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Gender Dimension in Public Engagement

Welcome!



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Responsible Research and Innovation

Industry 4.0

Artificial Intelligence
Machine Learning

2010 Statement by the Institute of Education, London:

” We [the participants], being deeply concerned with local, national and global challenges in the form of complex issues of an economic, social justice, health, cultural and sustainability nature [....] understanding community-engagement to mean respectful collaboration between institutions of higher education and their larger communities (local, regional, State, national, global) for the mutually beneficial exchange of knowledge and resources in a context of democratic partnership and reciprocity; issue the following principles as a **Call to Action**:

1. All Higher Education Institutions express a strategic commitment to public engagement as a core principle.

[...]

4. Public engagement activities are guided by the values of **inclusion, mutual respect, integrity, freedom and democratic decision-making.**”

(cited in Watson et al. 2011)

How is gender relevant in public engagement?

- the researcher's gender
- gendered public and knowledge on the gender dimension
- connection of public engagement to civic engagement and gender

Researcher's Gender

- knowledge-driven exchanges between academia and industry:
 - women engage less (Tartari and Salter 2015; Abreu and Grinevich 2017 cited in Lawson and Salter 2023);
- areas in which women are less likely to be called in as experts (e.g. engineering);
- bias in media;
- far less public engagement on behalf of women in most STEM disciplines;
- women engage more in Third Sector engagement (UK context; Lawson and Salter 2023)
- less diverse social network and lack of role-models (Frehill, Abreu, and Zippel 2015)

Gendered public and gender disaggregated research

- citizen science: one way through which citizens are involved in academia;
- **But**
- citizen science projects (such as on Zooniverse) – only 30% of women contributors (Ibrahim et al. 2021), Wikipedia (Antin et al. 2011) and free/open software development even less than 30% (Barcomb et al. 2015)
- Phenomena keep revealing themselves as **gendered** yet gender is not consistently studied (e.g. energy poverty; COVID-19)
- Gender gap in data
- **Solution**
- Gender-sensitive or gendered citizen science

Public engagement and civic engagement

- closely-knit as universities are increasingly called upon to work towards the improvement of local, national and global communities:
 - empowering under-represented groups, including women
 - generating and communicating knowledge relevant to under-represented groups, including women
- Example:
- Experts and university students training non-experts (e.g. University of Haifa – Legal Feminism Clinic and Women Legal Leaders)

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