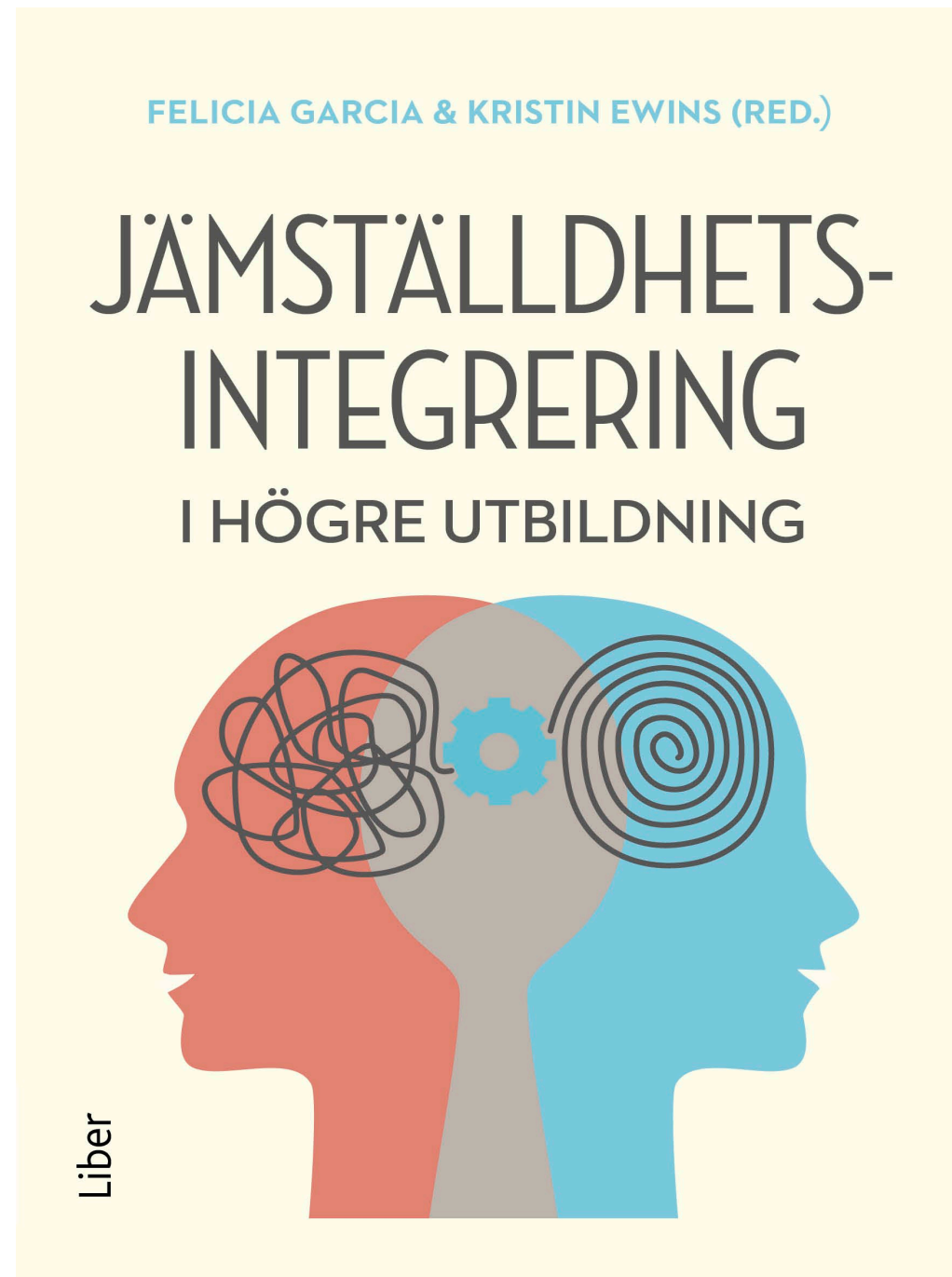
Highlight and frame:

- Make visible **for** PhD students
- Problematiser **with** PhD students

Challenge: identifying dimensions that are not as obvious as others that seem more “natural”...



Ideological research? (where does research stem from...?)



We're gonna put a dent in the universe [...]
Here's to the crazy ones. The misfits. The rebels.
The troublemakers. The round pegs in the
square holes. The ones who see things
differently. They're not fond of rules, and they
have no respect for the status quo. You can
quote them, disagree with them. Glorify or vilify
them. But the only thing you can't do, is ignore
them. Because they change things. They push
the human race forward. And while some may
see them as the crazy ones, we see genius.
Because the people who are crazy enough, who
think they can change the world, are the ones
who do.

Does the research **matter**?

- In what ways?
- For whom?
- Does the research promote or jeopardize gender equality and a sustainable future?



Discussion: from today's topics...

- Do supervisors have/express different **expectations** on female and male doctoral students?
- What does the **seminar culture** look like from a gendered perspective?
- What can I as a supervisor do in regard to supporting equal opportunities and gender equality?
- How could you as supervisor support and encourage your PhD students to critically reflect on and address different gender and sustainability perspectives in their research?

