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FOREWORD

On behalf of eWisely, I am pleased to announce the publication of the second issue of the International Journal of Women, Impact Sustainability and Leadership Studies. This is a half-yearly peer-reviewed academic journal produced by the Research eWisely Hub. It aims to publish research, reports, and literature reviews relating to women, impact sustainability and leadership. We accept publications in English, Spanish and Portuguese that cover the following topics:

- Women and Sustainable Development Goals (SDGs)
- Women, Corporate Sustainability Reporting and Performance
- Women, Sustainable Energy and Extractives (Mining, Oil and Gas)
- Women, Sustainability and Climate Change
- Women, Education and Impactful Research for Sustainable Development
- Women and Sustainable Entrepreneurship
- Women and Sustainable Livelihoods
- Women, Sustainability and Leadership
- Women, Sustainability and Social Investment

The way that women are represented or challenged due to unsustainable practices and environments, the linkages with disruptive industries, natural disasters and socio-environmental sustainability issues, attraction and retention of women in male-dominated industries, women entrepreneurs in resource regions and implications for their livelihoods, for example, are some of the topics this journal covers. The journal is designed to be an interdisciplinary journal, and it encourages young scholars and students within all relevant disciplines to submit their work for publication. In this issue, we feature the work of researchers from Australia, PNG, Colombia and Brazil:

Accordingly, we invite contributions. The call for our issue is general, so as long as articles deal with issues of women and sustainability theory we consider them for publication. Contributions will be blind peer-reviewed, and submitted work should be original and not published or under consideration for publication elsewhere. All communications, including manuscripts and general enquiries, should be directed to editor@ewisely.com

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Women Have Energy to Boost: A Capacity Building Approach for Sustainable Energy

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Abstract:

There is an increased concern in the literature about unsustainable energy practices and potential effects on vulnerable community groups, particularly on women and girls. This study explores how women can boost their assets and capacities to cope with the effects of unsustainable energy consumption, such as use of pollutants and waste, use of fossil fuels, inadequate compensation for the loss of livelihood options and lack of corporate accountability for adverse unsustainable energy practices. In the practicality, the international community and local stakeholders (higher education institutions, the private sector, governments, and civil society organizations) have joint efforts to build women's capacity by delivering technical assistance programs under the umbrella of the Sustainable Development Goals (SDGs). Research shows that existing capacity-building approaches do not strategically target women and fail in incorporating priority capacity-building areas valuable for women. However, these efforts represent a potential for fostering sustainable energy consumption patterns and therefore overall sustainability. This manuscript argues that boosting women's capacities to cope with the effects of increasing unsustainable energy consumption can foster overall sustainability in the long run. Based on a comparative case study methodology, the research reported in this manuscript identifies priority capacity-building areas valuable for women and proposes a capacity-building approach for sustainability in Japan, Asia and Colombia, Latin America, the selected case study locations.

KEY WORDS: Sustainability, energy, women, capacity-building, Asia, Latin America



INTRODUCTION

Existing capacity-building initiatives for sustainability appear to have achieved a very low level of impact, as these actions are often disconnected to the local context or are irrelevant for women and girls. Yet there are many unanswered questions in this area and the research reported in this article aims to increase our understanding in this field. What the main capacity-building priority areas

are and how valuable they are for women, are some of the questions that will be addressed in this article. Identifying and improving core capacity-building areas seems from this study to be the most effective way to enhance the ability of women to cope with pressing sustainability challenges over time. Based on stakeholders' perceptions in two case studies,

this articles pays attention to the nature and importance of these capacity-building priority areas.

This articles argues that capacity-building impactful areas are those valuable for women and the contexts they are immersed. The focus of this research is to identify and investigate the actual level of impact of existing capacity-building initiatives, and recommend priority areas, so that stakeholders in the case study locations can play a stronger role in helping women boost their assets towards sustainable energy consumption practices. This article also explores existing capacity-building approaches to assist women in protecting their assets and capacities and reverse the effects of unsustainable energy consumption. Scholarship debates show that capacity-building has been a subject of analysis by scholars from various disciplines like education, economics and more recently sustainable development. Coined as a long-term process to strengthen individuals' and organizations' skills to solve problems and achieve objectives, the notion capacity-building for women has been well covered in the literature; however, there are few scholars who deal with its impact to reverse unsustainable energy consumption at the local level. Although the subject of capacity-building is appealing from a rhetorical standpoint, yet at the community level, these initiatives appear to have achieved a very low level of impact, particularly for women. However, why this is the case has not been explored extensively. This research gap needs further exploration, specifically in developing contexts, where capacity-building for women is essential in the face of escalating sustainability issues. Therefore, it is necessary to investigate the actual level of achievement of these initiatives, to identify barriers to their impactful implementation in local development agendas and to recommend ways of overcoming these barriers, so that stakeholders can play a stronger role in assisting women build resilient assets and reverse existing unsustainable practices at the local level. Following a qualitative methodological approach, this article compares two cases in Latin America and Asia.

LITERATURE REVIEW

Women and Sustainable Energy

Unsustainable energy practices are becoming a pressing issue in the global sustainable development agenda. Therefore, the importance of investigating this issue through gender lens to further examine the effects on women and girls. Boosting women's capacity and assets to cope unsustainable energy consumption patterns can create a positive change in the contexts in which they are immersed (Denton, 2002). Sustainable development, one of the key buzzwords which flooded academic literature and policy documents in the 1990's has been reinvigorated into a new phase of influence under the United Nations (UN) Sustainable Development Goals, 17 global aims to be achieved by 2030, the successor of the Millennium Development Goals. 'Sustainable development' a term defined in the 1987 Brundtland Report as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Brundtland Commission, 1987:41). The importance of this often-quoted statement has had a growing influence as the threats and effects of energy issues become more evident in the present and worrisome for the future generations.

There is an increased concern in the literature that unsustainable energy practices have a major impact on vulnerable community groups, particularly on women and girls. A major issue of sustainable development policies and literature is the lack of active women's participation and involvement and therefore their lack of capacity to cope with unsustainable energy practices. Whilst women's rights have progressed throughout the past century, there are still many gaps in the literature and active participation in many forms across the globe. Amartya Sen (1999) posited the need for increasing women's agency as "women are increasingly seen as active agents of change: the dynamic promoters of social transformation." Sen (1999:191) also argues that "the survival disadvantage of women compared with men in developing countries seems to go down sharply- and may even get eliminated- as progress

is made in women's agency." This statement highlight not only the importance women's agency but also the vulnerability of the contexts in which women are immersed.

The complexities of the contexts in which women are immersed have escalated in the past years due to pressing socio-environmental unsustainable practices at the local level (Cecelski; 2000; Denton, 2002; Dankelman, 2010; Alston, 2014). Cecelski (2000), for example argues that from a social standpoint "women's economic contribution is often unpaid, unrecognized and undervalued" resulting in a lack of investment in technological advancements to relief their burden which limits their agency. On the environmental domain, it is argued that "the threats posed by global warming have failed to impress on policy-makers the importance of placing women at the heart of their vision of sustainable development" (Denton, 2002). Unfortunately, the role of women in society and the household places them at a great disadvantage to men particularly when disasters occur. A situation that worsens during recovery stages. This is due to the fact that women are often left with socio-cultural norms and care giving responsibilities which reduce their mobility in seeking shelter from disaster risks. They also lack access to energy sources, clean water, safe sanitation and health supplies which adds to their burden (Dankelman, 2010). Therefore, in order for climate change policy to be effective it must take into account the interests of all stakeholders, signifying that women and those particularly in developing countries must have a voice in policy decision that are more likely to affect them (Denton,2002).

Boosting women's capacity to tackle adverse unsustainable energy practices through supply of clean, regular energy will alleviate poverty of many people across the world. "Difficult, time-consuming work of collecting and managing traditional fuels (which) is widely viewed as women's responsibility, is a factor in women's disproportionate lack of access to education and income, and inability to escape from poverty" (Kaygusuz, 2011:936). In this regard, Alston (2014) argues that there is an urgent need for gender mainstreaming in policy documents

particularly those with regards to climate change as the failure to do so "risks cementing gender inequalities in post-disaster and reconstruction efforts because of the inherently inequitable power relations, resource allocations and underpinning assumptions on which responses to climate disasters are based." Overlooking women's agency and their potential to cope pressing issues can become detrimental to future policy decision on climate change and overall energy sustainability (Alston, 2014).

Women, Sustainable Energy and Capacity-building: Making the Links

To reverse the impacts of unsustainable energy practices such as indiscriminate use of natural resources, use of fossil fuels and pollutants, waste production, inadequate compensation for the loss of livelihood options and lack of corporate accountability for adverse environmental impacts, international organizations have promoted a set of technical assistance programs and community capacity-building initiatives in developing countries (UNDP, 1997). These global actions have been the subject of analysis by scholars from various disciplines such as education, economics and more recently sustainable development. Global agencies such as the United Nations (UNDP, 2011) and the scholarly literature (Loza, 2004), posit capacity-building as a core area to be addressed in both developed and developing contexts. Capacity-building initiatives for women have become a recent subject of debate. It is argued that women, particularly in developing countries lack education and therefore stakeholders should boost their capacities as well as those of the broader community's (Gylfason, 2001).

While the idea of women's capacity building as a long-term process is appealing from a theoretical standpoint, there are major challenges in its real-life application. Capacity-building initiatives, lack continuity due to the absence of a long-term commitment, resources, coordination and collaboration amongst stakeholders (Franco, 2014), relationships and dynamics of the community, management of power and resource imbalances

and development of a community identity (Clifford and Petrescu, 2012). However, the major challenge is that institutional stakeholders are likely to believe that they know what the impactful areas of women's capacity-building are. Yet, an investigation of the situation shows this is not the case. This scenario creates confusion and resentment at the local level as institutional perceptions tend to overlook context-based barriers and impactful areas for capacity-building in sustainability (Wiek et al, 2012). Instead, the scholarship argues that community-based initiatives seem to be more effective when facing sustainability challenges. However, the scholarly literature indicates there are gaps in this area that need to be explored seriously (Nakata and Viswanathan, 2012). On the one hand, the literature shows that top-down capacity-building, usually implemented by the international community to achieve sustainable development goals through education, media and information-intensive campaigns can increase awareness but is not impactful enough to reverse unsustainable energy practices. It is argued that capacity-building, particularly for women are perceived by locals as a product to be sold, are usually poorly designed and underestimate the barriers women face to cope with unsustainable energy practices. Moreover, these initiatives fail in paying attention to the human side of capacity-building and therefore incorporating women's perceptions about priority areas and barriers to engage in sustainable patterns (Kempton et al, 1984; Kempton et al, 1992; Redman, 2013; Franco, 2014). On the other hand, policy-makers lack capacity to design impactful capacity-building initiatives for women (Mckenzie-Mohr, D. 2000).

METHODOLOGY

This manuscript is based on going research that explores the linkages amongst community capacity-building and sustainability. This study is qualitative in nature and was initially undertaken in Colombia. The Japanese case was later explored and a global survey was conducted to identify priority capacity-building areas on sustainability for women and girls. Survey results have been triangulated through individual and group interviews. 15 Semi-structured interviews were conducted with various

stakeholders actively involved in capacity-building for sustainability in Colombia whilst 10 stakeholders were approached in the Japanese case. Literature and policy review were also conducted to explore existing global trends and capacity-building priority areas for sustainability. Focus groups were also conducted and involved the participation of multiple stakeholders, namely, higher education institutions, the private sector, governments and civil society.

Two case study areas have been selected, Risaralda, Colombia in Latin America and Okayama, Japan in Asia due to the complexities in existing capacity-building approaches in both cases. Representatives from higher education institutions and government representatives in both cases facilitated data collection and have been actively involved in ongoing research.

DISCUSSION

This section aims to discuss priority areas of capacity-building to help women boost their assets, cope with unsustainable energy practices, and realize their full potential. This section also discusses and underlines that women's abilities can be enhanced if priority areas are identified and adequate capacity-building is developed and delivered in the selected case study areas. Research findings indicate that priority or impactful areas for capacity-building are those aligned with women's aspirations (Amartya Sen, 1999) in collaboration with public and private stakeholders and in alignment with the Sustainable Development Goals (SDGs). Capacity-building areas for sustainability should follow the global agenda for sustainable development without neglecting the local contexts in which vulnerable groups, particularly women are embedded. Neglecting local expectations hinder women's ability to foster overall sustainability and questions the effectiveness of existing capacity-building approaches (Puk and Behm, 2003).

Risaralda, Colombia

In Risaralda, Colombia priority areas for sustainable development depend largely on the contexts in which women are immersed. Risaralda is a region

located in the Colombian Andes in South America. This geographical area holds extensive reserves of gold, silver and coal. With the escalation of fossil fuel projects, stakeholders in Risaralda have attempted to maximize social benefits for vulnerable groups, particularly for women. Whilst, at the local level stakeholders join efforts to develop a capacity-building approach that tackles key community issues (Franco, 2014); at the regional level, high priority areas for capacity-building in Latin America include but not limit to SDG 4: Quality Education; SDG 6: Clean Water and Sanitation; SDG 9: Industry Innovation and Infrastructure; SDG 11: Sustainable Cities and Communities; SDG 12: Responsible Consumption and Production; SDG 13: Climate Action; SDG 15: Life on Land (Franco et al, 2018).

Collaboration for capacity-building for sustainability is characterized by active community engagement. Despite the escalation of fossil fuel projects, communities, particularly women's capacities have been boost to cope with existing sustainability challenges. The success in the implementation of priority capacity-building projects depends on both state and non-state actors. Colombia is a resource country and so, the escalation of large fossil fuel projects. Very often, communities depend largely on extractive industries and their development aspirations are usually aligned with resource extraction. The extractive industry in Risaralda has somehow providing communities, particularly women with capacity-building initiatives. However, these actions are limited compared to the adverse impacts caused by the extraction of minerals and metals.

Disruptive industries such as mining, oil and gas will eventually affect the livelihoods of women in farming, jewellery design, artisanal mining, large-scale mining and other economic activities. Women farmers, for example, are choosing artisanal mining over agriculture (Franco, 2017). Research shows that although women's expectations have be considered in the implementation of capacity-building agendas, stakeholders involved, namely, governments the private sector and education institutions need to further assist women and surrounding communities in enhancing their capacities to cope with the

indiscriminate use of natural resources. This will in turn have a positive impact on women and community sustainability. Women consultation in relation to their needs and expectations is highly valued by female leaders, resulting in immediate benefits for them and the broader community (Franco, 2014). Some female coffee and jewelry producers and women entrepreneurs have already express the importance of implementing capacity-building better aligned with their development aspirations:

"We have been trained in jewelry design ... the company has also provided us with some financial assistance to attend international fairs so that we can promote and sell our products" (Community Members, Interview).

The role of non-state actors such as extractive industries in boosting women's capacity to cope with unsustainable energy consumption has been a driver to enhance resilient women's and community's assets. Ensuring sustainable energy practices does not restrict to the role of the government but also involves other parties such as the extractive industry, governments, civil society and education institutions (Davies, 2005; Franco; 2014).

Joint efforts of involved parties are further required to help women boost their capacity and develop asset-based adaptation strategies to cope with unsustainable energy practices:

Both, women and men have a strong sense of community. They own agriculture-based community associations that stimulate the local economy, foster employment and leadership. For example, they own associations for blackberry and coffee production and commercialization" (Corporate Representative, Interview)

Another significant finding in the Colombian case study is the active participation of the women in the formulation of sustainable development agendas particularly in resource-rich regions. Women have benefited from capacity-building initiatives helping them to cope with livelihood transformations due to the impact of fossil fuel projects:

“the company helped the municipality to open a plant for waste collection which has the potential for generating income for women and the local community” (Community Leader, Jewellery CBO, Interview).

Such initiatives include development activities in agribusiness, dressmaking, jewelry, coffee production, and agriculture (Franco, 2014). These initiatives are the result of effective government-corporation partnerships and in response to requests from women. Upfront investment in priority areas will assist women in realizing their full potential in the case study area.

Based on stakeholders’ and community’s perceptions, these areas are income, employment, education and training, work experience and apprenticeships and infrastructure development (Franco & Kunkel 2017).

- Generating and managing income;
- Employment opportunities;
- Education and training;
- Work experience and apprenticeships and
- Infrastructure for development

The case study showed that stakeholders should boost these areas in order to help women become more resilient and cope with the impacts of unsustainable use of natural resources in the Latin American case study location.

Okayama, Japan

Okayama is a prefecture located in the southern part of Japan, Asia. Its economy comprises major industries such as petrochemicals, coal chemicals, and transport equipment, chemical, steel and general machinery/tool. Energy consumption patterns have increased the complexities in multi-stakeholder collaboration for capacity-building and education for sustainable development (Abe, 2017) Research findings show that impactful capacity-building areas in Asia and the Pacific need to further be focused on SDGs 4: Quality Education, SDG 15: Life on Land and SDG 17: Partnerships for the Goals (Franco and Vaughter, 2018). While quality education is becoming a major trend, research findings show that capacity-building should focus

on connecting nature to people and sharing common ground to protect the environment. So far, the environment is not given the right emphasis, hence many initiatives have been undertaken so that human society and nature can thrive together. Capacity-building for sustainability have been backed by strong government policies in Asian nations such China, Japan and the Philippines (Ryan et al., 2010). However, it is argued that despite strong government support, there is a lack of collaboration for capacity-building for sustainability if compared to other regions (Naeem, 2011).

Multiple stakeholders in the Japanese case are collaborating in building community capacity in sustainability. Led by the local government, the existing approach targets from children at early stages in the education system to adults through non-formal education. Based on participants’ perceptions, priority areas for capacity-building are as follows:

- Water quality
- Biodiversity
- Traditional Knowledge
- Teacher education on sustainability
- Aging communities
- Corporate sustainable responsibility

Although the broader community is systematically being integrated in the existing capacity-building approach to sustainability, the major challenge encountered by stakeholders is the inclusion of women in decision making in the identification of capacity-building priority areas:

‘It is an interesting question because when we talk about the ration of participants of community-based activities the majority are women but when it becomes of decision making, most are men’ (Higher Education Representative, Japan).

‘Young mothers with children are involved in community capacity-building’ because they have more time’ (Civil Society Representative, Japan)’

Vague responses were also provided by participants when addressing this issue: ‘we are including these issue broadly’ - stated one of the participants (Higher Education Representative, Japan). However,

lack of women participation in decision-making processes around capacity-building seems a general issue and does not only pertains to the subject of this research.

'When women graduate from school they work but after giving birth their participation in the workforce declines. When they turn 40 and their children are grown up they get a part time job (Higher Education Representative, Japan).

Overlooking women's voices in the development of capacity-building approaches to sustainability cannot only escalate unsustainable patterns (Kempton et al 1984; Kempton et al, 1992; Redman, 2013; Franco, 2014) but also reflects the lack of capacity to design impactful capacity-building initiatives for women (Mckenzie-Mohr, D. 2000) and for the community as a whole. A situation that prevents stakeholders from fostering overall sustainability in the long run, in the Japanese case.

A capacity-building Approach for Sustainable Energy

Research indicates that both cases acknowledge the participation of women in capacity-building approaches to sustainability. However, the Japanese case differs from the Colombian case study in fostering women's decision making to cope with sustainability challenges around energy and other pressing issues. Interestingly, women in Colombia are more empowered and have been able to integrate their development aspirations in the design of existing capacity-building approaches to sustainability. Whilst women are strategically targeted in existing capacity-building initiatives in Colombia; in the Japanese case, the inclusion of women in capacity-building for sustainability is mainly due to time convenience or to meeting government requirements. Interestingly, in both case study areas multi-stakeholder collaboration and alignment with SDGs are perceived as a determinant factors for the success of existing capacity-building approaches.

Research also shows that priority areas are those most valuable for women and the broader community. This inductive derivation indicates their critical importance to enhance women's capacities

and protect their assets. Despite other forms of capacity-building sometimes being mentioned, these were constantly identified as central. A capacity-building approach to sustainability targeting some or most of these areas will assist women and the broader community in coping with sustainability challenges in energy and other pressing issues. Figure 1 shows a preliminary proposal of a Capacity-building Approach for Sustainable Energy in alignment with SDGs. Further research aims to draw recommendations to better align priority areas with SDGs.

Figure 1. A Capacity Building Approach to Sustainable Energy

SDGs Colombia	Priority Areas	SDGs Japan	Priority Areas
SDG 4: Quality Education; SDG 6: Clean Water and Sanitation; SDG 9: Industry Innovation and Infrastructure; SDG 11: Sustainable Cities and Communities; SDG 12: Responsible Consumption and Production; SDG 13: Climate Action; SDG 15: Life on Land	Generating and managing income; Employment opportunities; Education and training; Work experience and apprenticeships and Infrastructure for development	SDGs 4: Quality Education SDG 15: Life on Land and SDG 17: Partnerships for the Goals	Water quality Biodiversity Traditional Knowledge Teacher education on sustainability Aging communities Corporate sustainable responsibility
Multi-Stakeholder Collaboration			

CONCLUSIONS

The escalation of unsustainable practices are likely to result more detrimental for vulnerable community groups, particularly for women and girls. Successful integration of priority areas for capacity-building can boost women's capacities to cope with unsustainable practices in energy or other pressing

issues. This manuscript recommended a strategic approach to boost women's abilities to sustain their assets despite the escalation of unsustainable practices. It also highlights existing issues when integrating a gender lens perspective to examine sustainability issues.

This paper also indicated that priority capacity-building areas which are the most valuable for women are those that help them achieve their own sustainable development aspirations. Although collaboration of state and non-state actors is pivotal to boost women's capacity, a bottom-up approach to capacity-building for sustainability is more likely to foster overall sustainability than corporate and/or government top-down approaches. Community-oriented and women-driven agendas can help women become more resilient to cope with unsustainable practices in energy consumption or associated matters. However, such approaches need to be also aligned with the global agenda on sustainable development. It is not solely local actors'

responsibilities to make capacity-building approaches valuable for women as the international community also need to share responsibilities with local stakeholders and develop technical assistance programs accordingly.

In addition, consultation and active participation in decision making for the development of capacity-building approaches to sustainability needs to be guaranteed in both cases. However, nuanced attention needs to be paid to the Japanese case where gender inclusion issues are complex. In both cases consultation should not be merely the token provision of information but should be such that women are involved in decision-making about matters such as priorities for the allocation of funds and asset transformation. Consultation processes should also include women across the broader community to help them boost their assets and cope with unsustainable energy practices in the case study locations.

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Inclusão De Mulheres Em Vulnerabilidade Social No Estado Do Mato Grosso (Brasil): Programa De Extensão Teresa De Benguela

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ABSTRACT

O Programa de Extensão Teresa de Benguela objetiva a inclusão de mulheres em risco ou vulnerabilidade social, tendo um olhar humano e específico para esta parcela da sociedade carente de qualificação e oportunidade. O nome do programa é uma forma de homenagearmos a mulher guerreira que salvou muitas vidas através dos Quilombos no Estado de Mato Grosso. Em 2017 o Instituto Federal de Educação, Ciência e Tecnologia de Mato Grosso (IFMT) qualificou mais de 200 mulheres, em 12 projetos diferentes em diversos municípios do Estado de Mato Grosso. O programa é dividido em três etapas interligadas: 1. Empedramento da mulher: através de oficinas e dinâmicas no campo da psicopedagogia, em que as mulheres são motivadas e levadas ao autoconhecimento. Nesta etapa a principal ferramenta utilizada é a metodologia do Mapa da Vida. 2. Técnica e tecnologia: cada projeto que compõe o programa tem uma proposta de capacitação das mulheres em determinada técnica ou domínio de tecnologia, a partir da qual a mulher estará apta a se inserir no mercado de trabalho ou abrir o próprio negócio. 3. Empreendedorismo: capacitação acerca do tema empreendedorismo, ensinando-as como montar o próprio negócio e como produzir em escala comercial, podendo alcançar o mercado. Nesta etapa as mulheres estudam como agregar valor e renda em suas vidas, e de suas famílias, com as técnicas aprendidas. Com isto, preparamos cada mulher para a vida e para o mundo do trabalho. Com estas etapas, as ações desenvolvidas trazem o empedramento, a técnica e o empreendedorismo para cada mulher atendida, desenvolvendo competências transversais e emocionais que, somadas, as tornam capazes de serem donas de seus próprios negócios e exercerem com mais estima e dignidade sua cidadania. Com as atividades propostas no programa há uma emancipação individual das mulheres atendidas e o alcance de uma consciência coletiva que auxilia na superação de um estado de dependência social, cada uma descobre a capacidade de realizar, por si mesmo, mudanças necessárias para crescer e se fortalecer.

KEY WORDS: vulnerabilidade social; empreendedorismo; empoderamento feminino; mulheres.

INTRODUCTION

Segundo Paulo Freire (1970) a educação é um processo que conduz a práticas libertadoras

podendo transformar vidas. Nesse sentido, e tendo em vista pesquisas que apontam para a crescente presença da mulher no canteiro de obras devido a sua versatilidade e baixos índices de absenteísmo (ABrainc, 2017), o presente programa se justifica na

¹ Instituto Federal de Educação, Ciência e Tecnologia de Mato Grosso (IFMT).

necessidade de levar educação e capacitação a mulheres que se encontram em condições de vulnerabilidade social. O programa proporciona à essas mulheres a oportunidade de adquirirem uma profissão que permita o seu crescimento pessoal, a retomada da sua cidadania e a prática de seus direitos e suas responsabilidades, reinsserindo-as novamente na convivência digna dentro de sua comunidade e de sua família.

O Programa de Extensão Teresa de Benguela fomenta o conhecimento e entendimento da situação das mulheres em vulnerabilidade, propiciando ambiente rico para pesquisas sobre as causas e soluções para as situações de risco ou vulnerabilidade social por qual passam as mulheres, apoiando as políticas públicas, principalmente na área social e de igualdade de gênero.

Mészáros (2002) afirma que as mulheres compõem 70% dos pobres do mundo e, além de serem responsabilizadas pela reprodução social, são também as maiores vítimas da precarização das políticas públicas. E são elas as que mais estão inseridas na informalidade e nos empregos precários, sem garantia ou direito trabalhistas assegurados.

Se observarmos vários aspectos relacionados à condição em que as mulheres se encontram, não é difícil perceber que elas estão em um patamar muito inferior aos homens. Globalmente, as mulheres recebem menos do que os homens. Na maior parte dos países, as mulheres ganham em média apenas 60 a 75% do salário dos homens (The World Bank).

O conjunto de ações desenvolvidas pelo programa é destinado a mulheres, justamente pelo fato de que elas, quando em situação de vulnerabilidade, têm mais dificuldades de reverter o contexto social e econômico em que se encontram, e em permear novos caminhos para autonomia financeira. Estes fatores podem muitas vezes estar vinculados à baixa autoestima, exercício da função de cuidadora no ambiente familiar, baixa ou nenhuma escolaridade, limitações de tempo e dificuldades de deslocamento.

A pobreza e a desigualdade social são medidas através de variáveis como rendimento. Porém, quando se fala em vulnerabilidade social feminina, leva-se em consideração a discriminação de gênero, posição de dependência, divisão sexual do trabalho e decorrente falta de tempo entre trabalho e atendimento à família (IBGE, 2010).

Nesse cenário, a educação é o instrumento que possibilita o desenvolvimento social e permite a superação de grupos em estado de vulnerabilidade social, dá autonomia e desperta a consciência de reais possibilidades, para optar por outros caminhos além das funções domésticas e maternas (FIUZA, 2016).

...mulheres que retornam ao estudo demonstram que a educação poderia se configurar em um novo horizonte, uma nova possibilidade de ser e se desenvolver enquanto sujeito pessoal, mas também enquanto sujeitos em comunidade. (FIUZA, 2016, p.11).

A educação profissional amplia esse novo horizonte uma vez que educando, prepara o indivíduo para o mercado do trabalho.

As temáticas abordadas no Programa Teresa de Benguela são atuais e de grande relevância internacional, inseridas na agenda 2030 para o Desenvolvimento Sustentável. O programa está relacionado aos seguintes objetivos de desenvolvimento sustentável (ODS):

01. Acabar com a pobreza em todas as suas formas, em todos os lugares. As mulheres são as que mais estão inseridas na informalidade e nos empregos precários e, sendo assim, o acesso dessas mulheres a educação e ao empoderamento feminino pode diminuir a pobreza extrema.

04. Assegurar a educação inclusiva, equitativa e de qualidade, e promover oportunidades de aprendizagem ao longo da vida para todas e todos. Nesse sentido, o Programa desenvolvido pelo Instituto Federal de Educação, Ciência e Tecnologia de Mato Grosso (IFMT) tem como objetivo atender a um público de mulheres em todas as faixas etárias e que precisam de integração social.

05. Alcançar a igualdade de gênero e empoderar todas as mulheres e meninas. Para atender a esse objetivo, o programa fomenta o empreendedorismo como uma maneira inovadora de promover esse crescimento.

08. Promover o crescimento econômico sustentado, inclusivo e sustentável, emprego pleno e produtivo e trabalho decente para todas e todos. A etapa do empreendedorismo do Programa tem o objetivo de promover este crescimento, sendo uma inovação.

10. Reduzir a desigualdade dentro dos países e entre eles. A partir do programa, as

mulheres tornam-se capazes de abrirem seus próprios negócios e são também capacitadas para o mercado de trabalho, reduzindo a desigualdade social através da elevação da renda.

METHODOLOGY

Em 2017 o Instituto Federal de Educação, Ciência e Tecnologia de Mato Grosso lançou um Edital de seleção de projetos para atender os objetivos do Programa Teresa de Benguela. Foram selecionados 12 (doze) projetos de qualificação para mulheres, voltados à promoção de cidadania e geração de renda às participantes. Cada projeto previa a realização de um curso, com carga horária de até 160 (cento e sessenta) horas, para no mínimo 25 mulheres e com período de vigência de 04 meses (agosto a dezembro de 2017). Cada projeto selecionado pelo edital do programa recebeu auxílio financeiro de até R\$ 1.500,00 (mil e quinhentos reais) mais duas bolsas para servidores e alunos, totalizando R\$ 58.800,00 (cinquenta e oito mil e oitocentos reais).

Cada projeto seguiu a metodologia proposta pelo programa para atingir os objetivos, sendo dividida em três etapas interligadas:

1. Empoderamento da mulher: através de oficinas e dinâmicas no campo da psicopedagogia, em que as mulheres são motivadas e levadas ao autoconhecimento. Nesta etapa a principal ferramenta utilizada é a metodologia do Mapa da Vida. O Mapa da Vida é um método ensinado aos Institutos Federais, a partir do advento do projeto-piloto Mulheres Mil, pelos Colleges Comunitários Canadenses, para estimular as mulheres a planejarem os sonhos profissionais. Por meio do mapa, elas refazem o caminho que percorreram desde que nasceram, relembram seus sonhos, por que desistiram deles e as rupturas pelas quais foram submetidas para depois recomencem o caminho rumo à realização dos seus sonhos, sonhos estes que podem ter mudado. O Programa Mulheres mil teve como objetivo promover a formação profissional e tecnológica de cerca de mil mulheres desfavorecidas das regiões Nordeste e Norte do Brasil, de acordo com as necessidades educacionais de cada comunidade e a vocação econômica das regiões.

2. Técnica e tecnologia: cada projeto que compõe o programa tem uma proposta de capacitação das mulheres em determinada técnica

ou domínio de tecnologia, a partir da qual a mulher estará apta a se inserir no mercado de trabalho ou abrir o próprio negócio.

3. Empreendedorismo: capacitação acerca do tema empreendedorismo, ensinando-as como montar o próprio negócio e como produzir em escala comercial, podendo alcançar o mercado. Nesta etapa as mulheres estudam como agregar valor e renda em suas vidas, e de suas famílias, com as técnicas aprendidas. Com isto, preparamos cada mulher para a vida e para o mundo do trabalho.

Com estas etapas, as ações desenvolvidas trazem o empoderamento, a técnica e o empreendedorismo para cada mulher atendida, desenvolvendo competências transversais e emocionais que, somadas, as tornam capazes de serem donas de seus próprios negócios e exercerem com mais estima e dignidade sua cidadania.

A metodologia do programa é formada por três etapas, sendo elas o plano de Acesso, Permanência e Êxito descritos abaixo:

1. Acesso

a) Viabilização dos espaços do campus ou de instituições parceiras, para a realização das atividades do curso.

b) Formalização de parcerias, com o apoio da Direção/Coordenação de Extensão do Campus ou da Pró-Reitoria de Extensão do IFMT (PROEX), por meio de um termo de cooperação técnica, quando houver necessidade.

c) Metodologia do contato, seleção e inscrição de candidatas, preferencialmente podendo contar com o apoio de uma entidade ou instituição parceira.

d) Divulgação do resultado da seleção em meio de comunicação acessível às inscritas, bem como da data de matrícula.

e) Reunião com a equipe que participará direta ou indiretamente para repassar os informes referentes à execução do curso e metodologia que será utilizada.

2. Permanência

a) Realizar a aula inaugural, apresentando a metodologia que será utilizada na realização do curso.

b) Iniciar as aulas e ministrar os componentes curriculares de acordo com o planejamento.

c) Elaborar e aplicar diagnóstico participativo da situação sociocultural, como

ferramenta que possibilite intervenções pela equipe técnica do curso.

d) Identificar, entre as mulheres, processos inovadores que permitam incorporação de tecnologias e conhecimentos com vistas à geração de negócios.

e) Realizar oficinas, seminários e/ou palestras como complemento ao curso, sempre que for possível.

3. Êxito Pedagógico e Profissional

a) Identificar processos, produtos e serviços inovadores que permitam incorporação de tecnologias e conhecimentos com vistas à geração de renda/negócios.

b) Contribuir para o êxito das discentes através de articulação com o setor produtivo para inserção no mundo do trabalho e verificar possibilidades de continuidade da formação profissional.

c) Apresentar alternativas de ingresso no mundo do trabalho, como iniciativa empreendedora

própria, formação de cooperativas, associações ou grupos de economia solidária.

d) As mulheres participantes do curso deverão ser orientadas para a elevação de escolaridade, que poderá acontecer por meio de parcerias firmadas com instituições de ensino estaduais, municipais e/ou federais, pelos centros de EJA, PROEJA, entre outros.

As doze ações foram desenvolvidas em vários municípios do Estado de Mato Grosso, Brasil, qualificando mais de 200 mulheres, conforme tabela abaixo:

Tabela 1. Resumo dos projetos selecionados pelo edital n° 63/2017/IFMT/PROEX do Programa de Extensão Teresa de Benguela.

	Título do Projeto	Campus	Resumo
1	Oficinas de cidadania para mulheres	Primavera do Leste	Oficinas de cidadania na área de Secretariado para mulheres da Favela da BR 070.
2	Industrializando esperança	Campo Novo do Parecis	Capacitar mulheres do projeto "Mulher Esperança" (projeto da Pastoral da Criança para famílias desabrigadas pelo alagamento) em industrialização de alimentos com ênfase em boas práticas de fabricação.
3	Capacitação para mulheres inspiradoras: utilização e manuseio cotidiano de agrotóxicos e afins no ambiente doméstico	Sorriso	Capacitação em forma de oficinas com total de 100 horas para mulheres em situação provisória ou permanente de alto risco social na temática de agrotóxicos no ambiente doméstico.
4	Gestão de resíduos sólidos	São Vicente	Formação em gestão de resíduos sólidos para catadoras de latinha do município de Jaciara.
5	Empoderamento feminino - uma ferramenta para o resgate da cidadania	Campo Novo do Parecis	Capacitar mulheres beneficiárias do Bolsa Família moradoras de bairro popular com base na demanda apresentada pelo Sistema Nacional de Empregos, resgatando a cidadania pela geração de renda.
6	Geração de Renda, Tecnologia e Valorização do Trabalho Feminino	Várzea Grande	Curso "Inclusão Digital, Tecnologia e Valorização do Trabalho Feminino" para inclusão educacional, produtiva e social de mulheres da Associação de Catadores de Resíduos Sólidos.

7	Mulher catadora: olhar transformador	Tangará da Serra	Curso de alfabetização e língua portuguesa básica (e outras oficinas) para mulheres da COOPERTAN (Cooperativa de Produção de Materiais Recicláveis).
8	Mulheres na Construção Civil	Várzea Grande	Curso de 160 horas para 40 mulheres, que residem nos bairros em torno do IFMT VGD, indicadas pelos Assistentes Sociais do CRAS da região, para atuarem no mercado de trabalho da construção civil, mais especificamente nas funções de azulejistas e pintor de parede.
9	Caminho das borboleta: orientação profissional e desenvolvimento de competências.	Campo Novo do Parecis	Treinamento comportamental de orientação profissional e desenvolvimento de competências com mulheres alunas do EJA e 3º ano do Ensino Médio da Escola Padre Arlindo.
10	Curso de qualificação para mulheres em vulnerabilidade: lutando em defesa da vida, cidadania e igualdade de oportunidade	Juína	Curso sobre temas sociais para mulheres em vulnerabilidade financeira, visando a geração de renda.
11	Capacitação em fabricação artesanal de produtos de limpeza e higiene pessoal	Lucas do Rio Verde	Curso de fabricação artesanal de produtos de limpeza e higiene pessoal para mulheres indicadas pela Secretaria Municipal de Assistência Social.
12	Artesanato em madeira: reconhecendo saberes e criando novas perspectivas por meio da arte	Sorriso	Curso de técnicas de pintura em madeira para mulheres ligadas ao CRAS São Domingos.

Fonte: Léa Morais.

Após a conclusão dos projetos, foram aplicados questionários de avaliação do programa aos extensionistas e às mulheres atendidas.

Resultados e Discussão

As doze ações foram desenvolvidas em vários municípios do Estado de Mato Grosso, Brasil, totalizando 329 (trezentos e vinte e nove) inscritas nos cursos. Destas, 251 concluíram as atividades, percebendo-se uma evasão média entre os projetos de 29,55% das mulheres, número considerado ótimo quando comparado a cursos regulares e programas com públicos específicos como Mulheres Mil e Pronatec.

Em Sorriso, a partir do desenvolvimento do projeto 12 (descrito na tabela 1), um grupo de mulheres aprendeu técnicas de artesanato em madeira, fabricaram diversos produtos para decoração e organizaram uma feira para comercializar e divulgar o trabalho. Outro grupo de mulheres, referente ao projeto 3, recebeu qualificação acerca de defensivos agrícolas e o descarte correto de cada tipo de embalagem.

Em Campo Novo do Parecis, projeto 5, mulheres beneficiárias do Programa Bolsa Família

do Governo Federal aprenderam boas práticas de manipulação de alimentos, bem como diversas técnicas de confeitaria. Neste município há uma grande oferta de emprego na área de panificação e escassez de mão de obra qualificada. Parte do curso ocorreu em parceria com uma grande panificadora que acabou absorvendo parte das alunas contratando-as para o trabalho. Outro grupo de mulheres, no projeto 2, de famílias desabrigadas por um alagamento, foi capacitado em industrialização de alimentos, aprendendo técnicas para iniciar produção e comercialização de conservas, doces e compotas. Ainda na mesma cidade, mulheres estudantes do EJA (Educação para Jovens e Adultos) puderam ter suas habilidades e competências desenvolvidas através de Coaching no projeto 9.

No município de Várzea Grande, mulheres indicadas pelo CRAS (Centro de Referência de Assistência Social) participaram do projeto 8, em curso na área de construção civil, com foco em aplicação de azulejos e pisos. A região está em expansão e falta mão de obra qualificada. A mulher se destaca em acabamentos na construção civil por ser detalhista e cuidadosa. Muitas destas mulheres terminaram o curso já trabalhando na área. Outro

grupo de mulheres da Associação de Catadores de Resíduos Sólidos do Município de Várzea Grande, recebeu com o projeto 6 um curso com diversas oficinas com o objetivo da inclusão digital e tecnológica, valorizando o trabalho feminino.

Catadoras de resíduos sólidos do município de Tangará da Serra foram alfabetizadas e tiveram oficinas de língua portuguesa a partir do projeto 7. Outro grupo de Catadoras de resíduos sólidos, no município de Jaciara, recebeu diversas oficinas de língua portuguesa, informática, saúde coletiva, gestão de resíduos sólidos, entre outras pelo projeto 4.

Mulheres da Favela BR-070, em Primavera do Leste, que participaram do projeto 1, receberam curso na área de secretariado com vistas à empregabilidade e inserção social. Já em Lucas do Rio Verde, mulheres indicadas pela Secretaria Municipal de Assistência Social foram capacitadas pelo projeto 11 para fabricação artesanal de produtos de limpeza e higiene pessoal. Os produtos foram comercializados em feira e as mulheres puderam reduzir os gastos familiares fabricando os produtos que consomem e ampliando a renda vendendo-os.

Em parceria com o movimento UNEGRO pelo projeto 10, que tem como objetivo o combate ao racismo, toda forma de discriminação e opressão social, no município de Juína, foram ofertadas oficinas de artesanato e cuidados como manicure, maquiagem e penteados. As mulheres capacitadas puderam iniciar novas atividades laborativas, aumentando a renda familiar.

Após a conclusão dos projetos, foram aplicados questionários de avaliação do programa a todos os extensionistas e a um terço (33%) das mulheres atendidas.

- Pontuar os objetivos alcançados assim que atingidos, para ânimo das participantes.
- Auxílio financeiro para infraestrutura do projeto.
- Coordenação do projeto atuante.
- Demonstrar a cada participante como ela é importante para o projeto.
- Desenvolver o projeto no local em que estão as mulheres.
- Envolvimento de toda a equipe executora em todas as atividades.
- Evitar passar uma quantidade excessiva de conteúdo teórico, pois as participantes evitam algo maçante.
- Instrutores capacitados para tirar dúvidas.

- O interesse próprio das mulheres.
- Ofertar cursos que contribuam para a formação de renda das mulheres.
- Ofertar lanche.
- Ofertar uniforme e material escolar.
- Periodicidades nas ações.
- Procurar ter bom relacionamento com as alunas.
- Projeto ter um benefício vivível as participantes.
- Ser para um público que deseja e queira o trabalho. O projeto tem que fazer sentido para as participantes.

A permanência das mulheres no decorrer das capacitações é ponto crucial para sucesso do projeto. Diversos pontos devem ser observados a fim de evitar a evasão do público. A equipe extensionista que acompanhou cada projeto listou os fatores que acreditam que possa contribuir para esta permanência. Os fatores que mais se repetiram nas avaliações foram:

Trabalhar com as roupas ajudou a reformar meu guarda-roupa.

Tudo foi bom, mas eu gostei mais de aprender a fazer bolsa de artesanato, eu já vendi duas.

Faz-se necessário a realização de pesquisa quantitativa de comparação entre projetos que desempenharam determinadas ações para permanência e outros que não desempenharam, em relação à própria permanência destas mulheres.

A maioria das mulheres entrevistadas (66%) nos projetos do Programa Teresa de Benguela em 2017 são beneficiárias do Bolsa Família ou outro programa de assistência de órgãos do governo ou entidade assistencial. Este número revela a presença de mulheres em vulnerabilidade econômica nas capacitações, sendo atendidas com o objetivo de verticalizar suas rendas. Cerca de metade do público atendido (48%) não possui renda própria, estando desempregada ou estudando. Este público pode desenvolver habilidades técnicas específicas e vislumbrar o uso destas para criação de renda, através de inserção no mercado de trabalho ou desenvolvimento de negócio próprio. Uma grande parcela das mulheres atendidas (67%) nos projetos pretende abrir um negócio, atuar como empreendedora ou autônoma produzindo algo com as técnicas aprendidas nos cursos. Isto mostra a

efetividade da capacitação em suas três etapas de empoderamento, técnica e empreendedorismo, desenvolvendo no público alvo o desejo de melhorar sua renda partindo da capacitação ofertada.

Não foram realizadas atividades de acompanhamento das mulheres egressas dos cursos do programa. Todavia, entendemos a importância da realização desse acompanhamento que seria capaz de fornecer dados a respeito da sustentabilidade da iniciativa.

Conclusão/Considerações Finais

Com as atividades propostas no programa há uma emancipação individual das mulheres atendidas e o alcance de uma consciência coletiva que auxilia na superação de um estado de dependência social, cada uma descobre a capacidade de realizar, por si mesmo, mudanças necessárias para crescer e se fortalecer como cidadã.

Dessa forma, ajudamos a sustentar e empoderar essas mulheres no espaço social que é o que tanto nos interessa, fazendo com que elas percebam que há um lugar para elas de crescimento e desenvolvimento.

Alguns depoimentos colhidos subsidiam e corroboram com estas conclusões:

Metas alcançadas com o Programa em 2017:

a) Fomento da oferta de cursos de qualificação nos Campi do IFMT que contribuam para a promoção do desenvolvimento tecnológico e socioeconômico local.

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b) Atendimento a 251 mulheres em risco ou vulnerabilidade social, como forma de promover o desenvolvimento educacional, social e econômico dessas mulheres e suas famílias.

c) Promoção de inclusão socioproductiva através da educação, atendendo a mulheres integrantes de comunidades tradicionais e em situação de vulnerabilidade.

d) Promoção do envolvimento e da cooperação de servidores e estudantes em atividades de extensão, fortalecendo a integração entre os Campi do IFMT e a sociedade.

e) Oportunidade de maior democratização do saber, fortalecendo a indissociabilidade entre ensino, pesquisa e extensão para atendimento a demandas sociais.

f) Contribuição para a formação profissional e cidadã dos estudantes.

g) Fomento a atividades didático-comunitárias articuladas ao ensino e à pesquisa, oportunizando a participação da comunidade acadêmica no desenvolvimento de projetos de extensão com aporte de recursos institucionais.

Foram identificados pontos a melhorar no programa realizado. Esses pontos foram listados e deverão ser utilizados para a elaboração e execução dos próximos editais:

a) Acompanhamento das egressas dos cursos.

b) Captação e destinação de mais aporte financeiro para apoio aos cursos.

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Gender and Sustainability: Trends, Themes, and Policies

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ABSTRACT

Since the 1990s, sustainable development has been the pre-eminent force behind the global development agenda. It has flooded academic literature and policy documents, before finally culminating in the United Nations (UN) Sustainable Development Goals — 17 global objectives to be achieved by 2030. These goals are orientated towards understanding, and combating, the complexities which underpin the nexus between poverty and inequality (Vaughan, 2016, p. 5). The term, sustainable development, was first defined in the 1987 Brundtland Report, as, 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (Commission, 1987, p. 41). The enduring salience of this often-quoted statement remains highly relevant for the global issues that confront humanity. Trends vis-à-vis energy security, climate change, employment, and population growth serve as examples of how unsustainable practices and gender inequality are mutually reinforcing (Gender Equality and Sustainable Development, 2016, p. 111).

KEYWORDS: Sustainability, Gender Equality, Sustainable Development, Energy, Education.



Amartya Sen (2001) highlights the importance of increasing women's agency and participation, as 'women are increasingly seen as active agents of change: the dynamic promoters of social transformation [page number required]. Sen (2001, p. 191) further argues that 'the survival disadvantage of women compared with men in developing countries seems to go down sharply — and may even get eliminated — as progress is made in women's agency.' Sen's argument not only emphasises the importance of promoting female agency — it also serves as an indication of the fragile vulnerability that women inhabit, which severely impedes upon their livelihoods and the proliferation of gender equality. Crucially, sustainable development goal number four and give target the provision of quality education and the expansion of gender equality ("Sustainable Development Goals," 2018). Gender equality encompasses the notion that

equal rights and opportunities are accessible and applicable to both genders. It demands that the unique interests, and needs, of women are considered and legitimised (UNESCO, 2014, p. 11). Importantly, this review considers the argument that 'sustainable development and gender equality' are vital synergetic components of a broader strategy towards equal opportunity for women: 'gender equality can have a catalytic effect on achieving sustainable development' (Gender Equality and Sustainable Development, 2016, p. 111).

Gender, Energy, and Sustainability

The importance of understanding the issue of gender and sustainable energy practices is imperative — unsustainable energy practices are becoming a pressing issue in the global sustainable development agenda; moreover, unsustainable energy usage imparts harmful effects upon realising

the full potential of gender equality (Denton, 2002). The detrimental consequences of climate change and environmental pollution unleash the most hazardous effects amongst women, as women are more likely to be among the world's poor and impoverished, and rely more predominantly upon natural resources for their livelihood (Arora-Jonsson, 2011, p. 744; Women, 2009). Thus, it is imperative place women at the centre of co-operative solutions towards the future of climate change and energy sustainability.

There is an increased concern in the literature that unsustainable energy practices have a detrimental impact upon vulnerable community groups, and more particularly upon women (Arora-Jonsson, 2011, p. 745; Hemmati & Röhr, 2007, p. 7). In a more damaging vein, the complexities of unique contexts in which females are immersed in, and inhabit, have increased in the past years because of unsustainable socio-environmental practices within these contexts (Alston, 2014; Cecelski, 2000; Dankelman et al., 2008; Denton, 2002). For example, 'women's economic contribution is often unpaid, unrecognised and undervalued' (Cecelski, 2000) [page number required]. This causes less investment in female empowerment and agency, and, ultimately results in decreased sustainable development opportunities for women. The unfortunate reality is that women often face systemic disadvantage within society — this results in an increased risk to women when environmental and natural disasters occur, with the recovery stage of a disaster further exacerbating the systemic disadvantages that hamper women [add footnote with example/citation required]. Systemic disadvantages that impede upon female empowerment and the expansion of gender equality, include embedded socio-cultural norms and care-giving responsibilities (Arora-Jonsson, 2011, p. 745). Furthermore, women also lack access to clean water, safe sanitation, and, house-hold energy supplies (Dankelman et al., 2008). Increasing female's capacities to face adverse unsustainable

energy practices through the supply of sustainable and clean energy could lift many women around the world out of poverty (Parikh, Upadhyay, & Singh, 2012, p. 186). Kaygusuz (2011, p. 936) poignantly argues that the 'difficult, time-consuming work of collecting and managing traditional fuels [which] is widely viewed as women's responsibility, is a factor in women's disproportionate lack of access to education and income, and inability to escape from poverty.

Within the environmental domain, it is argued that threats caused by global warming and climate change have been unsuccessful in impressing upon policy-makers the importance of placing women at the centre of their plan for sustainable development (Denton, 2002). In this regard, a prominent issue which confronts sustainable development policies is the lack of active female participation in the shaping and construction of renewable and ecological policy [citation for this claim]. Although women's rights have progressed throughout the past century, there still exist cavities of knowledge regarding how active participation of women can be further encouraged. It is imperative that women, and particularly those in developing countries, have a voice in environmental policy decisions which directly implicate them (Denton, 2002). Importantly, this will increase the overall effectiveness of climate change policy. In this regard, Alston (2014) argues that there is an urgent need for gender mainstreaming in policy documents. Failure to insert the voice of women into policy 'risks cementing gender inequalities in post-disaster and reconstruction efforts because of the inherently inequitable power relations, resource allocations, and underpinning assumptions on which responses to climate disasters are based' [where is this quote from? Pg. number].

The Role of Higher Education Institutions and a Gendered Perspective for ESD and RSD

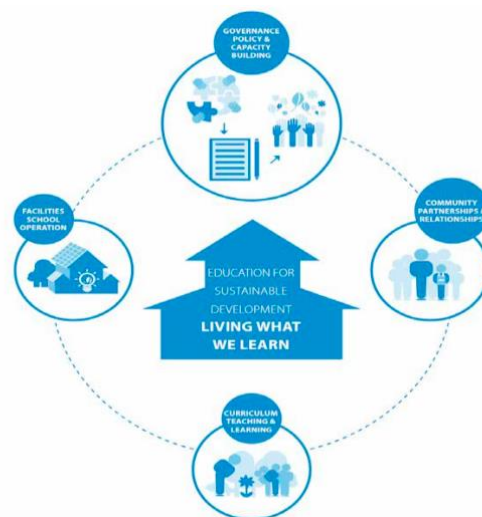
Education for Sustainable Development (ESD) and Research for Sustainable Development (RSD), is underpinned by the pivotal objective of empowering individuals to become 'global citizens,' and in turn 'proactive contributors' to a more peaceful, tolerant, and sustainable world (UNESCO, 2017, p. 7; 2018c). Crucial to ESD and RSD is the goal of social transformation by licensing learners to become empowered to 'transform themselves and the society they live in' (UNESCO, 2017, p. 7; 2018c). Moreover, RSD is principally focused on providing research that will generate relevant and sustainable knowledge ready for practice and implementation (Earth, 2015; Research, 2009, p. 8). Saliently, the nexus between ESD, RSD, and the expansion of gender equality exists in target 4.7 of the SDGs, and aims to ensure that, 'by 2030...all learners acquire knowledge and the skills needed to promote sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity (UNESCO, 2017, p. 8). Pursuant to target 4.7, it is evident that ESD, RSD, and gender equality are mutually reinforcing goals. The 2030 Sustainable Development Agenda emphasises the centrality of education and the role it plays in realising many of the SDGs; moreover, the inextricable link between gender equality and the right to quality education (Webb, Holford, Hodge, Milana, & Waller, 2017, p. 509). It is clear that 'quality education' is a domain of social policy that harbours the potential to degrade and erode the gender inequitable barriers that persist in societies across the globe (Vaughan, 2016, p. 5).

Harnessing ESD to expand gender equality around the globe

There exist many barriers and obstacles which hinder, and interfere with, women from having access to their right to participate in, and complete higher education (UNESCO, 2018a). These obstacles broadly include: geographic location, minority

status, and traditionally charged attitudes concerning the status of women in society; however, these are a mere few of the exhaustive variables which hinder women from accessing education (UNESCO, 2014, p. 28). To mitigate these obstacles the UNESCO Priority Gender Equality Action Plan for 2014 – 2021 (GEAP II) maps an action framework for implementing gender equitable initiatives throughout education systems (UNESCO, 2014, p. 6 & 28). The plan recognises that gender equality is inseparable from sustainable education, and it 'is increasingly considered as one of the most effective investments (UNESCO, 2014, p. 28). The GEAP II plan aims to alleviate gender disparities and encourage gender equality by leveraging a sustainable education system.

Whilst there has been progress in the expansion, and proliferation, of access to education for women, there is still a considerable way to go (UNESCO, 2018a, p. 28). Almost 16 million girls worldwide will never set foot in a classroom; moreover, women account for 2/3rds of 750 million adults without



rudimentary literacy skills (UNESCO, 2018a). However, as emphasised above, ESD has the potential to break down and eliminate these gender inequalities and barriers. Sustainable education is argued to have an empowering effect if it is embedded within a curriculum that spotlights

'gender equitable agency' (Vaughan, 2016, pp. 17 - 18). Importantly, under an ESD framework, critical reflection on gender inequalities and how to empower female agency is facilitated.

Integrating ESD into a higher education framework to capitalise on gender equality

In order to integrate ESD and maximise potential for gender equality to flourish, relevant policies are needed to spur change within the education system towards a more sustainable future (UNESCO, 2018b, p. 48). Costa Rica serves as an

Figure 1: The whole-institution approach (UNESCO, 2018b, p. 53)

emblematic example of a country that has successfully implemented ESD into a tangible policy. On the 17th October 2006, the Government of Costa Rica approved the National Commitment on the 'Decade of Education for Sustainable Development' (DESD) (UNESCO, 2018b, p. 49). Following this commitment, and under the Presidency of Laura Chinchilla, Costa Rica published the National Development Plan 2011 – 2014, which stressed the importance of improving secondary education, technological literacy, and learning a second language (UNESCO, 2013, p. 15). Similarly, Sweden presents another case in which ESD is firmly embedded within the education curriculum. Sweden's education system is firmly established on the key pillars of: democratic principles, gender equality, and social justice — values which ESD embraces (UNESCO, 2013, p. 105). However, it is important that educational policies realise an ESD strategy which encompasses a whole institution approach, which is aimed at mainstreaming educational sustainability. This requires the 'whole' transformation of the education system in order to maximise and harness the effectiveness of ESD (UNESCO, 2018b, p. 53). Figure 1 demonstrates how a whole-institutional approach operates in a mutually-reinforcing and cyclical manner.

Importantly, ESD can be strengthened by research for sustainable development (RSD).

Strengthening ESD through RSD

Research for sustainable development (RSD) is a crucial mechanism that can facilitate a holistic and transformative approach within the education system. In a report, Germany's UNESCO chairs emphasise that research and scientific co-operation supports and encourages global sustainable development (G. C. f. UNESCO, p. 8). Prof. Jörg Hacker emphasises that: 'science (research) [is] essential in the implementation for the Agenda 2030 and the Sustainable Development Goals' (G. C. f. UNESCO, p. 12). Sustainability research aims to understand complex and problematic global problems that confront society. In this regard, sustainability-related research faces the daunting challenge of integrating different disciplines and uniting divergent stake-holders; meanwhile, striving for 'methodological innovation' (Filho et al., 2018, p. 131). In their paper, Filho et al. (2018, p. 136) stress the importance of expanding 'local-level' research into sustainability – to more holistically understand the impacts of development. Similarly, they stress that it is vital to 'link' research and science to policymaking – with decisions being based on good research (Filho et al., 2018, p. 136). The outcome document of Rio+20 — 'future we want' stresses the importance of thorough and rigorous research regarding the environment and monitoring sustainable development, with the express enhancing national capabilities by drawing on RSD (Assembly, 2012). In sum, this section argues that research is an essential component of sustainable development and should be deployed in tandem with sustainable education principles. Finally, the conclusion of this review considers the broad themes underpinning this literature analysis, while reflecting upon gaps and areas for future research.

Conclusions: Research Gaps and Policy Recommendations

This literature review has addressed three large and broad topics which directly concern, and impact upon women and the proliferation of gender equality: climate change, and, education and research for sustainable development. While the themes were broad the interconnected thread uniting the subjects is the overpowering reality that women still lag behind men in development indicators (Duflo, 2010). More perturbingly is the missing women phenomenon – where women are lacking in the areas of: education, labour market opportunities, and, political representation (Arora-Jonsson, 2011, p. 744; Duflo, 2010; Sen, 1990).

Accordingly, future research domains should focus on understanding why the absent women phenomenon persists, despite concerted efforts reverse the destructive phenomenon. In 1990, Amartya Sen warned that analysis and understanding must look beyond the East/West dichotomy. He suggested that multi-dynamic variables embedded within economic and cultural frameworks hamper the expansion of gender equality (Sen, 1990). In order to understand and evaluate how economic and cultural structures impede upon gender equality, accurate data is paramount. Data and statistics play a crucial role in generating equal opportunity for women. Consequently, it is vital that international standards and methodologies are developed, and standardised (Gender Equality and Sustainable Development, 2016, p. 115). Precise data from different countries and cultures is systemically lacking. To that end, greater investment in accurate data is necessary; more pressingly it is one of the greatest impediments to understanding the root causes of gender inequality — work needs to focus specifically on data that captures land rights and ownership, access to education, family planning, and health care. Distressingly, up-to-date data hardly exists for these crucial indicators and ‘of the 14 indicators of progress associated with gender equality, most countries measure just three’ (Forum, 2017). Research for sustainable development can play a vital role in facilitating the collection of

accurate data which tracks and measures gender. Consequently, nations and communities should focus resources and investment into data driven sustainable research which focuses on understanding barriers to gender equality.

Finally, beyond sustainable research, public policy initiatives should focus on decreasing the barriers and cost of education for women — this is imperative to maximise the full benefits of ESD and RSD. In tandem with this prominent figures have a responsibility to address ‘discriminatory norms and practices through the media, religious institutions, and community members’ (OECD, 2017, p. 94).

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