

## Gender and Intersectionality in Co-Versatile

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This document aims to present, in summary form, the **Sustainable Development Goals (SDGs)** that are directly and indirectly related to the CO-VERSATILE project.

The document is divided into two blocks: the listing of the SDGs with direct relation to the project and the SDGs with indirect relation as a table.

The first information provided is the symbol that represents this SDG, followed by the title. Below the title, on the left side of the table, is the description of the goals of each of the SDGs. In the right column you can see how this SDGs is classified within the concept of **Environmental, Social, and Governance (ESG) targets** and also by **Doughnut economics**. Also in the right column, below the gray box, the upper part where the classification mentioned above is signaled by these two concepts/theories, there is information collected on the website of the UN with additional information (Facts and Figures) of each SDG and data referring to the Co-Versatile Project.

This work also includes a set of quotes taken from the **Gender Equality in Academics and Research (GEAR)** document to support the argument or to highlight sensitive items for the promotion of a more careful reflection, which does not replace reading the document.

### Learn a little more about each document:

**1. Sustainable Development Goals (SDGs)<sup>1</sup>:** The new global [Sustainable Development Goals](https://www.un.org/sustainabledevelopment/poverty/) were officially adopted by the UN General Assembly at the Summit on Sustainability in New York in September 2015. With these goals, SDGs or Global Goals for short, the international community is looking to eradicate poverty, advance women's equality, improve health care and take action against climate change by the end of 2030. This so-called 2030 Agenda follows on from the previous UN Millennium Development Goals.

The new Global Goals comprise 17 basic development goals, divided into 169 targets. The new goals have been enlarged in scope to apply to all nations of the world. They provide a frame of reference for sustainable economic, environmental and social development and call on all countries to make sustainable use of resources, set responsible social standards or curb the emission of gases that are harmful to the climate. Their implementation is voluntary and each government can decide itself on the measures to achieve the goals, but their success will be regularly monitored applying firm criteria.

Development cooperation remains an important part of the strategy for the eradication of poverty worldwide. The Global Goals underline, however, that development is a whole-of-government and whole-of-society task. To achieve them, everyone must act in concert.

**2. Environmental, Social, and Governance (ESG) targets<sup>2</sup>:** Environmental, social, and governance (ESG) criteria are a set of standards for a company's operations that socially conscious investors use to screen potential investments. Environmental criteria consider how a company performs as a steward of nature. Social criteria examine how it manages relationships with employees, suppliers, customers, and the communities where it operates. Governance deals with a company's leadership, executive pay, audits, internal controls, and shareholder rights.

The pandemic year has taught us that Sustainability is not just about tackling environmental risks but much more. It is about creating resilience into infrastructure, and this is where the Environmental, Social and Governance (ESG) conversation comes into play.

**E – Environment:** the E is the ESG is perhaps one of the most important concerns of the 21st century – the environment. How companies use energy and manage their environmental impact have far-reaching consequences on society and the planet.

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<sup>1</sup> Sources: <https://www.un.org/sustainabledevelopment/poverty/>

<sup>2</sup> Source: <https://www.investopedia.com/terms/e/environmental-social-and-governance-esg-criteria.asp>

**S – Social:** the social impact may not be evident right at the onset, but it is an integral part of the ESG framework. How a company fosters its people and culture will have ripple effects on the broader community. Their inclusivity and diversity will pave the way for a sustainable future.

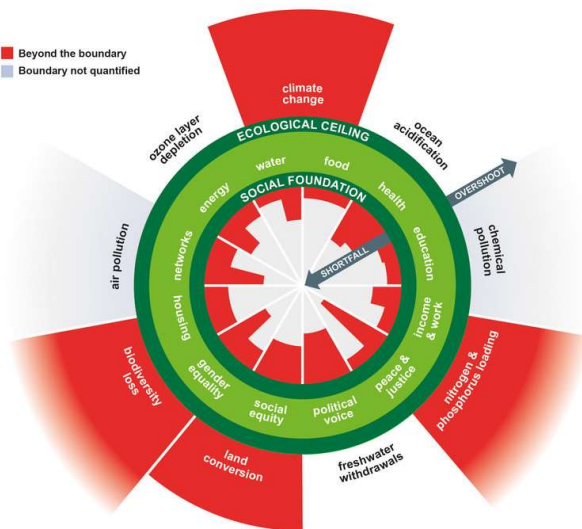
**G – Governance:** there are two parts to this criterion. One is staying ahead of violations, ensuring transparency and industry best practices, and dialogue with regulators. The other is the internal system of controls, practices, and procedures to govern and make effective decisions.

**3. Doughnut economics<sup>3</sup>:** The Doughnut, or Doughnut economics, is a visual framework for sustainable development – shaped like a doughnut or lifebelt – combining the concept of planetary boundaries with the complementary concept of social boundaries. The name derives from the shape of the diagram, i.e. a disc with a hole in the middle.

The hole at the Doughnut's centre reveals the proportion of people worldwide falling short on life's essentials, such as food, water, healthcare and political freedom of expression – and a big part of humanity's challenge is to get everyone out of that hole. At the same time, however, we cannot afford to be overshooting the Doughnut's outer crust if we are to safeguard Earth's life-giving systems, such as a stable climate, healthy oceans and a protective ozone layer, on which all our wellbeing fundamentally depends. The main goal of the new model is to re-frame economic problems and set new goals. In this model, an economy is considered prosperous when all twelve social foundations are met without overshooting any of the nine ecological ceilings. This situation is represented by the area between the two rings, considered by its creator as the safe and just space for humanity.

The diagram was developed by University of Oxford economist Kate Raworth in her 2012 Oxfam paper A Safe and Just Space for Humanity and elaborated upon in her 2017 book Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist<sup>4</sup>.

Doughnut economics



<https://www.weforum.org/agenda/2017/04/the-new-economic-model-that-could-end-inequality-doughnut/>

Mapping the SDGs to the Doughnut Model



<https://www.scrpt.media/2021/02/17/doughnut-model-sdg-esg-mapping/>

<sup>3</sup> The Doughnut Model, SDGs, ESG factors and SDG entry points - A mapping experiment. <https://www.scrpt.media/2021/02/17/doughnut-model-sdg-esg-mapping/>

<sup>4</sup> [https://en.wikipedia.org/wiki/Doughnut\\_Economics:\\_Seven\\_Ways\\_to\\_Think\\_Like\\_a\\_21st-Century\\_Economist](https://en.wikipedia.org/wiki/Doughnut_Economics:_Seven_Ways_to_Think_Like_a_21st-Century_Economist)

## Sustainable Development Goals (SDGs) related to CO-VERSATILE Project

### A. DIRECT IMPACT

| SDG/Goal                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Classification of the SDGs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|  | <b>Goal 5: Achieve gender equality and empower all women and girls</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>SDGs mapped to ESG targets<sup>5</sup>: Social and Governance</li> <li>Mapping the SDGs to the Doughnut Model<sup>6</sup>: Social Foundation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                   | <p>5.1 End all forms of discrimination against all women and girls everywhere</p> <p>5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation</p> <p>5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation</p> <p>5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate</p> <p><b>5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life</b></p> <p>5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences</p> <p><b>5.A Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws</b></p> <p><b>5.B Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women</b></p> <p><b>5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels</b></p> | <h4>UN SDGs - Facts and Figures</h4> <p><b>Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.</b></p> <p>There has been progress over the last decades: More girls are going to school, fewer girls are forced into early marriage, more women are serving in parliament and positions of leadership, and laws are being reformed to advance gender equality.</p> <p><b>Despite these gains, many challenges remain: discriminatory laws and social norms remain pervasive, women continue to be underrepresented at all levels of political leadership, and 1 in 5 women and girls between the ages of 15 and 49 report experiencing physical or sexual violence by an intimate partner within a 12-month period.</b></p> <p><b>The effects of the COVID-19 pandemic could reverse the limited progress that has been made on gender equality and women's rights.</b> The coronavirus outbreak exacerbates existing inequalities for women and girls across every sphere – from health and the economy, to security and social protection.</p> <p><b>Women play a disproportionate role in responding to the virus, including as frontline healthcare workers and caregivers at home. Women's unpaid care work has increased significantly as a result of school closures and the increased needs of older people. Women are also harder hit by the economic impacts of COVID-19, as they disproportionately work in insecure labour markets. Nearly 60 per cent of women work in the informal economy, which puts them at greater risk of falling into poverty.</b></p> <p><b>COVID-19 RESPONSE</b></p> <p><b>Women are not only the hardest hit by this pandemic, they are also the backbone of recovery in communities. Putting women and girls at the centre of economies will fundamentally drive better and more sustainable</b></p> |

<sup>5</sup> Environmental, Social and Governance factors to evaluate companies and countries on how far advanced they are with sustainability

<sup>6</sup> The Doughnut Model, introduced with the book "Doughnut Economics" by Kate Raworth in 2017, essentially represents the "safe zone" between social equity and environmental boundaries that we should strive to get into. It introduces an "era of the planetary household", which reflects the idea to manage our collective household in the context of these inner and outer bounds.

development outcomes for all, support a more rapid recovery, and place the world back on a footing to achieve the Sustainable Development Goals.

Every COVID-19 response plans, and every recovery package and budgeting of resources, needs to address the gender impacts of this pandemic. This means: (1) including women and women's organizations in COVID-19 response planning and decision-making; (2) transforming the inequities of unpaid care work into a new, inclusive care economy that works for everyone; and (3) designing socio-economic plans with an intentional focus on the lives and futures of women and girls.

The COVID-19 pandemic provides an opportunity for radical, positive action to redress long-standing inequalities in multiple areas of women's lives, and build a more just and resilient world.

- [In 18 countries](#), husbands can legally prevent their wives from working; in 39 countries, daughters and sons do not have equal inheritance rights; and 49 countries lack laws protecting women from domestic violence.
- While [women have made important inroads into political office](#) across the world, their representation in national parliaments at 23.7 per cent is still far from parity.
- [In 46 countries](#), women now hold more than 30 per cent of seats in national parliament in at least one chamber.
- [Only 52 per cent of women](#) married or in a union freely make their own decisions about sexual relations, contraceptive use and health care.
- Globally, [women are just 13 per cent](#) of agricultural land holders.
- [More than 100 countries](#) have taken action to track budget allocations for gender equality.

#### CO-VERSATILE

T6.4 Ethics monitoring: This task includes the supervision of the code of conduct and the monitoring of gender issues and will encourage partners to implement long-term institutional change by adopting Gender Equality Plans and measures outlined in GEAR (Gender Equality in Academics and Research); as well as the UN SDG #5 Gender Equality, especially 5.5, 5.A, 5.B, and 5.C. thus, increasing the participation of women in digitisation of manufacturing research or technical career, and consider gender issues within all management and recruitment processes to boost the involvement of women. This includes: Ensuring that all data is sex- and gender-disaggregated, and indirect effects of the pandemic on gender equality will be considered; Enhancing the use of enabling technology, in particular, information and communications technology, to promote the empowerment of women; and, attention will be paid to critical social factors intersecting with sex/gender, such as age, social origin, ethnicity/migration, and disability.

From an early age, we learn to associate science with men. This topic has been extensively researched throughout the last decades. As shown in a recent study covering 66 countries worldwide (Miller, Eagly and Linn, 2014), there are strong relationships between women's representation in science and national gender-science stereotypes, meaning that men tend to be more associated with science than women. This finding also holds true for countries where women were approximately half of the nation's science majors and employed researchers.

Recently, gender bias and inequalities have been increasingly addressed taking into account their intersection with other inequality grounds such as disability, age, sexual orientation, religion or ethnicity. Addressing other inequalities intersecting with gender may offer efficient leverages for change and can also inspire comprehensive actions and strategies. Yet, it also requires more analytical resources, data and a broader range of expertise than tackling gender separately from other inequality grounds.

It is generally acknowledged that promoting gender equality in research organisations and higher education institutions brings positive impact with respect to:

- 1. Compliance with domestic and EU regulations:** Although to different extents, all universities and research organisations are bound to respect certain legal obligations related to discrimination and gender equality. Even if it may vary, there is a cost for breaching existing regulations. In addition, investing in gender equality helps organisations to comply with legal provisions more comprehensively and proactively.
- 2. Well-being at work:** Research organisations and universities are also work environments in which all staff should be able to freely develop their skills and fulfil their expectations. Since these work environments are made up of women and men, adopting a gender-sensitive perspective in this regard is sensible. Beyond compliance with existing rules, preventing verbal, psychological and physical gender-based offenses is a basic requirement for a safe gender-friendly work environment. (...) Additionally, better work environments contribute to retaining and attracting talent. They are part of a more sustainable management of human resources.
- 3. Social dialogue and cooperation among stakeholders:** Research activities are highly intensive in human capital. **Training qualified and creative researchers is costly, and bringing them up to their full potential takes time.** Moreover, research organisations are involved in intense competition for talent. **This makes it especially necessary to address the full pool of talents, including women — even when they are under-represented. It also requires retaining research staff over time and giving them the opportunity to achieve their personal and professional objectives and potential.** It has been shown that women are abandoning their scientific careers in much greater numbers than men. Described as the 'leaky pipeline' of women in science, this phenomenon has a considerable impact: a loss of knowledge, an organisational cost and a reduced and limited perspective in scientific research. It also feeds a vicious circle: as women leave research in greater numbers, research becomes less attractive to women. **Attracting and retaining female researchers in a knowledge-based economy can only be reached if the full spectrum of gender bias and inequalities in research is addressed.**
- 4. Internal decision-making and career management procedures:** There are different kinds of economic benefits. First, research is not only intensive in human capital, but also in funding. Universities and research organisations are engaged in fierce competition to access public funding. (...) Along with other priorities, principles of 'responsible research' and 'innovation' apply to the selection of successful applications. Within this framework, gender equality is increasingly referred to as an additional criterion to access public funding. This is clearly the case under the EU work programmes of Horizon 2020, but also in several Member States, such as the UK. Hence, addressing gender equality in research, but also adopting a gender lens in research content and outputs, can improve the competitiveness of universities and research organisations. Secondly, an increasing part of research is directly interested in producing added value in terms of products, services and policy delivery. **Building gender-balanced teams, securing gender expertise and adopting a gender perspective in implementing and disseminating research work can bring specific benefits.**
- 5. Inclusiveness and the sense of community:** The quest for excellence and quality has become a major issue for research organisations and higher education institutions. It is driven by intense competition for skills, funding and innovations. Bringing a gender dimension in research and innovation content improves the overall quality of research design, hypotheses, protocols and outputs in an ample variety of fields. It not only allows addressing gender bias and building more evidence-based and robust research, but also contributes to pluri-disciplinarity. As science and innovation are increasingly framed as working for/with society, reflecting the diversity of final users from the early research stage has become a must. 'Gender blindness' (understood as the lack of consideration for gender-related aspects) often goes with neglecting other relevant social or experiential parameters. Challenging this blindness, on the contrary, creates awareness for a broader set of variables than just sex and/or gender.

**6. The quality of research (and teaching):** Building gender diverse teams helps to secure a broader set of viewpoints, contributing to enhanced creativity and innovation — and thus also the quality of research. Such teams promote inclusiveness, experiment more, and share and create knowledge.

**7. The overall profile of the organisation in a competitive environment:** Pursuing gender equality requires involving all staff categories — including management, non- research staff and students — in a joint effort to produce change. As these categories only rarely collaborate, this overarching goal offers the opportunity to enhance the sense of community and ownership. Additionally, the changes required to achieve gender equality also bring benefits in terms of transparency and accountability, decision-making, career management and research evaluation procedures. Indeed, these procedures are often affected by different sorts of bias and unwritten rules which a concern for gender equality helps to challenge. The changes needed to achieve gender equality and bring in a gender perspective in research require a longer timeframe to measure their effectiveness. Both shorter-term and longer-term impacts have to be pursued to ensure the mobilisation of research organisations over time and to make qualitative and quantitative evidences more salient. But these efforts in terms of monitoring can also be beneficial for a better knowledge of what makes organisational change successful, or not. **Last but not least, addressing gender (in)equality can be part of a broader strategic process aimed at enhancing the competitive edge and national or international profile of the organisation.**

In itself, quoting these broad areas of impact can help in building the case for gender equality policies. It is however not sufficient, and potential benefits should be formulated so as to be directly relevant to different categories of stakeholders.

Interested in more arguments for why work on gender equality and diversity in research is relevant? The Norwegian Committee for Gender Balance and Diversity in Research provides six key arguments on its website. These deal with:

**1. Fairness:** Gender balance and non-discrimination are a matter of fairness. Women and men, regardless of their ethnic background, must have the same opportunities to participate in, and the same power to influence, the higher education and research community.

**2. Democracy and credibility:** To have a well-functioning democracy, women and men, as well as various ethnic minorities, must participate on an equal footing in all areas of society. If the community of researchers and research managers is more gender-balanced and ethnically diverse, the institutions will more accurately reflect the diversity of the population. This will strengthen the institutions' credibility and ensure that they incorporate the research interests of a larger portion of the population.

**3. National research objectives:** (...) An imbalance in recruitment results in a loss of research talent. The various subject areas are still segregated by gender and tend to recruit a disproportionately low number of ethnic minorities. It is therefore essential that a gender and diversity perspective underlies the establishment and realisation of national research priorities.

**4. Research relevance:** High-quality research that is relevant to society requires that research communities are able to raise the 'right' questions and consider a number of different solutions. This is best ensured when research communities are open to different types of people with different experiences and have the ability to cooperate across and within disciplines. Research and education are integral to policy formulation and public administration, and contribute to a more critical, diverse and open public debate. When researchers reflect the diversity of the population as a whole, the credibility and relevance of research is enhanced.

**5. Research quality:** Heterogeneous research groups that include women and ethnic minorities have been shown to be more robust and innovative than homogeneous groups. This promotes quality and innovation in knowledge production. A focus on gender and diversity perspectives in research will enhance the quality of research as well.

**6. Competitive advantage:** (...) A focus on gender and diversity perspectives in research will enhance the quality of research as well. Competitive advantage Women comprise 50 per cent of the talent that institutions compete for when recruiting for positions and academic communities in higher education and research. In addition, some people with a minority background are excluded for a variety of reasons. If women and ethnic minorities cannot be recruited, talent is lost and research quality is affected. This in turns weakens the competitive advantage of academic institutions as they work to develop their academic areas.

Source: Committee for Gender Balance in Research (Norway), [eng.kifinfo.no \(http://eng.kifinfo.no/c62457/seksjon.html?tid=62458\)](http://eng.kifinfo.no/c62457/seksjon.html?tid=62458)

To ensure the sustainability of gender equality actions, it is important to embed practices in the normal routines and procedures of the organisation. This can be done by changing existing routines and procedures in the institution or by structurally complementing them with new ones.

(...) monitoring and evaluation instruments are firstly to be seen as tools supporting effective actions and creating accountability. Secondly, by providing indicators against which actions can be assessed and resources allocated, they also enhance knowledge of ongoing changes. (pg.25)

(...) Monitoring actions once they are under way is key to informing about how they address actual needs, and effectively support change. GEPs should mobilise a large number of different actors within the organisation. It is deemed important for those who pilot actions to have a good command of what is going on. Monitoring not only enables checking if and how actions are being implemented, it can also indicate whether or not a transformative dynamic is going on. Well-thought out monitoring mechanisms can help in identifying and addressing potential sources of resistance to change. Last but not least, a virtuous cycle can make monitoring tools part of a continuous enhancement process. (pg.25)

(...) Indicators should be implementation-orientated, and adapted to the purposes of the action. Actions aimed at increasing the participation of women in senior positions should not only be monitored by looking at figures, assessing the enrolment in supporting schemes (such as training, mentoring or reserved fellowships) and their impact on the actual gender balance is also relevant. But indicators on the transparency of recruitment, promotion and evaluation procedures are also needed. (pg.25)

(...) indicators can also be set to measure respective positions of men and women in relation to work-life balance, leave and evaluation scores, etc. Such indicators help in building accountability for the successes or failures of implemented measures. (p.26)

In a first step, gender equality needs to be framed as a meaningful issue, relevant to the whole community, and providing an explanation of what a GEP is and entails. Being practical and concrete in formulating objectives and setting targets can effectively support the ownership of the strategy by the whole research community. Objectives should not (only) be long term, but also short and mid term, in order to better account for failures, successes and challenges. Gender equality planning should thus be driven by clear objectives and targets, defined for each planned measure and/or intervention area, along with clearly ascribed responsibilities with regard to their attainment. (p.29)

**Availability of sex-disaggregated data:** Sex-disaggregated data and other data relevant to document the status of gender (in-)equality within the organisation are indispensable for designing effective strategies. The availability (i.e. existence and accessibility) of such data is a precondition for the impact of measures and initiatives. Indeed, making proposed measures evidenced-based not only allows for adequately distributing resources and tackling problems, but also for overcoming potential resistances and monitoring achievements. (p.29)

**Monitoring instruments:** (...) Both qualitative and quantitative indicators have to be SMART: specific, measurable, attainable, realistic and time-related. (p.29)

**Lack of understanding of gender equality and/or a GEP:** There can be a fundamental lack of understanding of the need for and importance of gender equality within some organisations. This can lead to lack of engagement and involvement of key actors, minimising the importance of the work and considering gender equality a 'woman's issue'. To counteract this it is important to clearly reiterate that gender equality is not a minority, marginal issue but it concerns all who work in an organisation. Gender equality may also need to be framed as key to developing a successful, open and forward-thinking research and higher education institution, that respects and enables all who work and study in it. (p.30)

**Conviction that commitment to merit and/or excellence negates the need for gender equality work and/ or GEPs:** Some individuals in organisations may strongly subscribe to the belief that a commitment to academic excellence or promotion on merit alone negates the requirement for a GEP or work on gender equality. This belief appears to have led to an absence of women in many fields and at higher levels of academia or research settings. In fact, a commitment to excellence in research requires a diversity of expertise, experience and staff, as well as an assurance to attract and retain the highest calibre of staff. (p.31)

**Lack of relevant data and statistics:** A lack of availability, or access to, sex-disaggregated human resources data is a challenge, as these figures are required to develop a baseline or initial assessment of where gender equality work and actions need to be targeted in an organisation. Having the data and statistics collated and prepared is also needed to counter resistance with

actual up-to-date facts and figures. Data-protection policies and legislation may in some cases (in particular in organisations, faculties or departments with low staff numbers) limit the availability of sex-disaggregated personnel data. (p.32)

The sustainability and resilience of any GEP plan may need to go through SWOT analysis (strengths-weaknesses-opportunities-threats) and stress-testing prior to sign-off and launch, this is to ensure that it is suitably flexible to overcome challenges in the future. (p.34)

### 3.2 Action Toolbox for Institutional Change in Academia and Research Organisations (p.33)

**3.2.1 Structures to support gender equality work (p.33):** Structures to support gender equality work are dedicated organisational arrangements (unit, office, network, service, etc.) which are mandated to support structural change towards gender equality through their work.

**3.2.2 Awareness-raising and competence development (p.35):** Awareness-raising efforts aim at generating and stimulating sensitivity to issues related to gender (in-)equality, while (gender) competence development aims at strengthening people's knowledge and skills to engage with gender equality issues. In practice, the two types of efforts often overlap, as learning starts with awareness, but is a continuous process.

**3.2.3 Engaging stakeholders (p.38):** To structurally embed gender equality within the organisation, it is necessary that the widest possible circle of stakeholders is receptive to this change. In order to make gender equality work effective, it is therefore paramount to engage with these stakeholders, vertically as well as horizontally. Outreach work goes from the top to the bottom of the organisation, and across departments, schools and disciplines. Even alliances and outreach beyond the institution can help to strengthen and legitimate internal change.

**3.2.4 Organisational culture and work-life balance (p.39):** The organisational culture and work-life balance are key factors that contribute to creating an enabling environment for both women and men to have fulfilling careers in the research sector. This area covers all aspects that promote an enabling working environment in which both women and men can thrive, feel good in their jobs, enjoy equal opportunities to develop their careers and have fulfilling lives. This is a broad thematic area that covers issues such as:

1. gender-sensitive communication;
2. childcare provisions;
3. maternity/paternity/parental leave provisions.

#### Useful to know (p.39/40):

1. Some mistakenly understand gender equality as a women's issue only. It is important to highlight that the whole institution benefits from a more open and respectful organisational culture. The well-being of all improves when there is a better balance between work, family and private life.
2. Better organisational cultures help to attract and to retain the best talents.
3. Changing the organisational culture does not happen through single interventions. Systematic efforts will be required until the desired change in values has been internalized by all involved in the organisation.
4. The pursuit of an academic career is still often associated with full dedication to science and a culture of 'long hours'. As long as women continue to carry the bulk of caring responsibilities, the double workload for women renders it difficult to balance their professional and private lives.
5. A respectful, open and welcoming organisational culture is sensitive to a variety of gender identities and does not consider 'women' and 'men' as homogeneous groups.

**3.2.5 Recruitment, selection and career progression support (p.42):** Women and men shall get equal chances to develop and advance their scientific careers. Recruitment, selection and career progression are crucial steps in this endeavour. It is thus important to critically review the existing recruitment and selection processes and procedures at all stages, to address existing biases that act as structural discrimination against women along their career path.

**Useful to know (p.42):** (...) 3. While it is generally accepted that 'merit' and 'excellence' are key criteria for the assessment of candidates for academic positions, these concepts are not gender-neutral. Further reading on this issue is provided under the list of resources below.

4. ‘Unconscious’ or ‘implicit’ bias [link to section on unconscious bias in ‘why change must be structural’] unintentionally influences judgements and opinions about others and can result in discrimination.

5. Organising blind assessments of candidates’ CVs (i.e. omitting the name of the candidate) can contribute to avoiding unconscious gender bias in candidate selection.

**3.2.6 Leadership and decision-making (p.45):** The leadership of the institution and its decision-making bodies need to be gender-balanced for the organisation to truly live up to its values. Women and men should have equal access to and a balanced participation in leadership and (formal and informal) decision-making structures. Decision-making itself has to be gender-sensitive (or gender-responsive) because it takes into account gender differences and aims at promoting gender equality.

**3.2.7 Combating sexual and gender-based Harassment (p.47):** The fields of research and higher education are not immune to sexual and gender-based harassment. Actions are needed to put an end to this behaviour, such as: providing information regarding sexual and gender-based harassment, and offering attention and support to victims and witnesses of misconduct, with a commitment to putting an end to such behaviour.

**3.2.8 Integrating gender in research and education content (p.48):** Integrating the gender dimension into research and education content means taking into account the biological characteristics and the social features of both women and men, girls and boys. Our knowledge is the basis on which future generations will build their societies. It is therefore crucial that the **knowledge** which is **created through research** and **transferred through education** is free of gender bias.

Particularly, when relevant, **research and innovation activities** need to critically examine both gender differences and inequalities. The added-value of integrating a gender dimension into research and innovation allows: 1) ensuring excellence and quality in outcomes and enhancing sustainability, 2) making research and innovation more responsive to social needs and 3) developing new ideas and fostering innovation. Through the inclusion of a gender dimension in research and innovation content, gender biases are more likely to be tackled, properly addressed and eliminated.

Also, as **education** forms our future scientists, young people need to be taught about the gender aspects of their disciplines and trained to perform gender-sensitive research.

#### Useful to know (p.48):

1. A subject is considered **gender relevant** when it can be expected that its findings affect (groups of) women and men, or girls and boys, differently.

2. Integrating the gender dimension in the research content requires the **consideration of sex and gender aspects throughout all stages of the research cycle**: from the definition of research questions and hypotheses, the selection of research methods and during the running of research activities, to the analysis and reporting of results.

**3. STEM research topics** often appear as gender-neutral. In such cases, the following questions can be asked about aspects that are not gender-neutral: who decides on the research agenda; whose interests and needs are served with the research; who will be the users of the knowledge that is to be produced; who can benefit and in which way from the research? It is always relevant to produce research that has a high societal value and can provide answers to societal needs.

4. Teachers’ and lecturers’ interactions with students are unconsciously influenced by **gender stereotypes**. Young people also hold stereotypical beliefs about women’s and men’s ‘natural’ abilities. Countering such stereotypes allows for everyone to engage with science in all its aspects without constraints set by ungrounded preconceptions.

**3.2.9 Analytical measures, targets, indicators, monitoring and evaluation (p.49):** Collecting, assessing, reviewing, analysing numbers, data, procedures and practices enable optimal planning and implementation of gender equality work. A GEP or any other gender equality ad-hoc initiatives need to be grounded in evidence. An initial assessment of the state-of-play of gender equality in the institution usually includes a statistical analysis of sex-disaggregated data and a documentary analysis of national legal and policy documents, along with the organisation’s strategic and operational documents.

#### Useful to know (p.49/50): (...)

2. The best way to capture the status of gender (in-)equality in the organisation and to assess progress is by **combining the use of quantitative indicators with qualitative ones**. Gender-sensitive and gender-specific indicators are key to measuring gender-related changes over time. They can be quantitative (e.g. number of female and male

researchers), or qualitative (usually used to capture/assess people's experiences, opinions, attitudes, behaviours and feelings). While quantitative indicators can provide statistical evidence of what has changed, qualitative analyses allow assessment of the quality of change and aid in understanding why certain patterns have occurred.

3. Remember that 'women' and 'men' are not monolithic groups and that differences in the situations of individuals within these groups might be bigger than those between the groups. Attention to the intersecting inequalities and the influence of other factors (like age, family status, contractual basis, etc.) is thus warranted.

4. Monitoring efforts not only allow measurement of the impact of initiatives and the progress made towards gender equality, they also enable identification of what can be improved. Monitoring is thus important for learning: to take on board the lessons from the practice and to improve what is carried out.

**3.2.10 Incentives to promote gender equality (p.51):** Both rewards and sanctions can push forward change towards gender equality by stimulating the desired behaviour among actors. Rewarding positive contributions has the potential to enhance the working relations and the organisational atmosphere. Incentives are, for example, (more) resources, special awards and honorary mentions, etc.

**'What do you mean by gender equality?' (p.53).** All the action plans had to constantly negotiate the meaning of gender equality in relation to the different actions they promoted and the different stakeholders involved. Very often, the first thing to negotiate was the very understanding of the words used and, therefore, the real objective of the action plan. (...) Stressing 'diversity' over 'equality' also proved beneficial in some contexts, without losing sight of the specific and cross-cutting relevance of gender diversity.

**Legislative and policy backgrounds (p.55):** National contexts determine to an important extent the state-of-play as regards gender equality in research. Country-specific information on legislative and policy backgrounds, as well as other support measures to promote gender equality in research, for each of the European Union Member States.

| SDG/Goal                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Classification of the SDGs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|  | <b>Goal 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>SDGs mapped to ESG targets: environmental, social and governance</li> <li>Mapping the SDGs to the Doughnut Model: Social Foundation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                     | <p><b>9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all</b></p> <p>9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries</p> <p>9.3 Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets</p> <p>9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities</p> <p><b>9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries,</b> in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending</p> | <p><b>UN SDGs - Facts and Figures</b></p> <p>Inclusive and sustainable industrialization, together with innovation and infrastructure, can unleash dynamic and competitive economic forces that generate employment and income. They play a key role in introducing and promoting new technologies, facilitating international trade and enabling the efficient use of resources.</p> <p>Global manufacturing growth has been steadily declining, even before the outbreak of the COVID-19 pandemic. The pandemic is hitting manufacturing industries hard and causing disruptions in global value chains and the supply of products.</p> <p>Innovation and technological progress are key to finding lasting solutions to both economic and environmental challenges, such as increased resource and energy-efficiency. Globally, investment in research and development (R&amp;D) as a proportion of GDP increased from 1.5 per cent in 2000 to 1.7 per cent in 2015 and remained almost unchanged in 2017, but was only less than 1 per cent in developing regions.</p> |

**9. A Facilitate sustainable and resilient infrastructure development** in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States 18

**9.B Support domestic technology development**, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities

9.C Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020

In terms of communications infrastructure, more than half of the world's population is now online and almost the entire world population lives in an area covered by a mobile network. It is estimated that in 2019, 96.5 per cent were covered by at least a 2G network.

The coronavirus pandemic has revealed the urgent need for resilient infrastructure.

#### COVID-19 RESPONSE

Information and communication technologies have been on the frontlines of the COVID-19 response. The crisis has accelerated the digitalization of many businesses and services, including teleworking and video conferencing systems in and out of the workplace, as well as access to healthcare, education and essential goods and services.

As the pandemic reshapes the way in which we work, keep in touch, go to school and shop for essentials, it has never been more important to bridge the digital divide for the 3.6 billion people who remain offline, unable to access online education, employment or critical health and sanitation advice.

Once the acute phase of the COVID-19 crisis is over, governments will need investments in infrastructure more than ever to accelerate economic recovery, create jobs, reduce poverty, and stimulate productive investment.

#### CO-VERSATILE

- Rapid reconfigurable production process chains

## B. INDIRECT IMPACT

|  | SDG/Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Classification of the SDGs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                                     | <p><b>Goal 3: Ensure healthy lives and promote well-being for all at all ages</b></p> <p>3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births.</p> <p>3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births.</p> <p>3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.</p> <p>3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.</p> <p>3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.</p> | <p>• SDGs mapped to ESG targets: social</p> <p>• Mapping the SDGs to the Doughnut Model: Social Foundation</p> <p><b>UN SDGs - Facts and Figures</b></p> <p>Ensuring healthy lives and promoting well-being at all ages is essential to sustainable development. Currently, the world is facing a global health crisis unlike any other — <b>COVID-19 is spreading human suffering, destabilizing the global economy and upending the lives of billions of people around the globe.</b></p> <p>Health emergencies such as COVID-19 pose a global risk and have shown the critical need for preparedness. The United Nations Development Programme highlighted huge disparities in countries' abilities to cope with and recover from the COVID-19 crisis. The pandemic provides a watershed moment for health emergency preparedness</p> |

3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents.

3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.

3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.

3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination.

3.A Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate.

3.B Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all.

**3.C Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States.**

**3.D Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.**

and for investment in critical 21st century public services.

**The pandemic is much more than a health crisis. It requires a whole-of-government and whole-of-society response, matching the resolve and sacrifice of frontline health workers.**

| SDG/Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Classification of the SDGs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <div data-bbox="168 1354 305 1488">  </div> <div data-bbox="339 1381 659 1415"> <b>Goal 4: Quality Education</b> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>SDGs mapped to ESG targets: social</li> <li>Mapping the SDGs to the Doughnut Model: Social Foundation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes</p> <p>4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education</p> <p><b>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</b></p> <p><b>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</b></p> <p><b>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the</b></p> | <div data-bbox="885 1505 1208 1535"> <b>UN SDGs - Facts and Figures</b> </div> <p>Obtaining a quality education is the foundation to improving people's lives and sustainable development.</p> <ul style="list-style-type: none"> <li>In 2020, as the COVID-19 pandemic spread across the globe, a majority of countries announced the temporary closure of schools, impacting more than 91 per cent of students worldwide.</li> </ul> <div data-bbox="854 1755 989 1778"> <b>CO-VERSATILE</b> </div> <ul style="list-style-type: none"> <li>Although this goal is aimed specifically at children, the role of education remains relevant at any stage and age of life.</li> <li>VRT as a meaning of it (role process)</li> <li>WP4 Training</li> </ul> |

vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

**4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development**

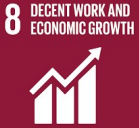
4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all

4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

## GEAR

Gender-blind and gender-biased research: Much research is still gender-blind or gender-biased. This happens, for instance, when research results are extrapolated to the population as a whole, without due consideration of the sample composition. For example, in medical research, it often happens that only male animals are used for tests. Sex and gender are fundamental determinants of the organisation of life and society. Therefore, recognising and taking into account these differences is paramount in scientific knowledge creation.

| SDG/Goal                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Classification of the SDGs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <br><b>Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all</b> | <p>8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries</p> <p>8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors</p> <p>8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</p> <p>8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavor to decouple economic growth from environmental degradation, in accordance with the 10-</p> | <ul style="list-style-type: none"> <li>SDGs mapped to ESG targets: social and governance</li> <li>Mapping the SDGs to the Doughnut Model: Social Foundation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>UN SDGs - Facts and Figures</b><br><p><b>Sustained and inclusive economic growth can drive progress, create decent jobs for all and improve living standards.</b></p> <p>COVID-19 has disrupted billions of lives and endangered the global economy. The International Monetary Fund (IMF) expects a global recession as bad as or worse than in 2009. As job losses escalate, the International Labor Organization estimates that nearly half of the global workforce is at risk of losing their livelihoods.</p> <p><b>The UN Secretary-General has stressed that the recovery from the COVID-19 crisis must lead to a different economy.</b></p> |

year framework of programmes on sustainable consumption and production, with developed countries taking the lead

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training

8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms

8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment

8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products

8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all

8.A Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries

8.B By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization

**Beyond the immediate crisis response, the pandemic should be the impetus to sustain the gains and accelerate implementation of long-overdue measures to set the world on a more sustainable development path and make the global economy more resilient to future shocks.**

#### COVID-19 RESPONSE

The COVID-19 pandemic has caused a historic recession with record levels of deprivation and unemployment, creating an unprecedented human crisis that is hitting the poorest hardest.

In April 2020, the United Nations released a framework for the immediate socio-economic response to COVID-19, as a roadmap to support countries' path to social and economic recovery. The socio-economic response framework consists of five streams of work:

- **Ensuring that essential health services are still available and protecting health systems;**
- Helping people cope with adversity, through social protection and basic services;
- **Protecting jobs, supporting small and medium-sized enterprises, and informal sector workers through economic response and recovery programmes;**
- Guiding the necessary surge in fiscal and financial stimulus to make macroeconomic policies work for the most vulnerable and strengthening multilateral and regional responses; and
- **Promoting social cohesion and investing in community-led resilience and response systems.**

**These five streams are connected by a strong environmental sustainability and gender equality imperative to build back better.**

The UN Secretary-General has stressed that the recovery from the COVID-19 crisis must lead to a different economy.

Beyond the immediate crisis response, the pandemic should be the impetus to sustain the gains and accelerate implementation of long-overdue measures to set the world on a more sustainable development path and make the global economy more resilient to future shocks.

- The global gender pay gap stands at [23 per cent globally](#) and without decisive action, it will take another 68 years to achieve equal pay. Women's labour force participation rate is 63 per cent while that of men is 94 per cent.
- Despite their increasing presence in public life, [women continue to do 2.6 times](#) the unpaid care and domestic work that men do.

#### CO-VERSATILE

- Strength local stability

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                       |
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| <p><b>GEAR</b></p> <p>Institutional change is a strategy aimed at removing the Obstacles to gender equality that are inherent in the research system itself, and at adapting institutional practices. Within an institutional change approach, the focus is on the organisation.</p> <p>To address structural (re-)production of inequalities in research and higher education institutions, it is crucial to identify and act upon the mechanisms that need to be changed.</p> <p>In addition, research and teaching often seem to disregard the important gender dimension in their approach, content and analysis. The result is that the viewpoints, experiences and needs of half the population risk being overlooked or dismissed. This in turn leads to products, services and policies that are less than optimal because they are targeted at and serve only a proportion of society.</p> <p>'Unconscious bias is when we make judgments or decisions on the basis of our prior experience, our own personal deep-seated thought patterns, assumptions or interpretations, and we are not aware that we are doing it,' explains Professor Uta Frith in a briefing note on unconscious bias from the Royal Society (the scientific academy from the UK and the Commonwealth). Unconscious or implicit bias is critical and problematic when it is at play in the assessment and evaluation of people (for example for election to posts or positions, fellowships and awards, etc.) because it impedes an objective and fair judgement. As the name makes clear, people might hold biases that they are not conscious of, however there are techniques to raise awareness and to act upon them.</p> |                                                                                                                                                                                                       |

| SDG/Goal                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Classification of the SDGs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|  | <p><b>Goal 10: Reduce inequality within and among countries</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>SDGs mapped to ESG targets: social</li> <li>Mapping the SDGs to the Doughnut Model: Social Foundation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                     | <p>10.1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average</p> <p>10.2 By 2030, <b>empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</b></p> <p>10.3 <b>Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard</b></p> <p>10.4 <b>Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality</b></p> <p>10.5 Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations</p> <p>10.6 Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions</p> <p>10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies</p> | <p><b>UN SDGs - Facts and Figures</b></p> <p><b>Reducing inequalities and ensuring no one is left behind are integral to achieving the Sustainable Development Goals.</b></p> <p>Inequality within and among countries is a persistent cause for concern.</p> <p>COVID-19 has deepened existing inequalities, hitting the poorest and most vulnerable communities the hardest. <b>It has put a spotlight on economic inequalities and fragile social safety nets that leave vulnerable communities to bear the brunt of the crisis. At the same time, social, political and economic inequalities have amplified the impacts of the pandemic.</b></p> <p>On the economic front, the COVID-19 pandemic has significantly increased global unemployment and dramatically slashed workers' incomes.</p> <p><b>COVID-19 also puts at risk the limited progress that has been made on gender equality and women's rights over the past decades.</b> Across every sphere, from health to the economy, security to social protection, the impacts of COVID-19 are exacerbated for women and girls simply by virtue of their sex.</p> |

10.A Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements

10.B Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes

10.C By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

Inequalities are also deepening for vulnerable populations in countries with weaker health systems and those facing existing humanitarian crises. And hate speech targeting vulnerable groups is rising.

#### COVID-19 RESPONSE

**COVID-19 is not only challenging global health systems but testing our common humanity.** The UN Secretary-General called for solidarity with the world's poorest and most vulnerable who need urgent support in responding to the worst economic and social crisis in generations. "Now is the time to stand by our commitment to leave no one behind," the Secretary-General said.

**To ensure that people everywhere have access to essential services and social protection. (...)**

This time of crisis must also be used as an opportunity to invest in policies and institutions that can turn the tide on inequality. Leveraging a moment when policies and social norms may be more malleable than during normal times, bold steps that address the inequalities that this crisis has laid bare can steer the world back on track towards the Sustainable Development Goals.

For more information, see the SDG-10 Goal of the Month package:

<https://www.un.org/sustainabledevelopment/goal-of-the-month-may-2020>

CO-VERSATILE

| SDG/Goal                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Classification of the SDGs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <br><b>Goal 11: Make cities inclusive, safe, resilient and sustainable</b> | <p>11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums</p> <p>11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons</p> <p>11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries</p> <p>11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p> <p><b>11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by</b></p> | <ul style="list-style-type: none"> <li>SDGs mapped to ESG targets: environmental and governance</li> <li>Mapping the SDGs to the Doughnut Model: Governance</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>UN SDGs - Facts and Figures</b> <p>The world is becoming increasingly urbanized. Since 2007, more than half the world's population has been living in cities, and that share is projected to rise to 60 per cent by 2030.</p> <p>Cities and metropolitan areas are powerhouses of economic growth—contributing about 60 per cent of global GDP. However, they also account for about 70 per cent of global carbon emissions and over 60 per cent of resource use.</p> <p>The impact of COVID-19 will be most devastating in poor and densely populated urban areas, especially for the one billion people living in informal settlements and slums worldwide, where overcrowding also makes it difficult to</p> |

### disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations

11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management

11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning

11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels

11.C Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

follow recommended measures such as social distancing and self-isolation.

The UN food agency, FAO, warned that hunger and fatalities could rise significantly in urban areas, without measures to ensure that poor and vulnerable residents have access to food.

### COVID-19 RESPONSE

**Cities are on the front line of coping with the pandemic and its lasting impacts. Across the globe, COVID-19 is threatening cities and communities, endangering not only public health, but also the economy and the fabric of society.**

**UN-Habitat, the UN agency for housing and urban development, is working with national and local governments to help them prepare for, prevent, respond to and recover from the COVID-19 pandemic.** The UN Habitat COVID-19 Response Plan aims to:

- Support local governments and community-driven solutions in informal settlements
- Provide urban data, evidence-based mapping and knowledge for informed decision
- Mitigate economic impact and initiate recovery

UN-Habitat's COVID-19 Policy and Programme Framework provides guidance for global, regional and country-level action.

- [Half of humanity](#) – 3.5 billion people – lives in cities today and 5 billion people are projected to live in cities by 2030.
- [95 per cent of urban expansion](#) in the next decades will take place in developing world
- The world's cities occupy just 3 per cent of the Earth's land, but account for [60-80 per cent of energy consumption](#) and 75 per cent of carbon emissions.
- **Rapid urbanization is exerting pressure on fresh water supplies, sewage, the living environment, and public health.**
- Cities account for [between 60 and 80 per cent](#) of energy consumption and generate as much as 70 per cent of human-induced greenhouse gas emissions
- [90 per cent](#) of urban growth is forecasted to happen in Asia and Africa in the next 30 years.

### CO-VERSATILE

- **Better protection (protection level is higher)**
- *The growing impact of 21st century crises – from climate breakdown, global health pandemic and economic crisis – is placing severe, recurring stress on many of the world's cities. As they seek to manage and emerge from these interconnected crises, cities have a critical opportunity to lead in making the transformations needed to create societies and economies that are far more socially just and ecologically safe. In other words, cities can aim to thrive by*



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*building wellbeing and resilience, not only in their own city  
but in the wider world.*