

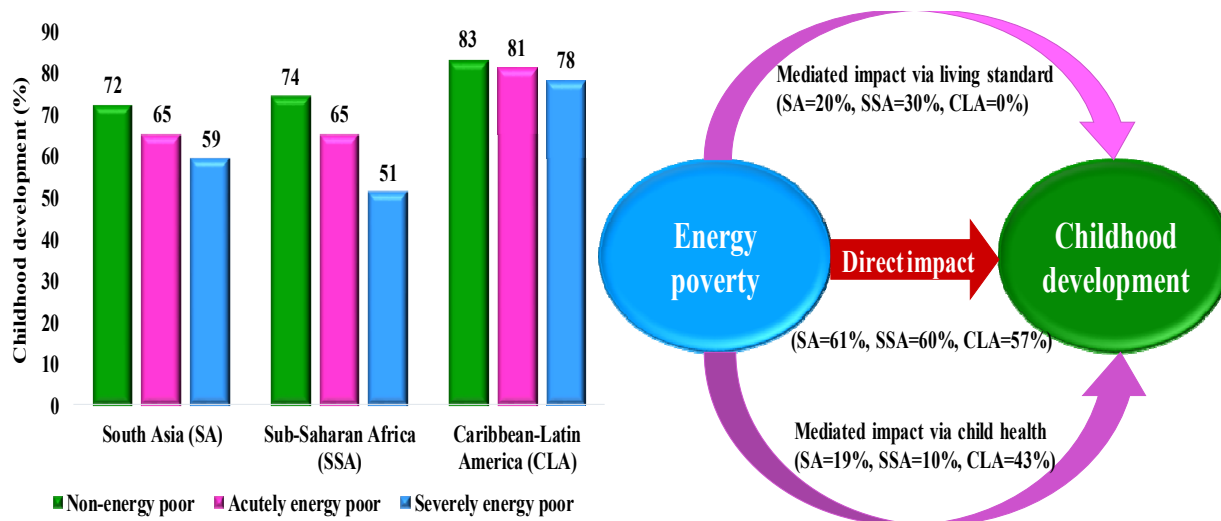
Energy poverty and cultural impact on the energy system

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Energy poverty and child development

Children are considered to be particularly vulnerable to energy poverty; however, little empirical study was conducted on how energy poverty affects early childhood development in energy-poor countries. To overcome this, here we measure energy poverty and early child development using a multidimensional approach based on data from national multiple indicator cluster surveys (MICS). Using this data, we utilize mediation techniques to empirically investigate the impact of energy poverty on early childhood development using two mediators, namely living standards and child health. The results suggest that energy poverty hampers childhood development through living standards and child health. Findings also confirm that early childhood development has a statistically significant relationship with the living standard of a household, child health, gender, age, home environment, quality of the care of the child, the mother's education level, education level of the household head and the region of residence.



Mediating effect of energy poverty on child development

Cultural dynamics of energy

In the United States, cultural diversity is growing, which will likely influence future energy policy preferences. This study uses a nationally representative survey (n = 3000) to look into people's lived experiences and preferences in relation to the energy system, as well as how these connect to cultural groups and other demographics. Our study highlights the influence of cultural background in the US, alongside educational achievement and income level on perceptions toward the energy system and energy policy. Through rigorous multivariate statistical evaluation of cultural groupings, income and education on energy system preferences and lived experience, we identified cultural groups that experience energy affordability differently, irrespective of income or educational achievement. For energy policy issue and factor importance, we identify a positive link with educational achievement and income, varying across cultural grouping. Overall, Native Hawaiian or other Pacific Islanders and American Indian and Native Alaskans had a muted response to energy policy issues and energy system factors compared to their peers. Our findings identified a need to enhance overall educational outcomes to engender more positive attitudes toward improving the environment, and the need for policy makers to be aware of cultural group preferences to enable development of energy policies which improve recognition justice outcomes.

