



Periodic Report Gender Equality

Covering period 1-3

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May30th 2017

Report number 19

Series: Scientific reports

This report was written in the context of the CASCADE project
www.cascade-project.eu



| DOCUMENT SUMMARY | |
|----------------------------|--|
| Project Information | |
| Project Title: | Catastrophic Shifts in drylands: how can we prevent ecosystem degradation? |
| Project Acronym: | CASCADE |
| Call Identifier: | FP7 - ENV.2011.2.1.4-2 - Behaviour of ecosystems, thresholds and tipping points |
| Grant agreement no.: | 283068 |
| Starting Date: | 01.01.2012 |
| End Date: | 30.06.2015 |
| Project duration | 66 months |
| Web-Site address: | www.cascade-project.eu |
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| Deliverable Information | |
| Deliverable Title: | Gender Equality Report P4 |
| Deliverable Number: | - |
| Work Package: | WP1 |
| WP Leader | Erik van den Elsen |
| Nature: | Public |
| Author(s): | Heleen Claringbould |
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| Date of Delivery | April 2017. |

The CASCADE Project Consortium

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CASCADE

Catastrophic shifts in drylands:
How can we prevent
ecosystem degradation?



Summary

This report covers the 1st - 3rd reporting period and the overall conclusions on gender equality in the CASCADE project about: “Catastrophic shifts in dry lands, how can we prevent ecosystem degradation?” Gender equality here is about equal opportunities for the project staff and for the stakeholders at the study sites. Equal opportunities for the project staff are about mobilization and working conditions that allow a work life balance for both men and women. Equal opportunities for the stakeholders are about involving men and women stakeholders in research options for soil and land use improvement. They are informed and asked about their ways of land use and activities because that may also influence the tipping points of the ecosystem degradation. We do not want to risk to overlook the local knowledge and the expertise that is available in our research fields through women. Three questionnaires answered by the CASCADE partners cover three reporting periods.

The overall CASCADE project staff of 101 people is very well gender balanced, with 50 men and 51 women in the 4th reporting period. Also among the teams and within the type of position there are no big differences, although the “scissors” figure remains that more women are part of the supporting staff and early researcher positions and in the experienced research positions towards higher research positions there are more men. The partners are generally positive about their working conditions and concerning the project they are positive about the cooperation between the teams.

There are measures that help to reach this gender equality. Like the EU, the UN and several of our own research institutes have inclusion and diversity policies to realize gender equality, for example by: equal opportunities, acquisition and empowerment strategies and working conditions that allow flexibility in time and space of the work.

The involved stakeholders at the research study sites however are generally out of balance. The majority of stakeholders are men. The role division is described as “most farmers are men and most women work at home “. CASCADE partners responded to the questions about roles, participation, ownership, control and types of communication to involve all the stakeholders.

Research in climate change, agriculture and sustainable land management and ecosystem services stresses the additional role that women stakeholders have in these issues. Assessments show that women have different local knowledge due to their different role, they are resilient and able to adapt to changes due to their experience for taking care of home, food and health. They have often administrative tasks for the farms. They could have a role in monitoring, choices and decision making or at policy level if they are informed and involved and advised by the project like the men are.

Awareness of the need for gender equality to bring diversity and gender disaggregated data in the project will remain a challenge after finishing the CASCADE project to help the farmer families with profound researched and adapted approaches by the study site stakeholders. This effort of gender



balanced project teams, of diversity and inclusion, will help to broaden the perspective for the policy advice to new projects in the research area of preventing ecosystem and soil degradation.



CASCADE Gender equality report 2014

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1. Introduction

This report for the fourth reporting period is about the gender equality in the CASCADE-EU 7th framework program project, looking at sudden shifts in dryland ecosystems and trying to obtain a better understanding of the biogeochemical mechanisms underlying sudden and catastrophic shifts. This report shows the results of the gender equality approach in the CASCADE project and gives advises for improvement that make clear the advantages of a gender balanced approach in practice and in output.

International research offices and policy conventions about management of ecosystem services, gender roles in agriculture, managing biodiversity and policies for climate change conclude that gender roles should be integrated into the research. (For example EC, UN, UNFCCC, UNDP, IUCN and CGIAR). It paved the way for CASCADE to also take into account the different roles of men and women in improving the use and management of drylands and their ecosystems and in the understanding of sudden shifts in these ecosystems.

It was not the aim of CASCADE to balance the traditional local role division between men and women among the stakeholders within the project context, however it was neither the aim to confirm and strengthen a traditional role division. Some attempts were made to do some interventions throughout the research, however gender equality is often ignored or rejected as an issue in this research context. In the study sites however the stakeholders often appeared to be men. Engendering of these subjects (in this case more men) are implicit mechanisms. Women are often overlooked as an expert. In search for gender equality, this requires attention.

The gender equality project reports are a result of the gender approach as described in the CASCADE DOW and follow the EU Workforce Statistics for the final report template on gender. This gender approach is about monitoring, mobilizing and awareness raising reflected in the responds from the project partners to the questions. The quotes of the partners start with a tab and end with the number of the partner between brackets. Partner numbers are in Annex 2. The questions for the 3rd reporting period (January 2015 - July 2016) are based on the results and responses from the first and second report (respectively from January 2012 - July 2013; August 2013 – December 2014).

The results in this report, which is focusing on changes in the 3rd reporting period, are combined with results and advices from the first and second report. The report is divided in the results and measures of gender equality in the research teams (chapter 2) and the results from collecting disaggregated data about the gender roles and responsibilities among the stakeholders in the study sites (chapter 3).

The research and practice of the use of gendered roles in agriculture, climate change and ecosystem services in different renowned research institutes and UN and EU organizations, renewed strategies and conventions described in the 2nd reporting and described here together with different gender strategies from the project's own research centers and Universities. (chapter 4).



All finalized with conclusions and recommendations concerning diversity and inclusion for follow up strategies (chapter 5).

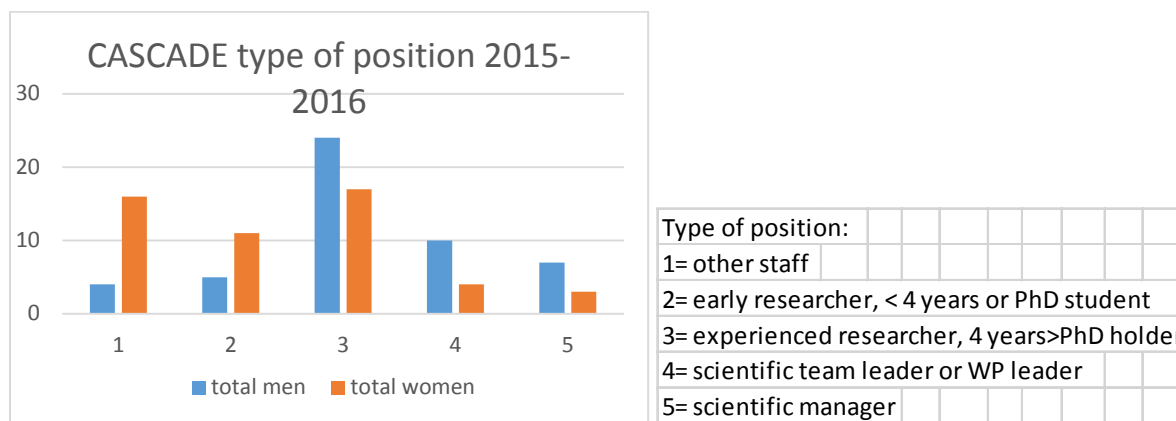
2. Results project research teams 2012-2016

The first CASCADE gender equality monitor after 18 months and the second after 36 months showed on average a gender balance in the research teams and a positive attitude towards a gender balanced team. Among the CASCADE teams we see different gender balances. A gender balance is not self-evident and not just a matter of time. Being pro-active is the advice. Criteria mentioned for a gender balanced team are: a greater creativity, innovation, being a figurehead as a team and have more productive teamwork. Measures mentioned for a work-life balance are for example flexibility in working hours and flexibility in working space at home and at work.

In this chapter the gender balance of CASCADE within the project research teams and the staff in general is shown: Type of position (2.1), Mobilizing a gender balanced team (2.2), Measures and working conditions (2.3).

2.1. Type of position 2016

The type of position in the research institutes show us the number and the gender division among the positions within the CASCADE project as reported by the project partners themselves.



| Type of position: | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| 1= other staff | | | | | | | | | |
| 2= early researcher, < 4 years or PhD student | | | | | | | | | |
| 3= experienced researcher, 4 years>PhD holder | | | | | | | | | |
| 4= scientific team leader or WP leader | | | | | | | | | |
| 5= scientific manager | | | | | | | | | |

| Position number | 1 | 2 | 3 | 4 | 5 | Tot |
|--------------------|----|----|----|----|----|-----|
| 2015/16 | | | | | | |
| total women | 16 | 11 | 17 | 4 | 3 | 51 |
| total men | 4 | 5 | 24 | 10 | 7 | 50 |
| total per position | 20 | 16 | 41 | 14 | 10 | 101 |



The gender balance in CASCADE is very well, 51 women and 50 men, for the total staff and generally well for the teams and the division of work presented in the type of position. The total staff increased to 101 in the third reporting period from 68 in the first reporting period to 85 the 2nd period.

| | 1 | 2 | 3 | 4 | 5 | Nrs | % |
|---------------|----|----|----|----|---|-----|----|
| women 2012/13 | 5 | 10 | 8 | 4 | 4 | 31 | 48 |
| women 2013/14 | 14 | 9 | 11 | 3 | 5 | 42 | 49 |
| women 2015/16 | 16 | 11 | 17 | 4 | 3 | 51 | 50 |
| men 2012/13 | 3 | 5 | 16 | 7 | 6 | 37 | 52 |
| men 2013/14 | 4 | 5 | 18 | 7 | 9 | 43 | 51 |
| men 2015/16 | 4 | 5 | 24 | 10 | 7 | 50 | 50 |

Still the type of position shows the scheme of the scissors, or a gender gap, see Annex 3, with more women than men among the supporting staff (1) and early researcher positions (2) and it changes to more men than women from the experienced research positions (3) via scientific team leader (4) to scientific manager (5).

2.2. Changes in the project teams

In respond to the question if there were any changes in the team most were negative (10x) and insisted on the fact that quality is the first priority when mobilizing a team.

No – one female early researcher was identified to contribute to analysis of Task 8.1 due to availability and language skills; one female postdoc was selected based on her scientific credentials and experience compared to other candidates interviewed. (Partner 8)

Changes in the project team involved all types of position. The inclusion of members into the project was conducted according their competences and abilities and did not pursue a gender balanced project team. (14)

The positive awareness about gender equal recruitment was formulated by a partner in the second reporting period as follows:

There have been changes in the team, a few persons have left (two women) and more people have joined. Gravity has been given to recruiting women to the team in order to have a gender balanced but also a skilled group. The project team is actively trying to achieve and keep gender balance. (2)

Some responds from the third reporting period show awareness to the question on gender balanced recruitment:

No, as we did not recruit new persons. The master student from the previous period is now employed as early researcher and the other female master student is not in the team anymore. But there is a female English editor, which I put under 'other staff'. (9)



During the third period one woman joined the team paid by cascade, meaning that there were two women working in my team at a certain point in time, while both contracts also ended within this period (10)

No changes are not easily applied in our organization. However, in the beginning of the project we employed a female young scientist. (11)

No need, WU Cascade team is perfectly in balance with regard to amount of male and female staff! (13)

The third project period shows some changes in the project teams and among the type of positions, especially in the total number of people working for the project, increasing from 68 to 101. The number of people working for CASCADE is perfectly gender equally divided in 50% men and 50% women. The gender inequality can be seen in the types of position where more women are in supporting staff and more men in the higher academic positions. See elaborate overview of the numbers in Annex 2 “Type of position numbers CASCADE 2012-2016”.

2.3. Measures and working conditions

The question from the second reporting period on “How the gender balance is achieved and if this is effective” comes from the ‘FP7 EU final gender report template’. The question about the effectiveness of the design and implementation of an equal opportunity policy is generally responded neutral (1, 3, 7, 10, 11), 2 partners say it is effective (2, 5) and one says it is very effective (4) and one says it is not effective at all (14). The question was not repeated in the third questionnaire.

The issue on setting targets to achieve a gender balance is responded by 6 partners differing from not at all effective (14) to very effective (12). Remarkable are the responds to the third issue: Organize conferences and workshops on gender; four of the six respondents say this is not at all effective, no effects are expected here by our respondents.

Table 2.3.: “How achieved gender balance, how effective?”

| 1= not at all effective..... 5 = very effective The numbers are partner numbers | 1 | 2 | 3 | 4 | 5 |
|--|--|----|-------------|------|----|
| a. Design and implement an equal opportunity policy? | 14 | | 1,3,7,10,11 | 2, 5 | 4 |
| b. Set targets to achieve a gender balance in the team? | 14 | 10 | 1, 3 | 5, 7 | 12 |
| c. Organize conferences and workshops on gender? | 1,7,10,14 | 3 | 11 | | |
| d. Other.. | We have not done the above, although Unibe has an equal opportunity policy (9) | | | | |

Another interesting result from the first and second reporting period is about the type of work-life balance working conditions necessary for an optimal functioning of the team within the CASCADE project context:

Allow for part-time working models. Be flexible with meeting dates and travel schedules (9).



Many tasks within CASCADE cannot be foreseen as they depend on weather conditions. As a consequence, field work is concentrated in given periods and flexible working conditions are needed (14).

.. the ability to address sensitivity family issues and emergencies, ability to work in distance, teleconferencing meetings for the project team (2).

Some did refer to the team spirit among the teams within CASCADE:

Generally with Work package 6, which involved many and close interactions with several other CASCADE teams in Alicante, Portugal, Switzerland, Cyprus and the Netherlands, the working conditions seems to be favourable to the project, with lots of enthusiasm, exchanges and collaborations between and within teams (4).

Child care facilities, objectives-oriented work planning, flexible time schedules, proximity among team members, informal contacts among team members (6).

Working conditions improve if the team consists of a balanced gender mix. (1)

Similar life-work balance conditions required for any good working environment, not necessarily exclusive to gender equality. Equal opportunities working groups and action plans, women and science promotion, social activities, not necessarily only for families, parental leave, accessible childcare, reasonable amount of holidays, competitive salaries... (11).

The University of Leeds has a 37.5 hour work week with possibilities to work part-time upon appointment/request. Specific policies for maternity (and paternity) leave are in place. There are also flexible arrangements with regards to working from home that would facilitate work-life balance (8).

It was also asked if these working conditions are available or still needed. Most were already available.

All of the above are in place. In addition informal swapping of work among colleagues is common in case of care duties. (8)

“Our laboratory practices family friendly working conditions through workplace policies such as individual flextime, flexibility of working hours when family emergencies occur and by encouraging researchers to organize their own working time collectively, in order to fulfill different personal needs. Nevertheless, this is not a generalized situation; in Greece the majority of researchers institutions hold short term contracts and are required to work freelance, which can have pros for a career oriented life and cons for a family oriented one.” (2)

So several institutes have working conditions that can be combined very well with a home situation due to several facilities like flexible working hours. Specifically for the project this is also needed and adapted for the field work depending on the weather conditions and the ability to work in distance,



teleconferencing meetings for the project team and for the project management: allow part time working models and be flexible with meeting dates and travel schedules. See detailed schedule on working conditions per institute in Annex 5.

3. Results gender equality among stakeholders 2012-2016

The 1st and 2nd monitor reports describe how study site stakeholders are approached to participate in research and the type of communication that is used to interact with them. The communication with the stakeholders and data gathering is organized by the study site research partners.

In the second reporting the importance of gender disaggregated data gathering was stressed. The questions used to refer here to the communication with the stakeholders, their participation in the workshops and the influence of gender on the choices about land use being made in the workshops.

This chapter is a combination of this information, it is about gender equality with stakeholder involvement (3.1), stakeholder roles (3.2), inclusive communication and data gathering (3.3) and choices in sustainable land management (3.4).

3.1. Study site stakeholder involvement

The division of roles and responsibilities among men and women stakeholders in the research field, gives insight in the feasibility for a gender balance or gender equal opportunities in the project research. The questions are about roles, participation and ownership, starting with numbers only.

The numbers of women and men involved in the CASCADE study site workshops are outbalanced, most stakeholders in CASCADE are men, anyway some women are involved and in Cyprus an interesting balance among the stakeholders is reached in the second project period. In Crete, in the second reporting period, the case study

“... has the peculiarity of being focused on extensive grazing. As expected, this sector does not offer an attractive working environment to women, therefore stakeholder gender is very skewed towards men. As previously noted, stakeholders holding key decision positions in the rural areas of Crete are also mostly men. That said, the past mayor of the wider area at the study site is a woman.” (2)

“In addition to the answer provided in the previous reporting period we can add since the previous reporting that women’s role in the livestock farming community typically pertain processing and packaging of traditional goods (e.g. cheese making) which have not been dealt with during the project. Including such activities as one of the end products of grazing could potentially be a motivation to include female stakeholders.” (2).

It is rather difficult to find out women involved in the management and economic activities of our field site. The selection of stakeholders was based on the identification of key areas of activity in Ayora and, in a second stage, of persons involved on those areas, irrespective of their gender condition. In 2013 Females represent ca. 10% of the stakeholders. Rural



societies in our field sites are still far from being gender balanced, and stakeholders represent those societies. (14)

See all numbers of stakeholders table 3.1.a and in diagram 3.1b

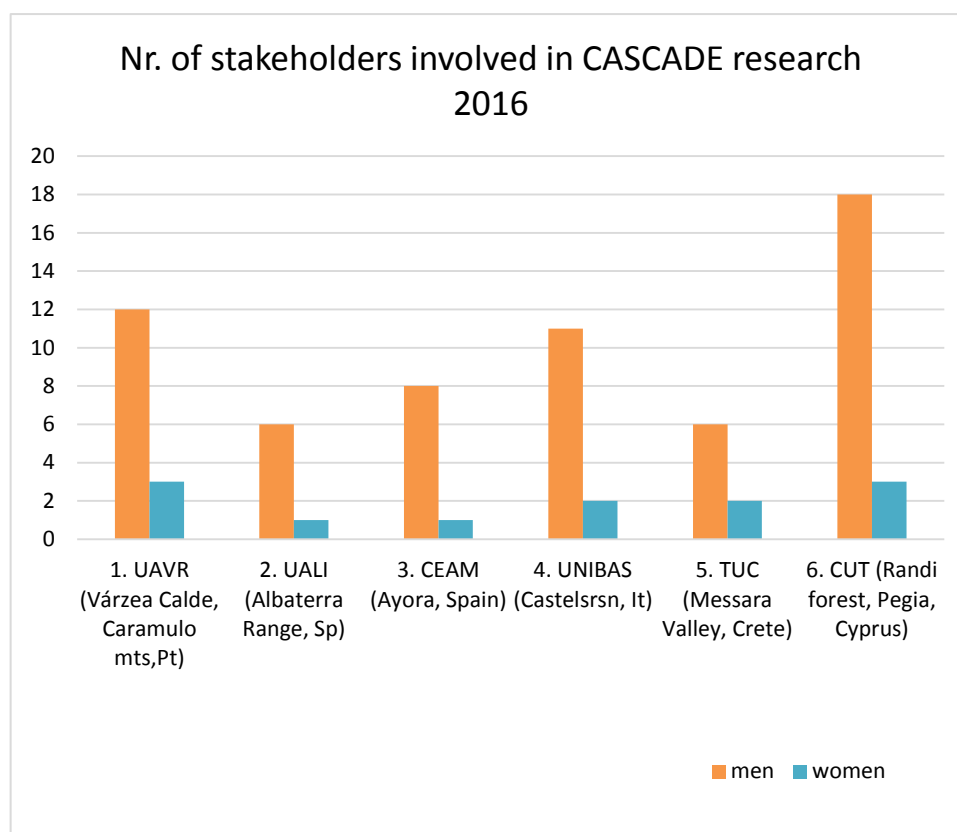


Table 3.1.a Gender involvement in the case studies

Number of SH involved 2016 Between brackets: (2014)

| Study sites | Men | Women |
|---|---------|---------|
| 1. UAVR, Várzea Calde, Caramulo mountains, Portugal | 12 (12) | 3 (3) |
| 2. UALI, Albaterra Range, Spain | 6 (6) | 1 (1) |
| 3. CEAM, Ayora, Spain | 8 (12) | 1 (0) |
| 4. UNIBAS, MEDES Castelsaraseno, Italy | 11 (16) | 2 (3) |
| 5. TUC Messara Valley, Crete, Greece | 6 (5) | 2 (2) |
| 6. CUT Randi forest, Pissouri, Pegia, Cyprus | 18 (15) | 3 (12) |
| Total 2015/2016 | 61 (66) | 12 (21) |

Diagram 3.1.b Numbers of stakeholders in CASCADE study sites



Given the unbalanced representation of women, in case of equal suitability (e.g., type of stakeholder) we'd favour participation and engagement of a female stakeholder. (5)

Most of the stakeholder in the study site are men (shepherd). We tried to accommodate time to better fit women commitments during the day and days of the week and venues in order to encourage the few women of the sector to participate in a workshop. (3, 7)



No measure taken. The key stakeholders to CASCADE project are mostly men. There are only a few female forest owners, and very difficult to involve in scientific research. In the case of non-governmental and governmental organizations related with forestry there are still dominated by men. However, there were two organizations involved that were represented by women. (6)

3.2. Study site stakeholder roles

The question about roles in the third reporting period is: “During this third project period, did you see roles or responsibilities among women and men in the study site regarding the use, ownership and the management of the land and water resources that you haven’t mentioned before or that changed?”

In table 3.2 you can see the different roles mentioned by the study site research partners in the 2nd and 3rd reporting period. There were not real changes stated among the stakeholder roles in these periods. Only in Cyprus there was less participation from the women than expected. The practice in Cyprus was described as follows: In the case when we tried to get women involved, they tended to forward us to male coworkers (Dept of agriculture, fire brigade) or were not interested (Beekeepers’ association of Cyprus, BirdLife Cyprus and Department of Environment (2 out of 10 women interested).

There are some interesting role descriptions in table 3.2, especially about the forest land family properties (6). The role of having access to land use (and resources) is different from the role of having the control over the land use and from being the owner. It is good to be aware of that, considering the different roles of men and women in land use.

While women may have access to certain resources, they may not have the ability to decide the fate of these resources (how to use them, dispose of their products, transfer them, and so on). Knowing who controls resources is important for understanding resource management processes. (CCIAR 2014d)



Table 3.2: Women and men’s roles in the CASCADE case study sites

| Women roles | Men’s roles |
|---|--|
| land ownership (2) | land ownership, land management (2) |
| Harvesting and agricultural activities (2) | maintenance agricultural activities and most livestock related tasks (2) |
| They use to work home and process the products (cheese) and sell it (7) | They use to take care of the husbandry both under the shelter or outside when grazing (7) |
| take care of the house and process the farm products, mainly milk (producing cheese) both for family consumption and selling agricultural products (3) Women wouldn’t like to get involved with sheep and / or goat farming (6). | Farm management and agricultural working, livestock management, filed daily works, look over the animals and work in producing fodder men (shepherd) dominate the sector (3) The shareholders from the farmers group were all men. Also, from the forestry and wild life departments only men were available to participate in the project. (6) |
| mostly employees (5) | employees, land owners, Heads of a variety of Administration offices. (5) |
| Forest lands are typically family properties, but men are usually identified as the head of the household, and women attribute the main management responsibilities to their husbands (6) | Forest lands are typically family properties, but men are usually identified as the head of the household and, as such, have the main responsibility over management decisions as well as actions (6) |
| | In the case of institutional stakeholders, the persons with the highest positions are typically men (6) |
| household (9) | land owner, land manager, expert (9) |

3.3. Inclusive communication and data gathering

In the questionnaires and especially in the 2nd reporting period the partners were explicitly asked about their communication with the stakeholders, and if their communication reached all men and women to be involved. Inclusive communication and data gathering means that men and women are approached as possible stakeholders. They explain here what media are being used and to whom it is directed to reach all possible stakeholders: a phone call has a different impact as printed material if it is distributed widely or social media.

Communication is conducted directly, usually by phone, and printed material is distributed. This communication reaches all men and women stakeholders directly (2)



...by phone and mail (7) ...visiting them and organizing ad hoc meeting (3) ...interviews, meetings, phone calls and emails (5), all three confirm that all men and women to be involved are reached this way. Direct meetings and visits (12) appears to work well.

We used contact information gathered in former projects in the study site, this reaches most of them if not all (14).

Based on stakeholder analysis within confined geographical areas, and relevance of policy makers for land and water management communication with stakeholders is organized through e.g. workshops and policy briefs. At the policy and scientific stakeholder level, we certainly reach both men and women with policy briefs, conference sessions and presentations, and scientific papers. (8)

Mostly through the local research team and not directly through us. But our PhD students had organized informal meetings in the field and gatherings for joint dinners. In the communication/gathering events women were present and involved. Further contact with single stakeholders was only carried out with men (9)

The study site researchers explain that they communicate at different levels with different media to reach different stakeholders like phone calls, emails, visits, interviews and/ or meetings, contact information from former projects, policy briefs, conference sessions, presentations and scientific papers, websites and social media. All men and women to be involved appear to be reached this way.

Gender disaggregated data gathered for CASCADE next to this gender reporting

- The register for forest land in Várzea/Calde shows that only 2 of the 61 forest owners are female. In the attachment (Annex 6) you can find a list that show the land register by gender. (6)
- On request of the commission, details about gender disaggregation were added to deliverable report number 8.1 detailing case study site stakeholder workshops. For future workshops disaggregation of participants by gender is also envisaged. (8)
- Not really, but ..the data collected contains the author of the contributor (which is mostly the CASCADE study site researcher). However, the Environmental Perception Questionnaire, as part of the Resilience Assessment Tool (RAT), was filled by study site stakeholders and is gender disaggregated in the way that the sex of the stakeholders is recorded on the form. (9)

Gender disaggregated data show the (in)equalities and for example the need for women producers:

The FAO State of Food and Agriculture 2010-11 report, shows that if female farmers had the same access as male farmers to agricultural inputs and services, they could substantially increase the yields on their farms. If women had the same access to productive resources as men, they could increase yields on their farms by 20–30 percent. This could raise total agricultural output in developing countries by 2.5–4percent. (FAO 2011)

Data gathering will be an issue to track reality, assess what happened and to plan the future. Hillary Clinton has already mobilized some key data organizations to support.



If we're serious about narrowing the gender gap and helping more girls and women, then we must get serious about gathering and analysing the data that tell the tale." Secretary Clinton announced a new initiative, Data 2X, that will develop new curriculum standards to ensure data producers and users train in gender-sensitive techniques. The project will work with key data organizations, including the UN, World Bank, OECD and Paris21. (Clinton 2012)

To conclude about the gender inequality in stakeholder involvement, it is important to look at the type of stakeholder that is needed to improve the research. It is a sensitive subject since it is not the projects target to change the local culture, and not to implicitly support discrimination among genders. The opportunities should be open to anyone who has a possible stake (may affect or be affected by the research) irrespective their gender nor age or other exclusion mechanisms.

3.4. Gendered choices in sustainable land management

In gender research and in development work, participatory approaches are proving particularly useful

for understanding gender norms in terms of governance and control of resources, and for identifying opportunities for transformation of these norms (CGIAR 2014c, Kristjanson et al. 2014).

The partners were asked if there is a gender related interest of the stakeholder in the choices being made within CASCADE for land management. This is for example about ideas that women might have for their role in the land use management. Sometimes this role might get lost when changes are implemented, if they are involved they can prepare themselves to change their roles. In the DESIRE project appeared that several women did the administration and trading of products (DESIRE 2012). In that case it is interesting to know what their valuation of the choices (and risks) for changes in land management are. To know their ways of land use and activities that also influence the function of the ecosystems. Whether it is different from men's valuation we can know best by asking both the men and women. Most responds in CASCADE however responded are negative about this (2, 3, 5, 7, 14) or they are not aware about this (10) or they respond that this is not applicable (1, 4, 11).

4. Strategies in diversity and inclusion

As a project CASCADE is trying to understand underlying principles of sudden shifts in ecosystems. By involving local stakeholders from the case study sites we gather information about uses and possibilities to change, include the social settings concerning the land use methodologies. In that challenge we try to be complete. Understanding the division of gender roles in agriculture and land use is a step. Informing and involving both genders is another step. The different roles and positions from men and women can give a more profound understanding of the different ways of land use and activities that also influence the function of the ecosystems. Understanding the gender roles will help to improve the outcome and make it more sustainable through a broad support and understanding by the stakeholders themselves.



World Bank stresses the benefits that gender based differences can bring:

... if planners are unaware of gender-based differences in agriculture, program outcomes may not be achieved as planned. Conversely, attention to gender-based differences in agricultural activities, resources and benefits can improve the outcomes of agricultural development interventions. Research suggests that equalizing the endowments of women farmers would enhance total agricultural productivity. (World Bank 2013)

As in the broad literature on gender and development

... better gender analysis, which focuses on social difference more broadly and allows gender to emerge as important where it is appropriate ... There is a tremendous opportunity to demonstrate the value of such an approach, and generate wider acceptance of this approach to gender, by taking it and applying it to several disparate cases to demonstrate the different ways in which social difference shapes development and adaptation outcomes in agrarian settings. (USAID 2013)

The subchapters consist of Approaches and strategies by EU (4.1) and Gender equality at the CASCADE institutes (4.2).

4.1. Approaches and strategies EU

EU has gender equality as an issue in the 7th Framework Program (FP7) stating that

“The integration of the gender dimension and gender equality will be addressed in all areas of research.” (EP & CEU, 2006)

The “Strategy for equality between women and men 2010-2015” takes up the priorities defined by the women's charter and forms the Commission's work programme, it follows on from the roadmap 2006-2010 for equality between women and men and it promotes equality as part of the Europe 2020 strategy through EU funding.

EU has extended the strategy on gender equality the past ten years to encouraging economic independence of women, equal payment, equality in decision making in boards, parliaments and governments, commissions and top level positions etc. All reflected in a yearly top-level Gender Equality Dialogue (See elaborate version in Annex 1). Three objectives underpin the Commission's activities on gender equality in Horizon 2020. They are in line with the research and technological development (RTD) strategy on gender as well as with the ones set in the European Research Area (ERA) Communication of July 2012:

- *Fostering gender balance in Horizon 2020 research teams*, in order to address the gaps in the participation of women in the Framework Programme's projects
- *Ensuring gender balance in decision-making*, in order to reach the Commission's target of 40% of the under-represented sex in panels and groups (50% for advisory Groups)
- *Integrating gender/sex analysis in research and innovation (R&I) content*, helps improve the scientific quality and societal relevance of the produced knowledge, technology and/or innovation.



These objectives are part of the Commission provisions for the implementation of Horizon 2020 and are integrated at each stage of the Research and Innovation cycle.

There is many useful literature focussing on gendered inequalities in access to land, agricultural practices like different crops grown by men and women requiring different approaches and advice, unique gender roles in the households and communities to create new strategies for dealing with situations of drought, flooding, uncertainty, and other climate change-related stressors, roles in decision making and climate change negotiations.

This approach could be broadened either by looking at gender and age and livelihood. Some say the research should start even broader, not with gender only but

“With an understanding of the different modes of livelihood within the community in question and the identification of the social groups associated with these various modes.”
(USAID 2013b)

As the authors in Ecological Applications conclude in an article on “Indicators of regime shifts in ecological systems: what do we need to know and when do we need to know it?”: Our results highlight the key role of human decisions in managing ecosystems and the importance of pro-active application of the precautionary principle to avoid regime shifts. (NCBI 2009)

It is important to have the broad and precautionary view on social structures of which one is gender. Gender equality is one of the steps to be taken to integrate the environmental research in the project context with socio- economic issues. Diversity, gendered knowledge and resilience will bring another perspective into the research. Or as it is formulated by IISD:

For IISD, building resilience means emphasising characteristics like **flexibility**, **diversity**, and **redundancy** so that ecological, social and economic systems are better able to withstand and adjust to anticipated and unanticipated changes. It also means promoting **transparency**, **inclusiveness** and **equity** so that risks, and the resources needed to manage them, are distributed in a more balanced way between people, places and generations. **Learning** and **innovation** arenew ways of maintaining or transforming systems ... (IISD 2014).



4.2. Gender equality at the CASCADE institutes

The EU approach on equality between men and women is the guide for all partners from the CASCADE project, also stressed by our partner from JRC where there is “an overall JRC/European Commission equal opportunity policy that is applied also with regard to the CASCADE project.”

The CASCADE institutes that give the gender disaggregated data on their websites, make it visible when there are inequalities. Some institutes have their own gender policy or action plan which is reflected in the annual reports, or show there some gender disaggregated data, mostly written in the native language.

For example Wageningen University in the 2015 annual report disaggregated numbers are given on type of contract (fixed term-permanent, part time-full time), professional careers, income levels and professional careers in the top level. The numbers show some clear gender (in)equalities that are being approached as follows: “Research shows that diversity in teams and groups show better performance and results. This year Awareness workshops about gender and diversity were held for managers and staff like Human resources advisors. 180 people participated in this workshop. In the leading positions 23% is a woman in Wageningen University.” And for example four main activities of the 2013 gender plan were:

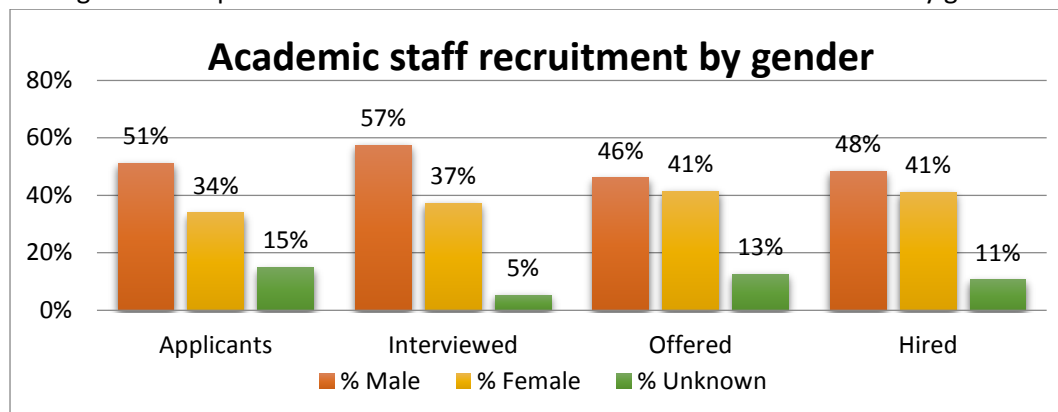
- gender awareness programs for managers, boards and staff;
- a coaching system for women in higher functions;
- nominate and appoint women for influential positions and;
- create and support figureheads and make them visible.

University of Leeds (Equality and inclusion strategy 2014-2019, see Annex 7) makes different statistics from issues that can be monitored in a gender disaggregated way, for example types of staff (academic staff separate from professional and managerial staff) and the type of contract (fixed term or permanent) and contract status (full or part time). Two examples are shown from the report about other issues that can be monitored in a gender disaggregated way to know how the application and how the recruitment process works in gender terms:

1. Academic staff applying for promotion by gender.
39% of applications were made by female academic staff and 61% of applications were made by male academic staff. Of the female academic staff applying, 94% were successful. Of the male academic staff applying, 86% were successful.
2. Academic staff recruitment data by gender, see the figure below.



The figure below provides a breakdown of academic staff recruitment data by gender.



34% of all applicants were female and 51% were male. Of the candidates interviewed, 37% were female and 57% were male. Of the candidates offered a post, 41% were female and 46% were male. Of the candidates appointed, 41% were female and 48% were male. Total 11.784 Interviewed 1361 Offered 551 hired 492. (Leeds 2014)

The CEAM Foundation implemented its own Gender Equality Plan in 2010. Job vacancies are officially published in our web page and the selection procedure consists on the basis of capacities and/or abilities. There are areas that require certain curricular abilities that are covered according to the skills and capacities of the job regardless of sex of the candidate (14).

A serious conclusion from the CASCADE study site research is that gender equality is not as such recognized as an issue, this was illustrated by the responses from the study site partners to the question: "Is there anything you want to add concerning gender in the CASCADE project? "

No, it turns to be no issue in implanting cascade project at study site level. (3)

My impression is that overall it is pretty well balanced (as a feeling from the various CASCADE meetings) (4) For this partner there was never a gender issue or unbalance (10)

Eventually, reinforce that we believe that most land use management decisions are made within household level, and so involving both genders. (6)

Stakeholders we interact with (indirectly) are often institutional stakeholders. (8)

Participants are selected based on their role rather than gender, which can be one of the reasons for imbalance in stakeholder workshops. (9)

Even if gender doesn't appear an issue in this research, still, if we keep collecting gender disaggregated data and maybe other diversity related data, we can see if inequalities or exclusions appear and take measures to realize equal opportunities, inclusion and use the diversity as a source of different insights and knowledge.



5. Conclusions and recommendations

Concluding about the gender equality of CASCADE research project on sudden shifts in ecosystems is about the project teams:

- The gender balance of the numbers of men and women within the project are perfect in CASCADE, among the type of positions there is still some persistent inequality throughout the years. It is shown by the scissors, a known figure in gender research: it shows more women in the supporting staff and starting academic positions and more men in the higher academic positions.
- There are some changes in the project teams and among the type of positions, especially in the total number of people working for the project, increasing from 68 in the first period to 103 in the third period. The number of people working for CASCADE is perfectly gender equally divided in 50% men and 50% women. A nice example of a gender balanced EU project in science and technology in numbers!
- Several institutes have working conditions that can be very well combined with a home situation due to several facilities like flexible working hours. Specifically for the project this is also needed and adapted for the field work depending on the weather conditions and the ability to work in distance, teleconferencing meetings for the project team and for the project management: it helps to allow part time working models and be flexible with meeting dates and travel schedules. For the project teams it is important to have the ability to work in distance, teleconferencing meetings. The good team cooperation and sphere brings lots of enthusiasm, exchanges and collaborations between and within the teams.
- Several of the involved research institutes gather gender disaggregated data and show their own gender action plans on the internet, including recruitment and promotion opportunities.

About the stakeholder involvement:

- The study site researchers explain that they communicate at different levels with different media to reach different stakeholders like phone calls, emails, visits, interviews and/ or meetings, contact information from former projects, policy briefs, conference sessions, presentations and scientific papers, websites and social media. All men and women to be involved appear to be reached this way.
- To conclude about the gender inequality in stakeholder involvement, it is important to look at the type of stakeholder that is needed to improve the research. The project goal is not about changing the local culture, and neither to implicitly support discrimination among genders. The opportunities to be involved should be open to anyone who has a possible stake (may affect or be affected by the research) irrespective their gender nor age or other exclusion mechanisms.
- A serious conclusion from the CASCADE study site researchers is that gender equality is not as such recognized as an issue although they do support the gender reporting by gathering their data disaggregated.



Recommendations

- To get more gender equality among the type of positions, the strategy of the EU to ask for gender equality among coordinators within a new project is a first step to close the scissors and the gender gap within projects.
- Inclusion and diversity will be important issues for future EU projects. Tackling (gender) inequalities can be done through measures, strategies as EU, UN and our institutes define.
- Even if gender doesn't appear an issue in this research, still, if we keep collecting gender disaggregated data and maybe other diversity related data, we can see if inequalities or exclusions appear and take measures to realize equal opportunities, inclusion and use the diversity as a source of different insights and knowledge for the research.
- The gender imbalance at the study sites is related to the local social structures. Although this may be a social issue beyond the scope of the project, the equality target requires attempts to involve the women as equal parties and not discriminate them from the possibility to join new technology or management choices. Moreover the project could make better use of the different roles and positions from men and women that may help to understand the different ways of land use and activities that also influence the function of the ecosystems.
- Research on tipping points and preventing ecosystem degradation would benefit from integrating gender equality in awareness, mobilization, facilitation, communication and decision making. These are steps to be taken towards a gender balance at all levels and in all phases of the project.
- Gender is not the only base for diversity in interests or stake in the research, also age, wellbeing, cultural, religious, political and economic differences bring diversity. A lot of effort has to be made to prepare research to be inclusive and embrace diversity, but in the scope of being excellent in research this could bring an interesting perspective.



List of abbreviations institutes and links to gender policies

CASCADE links to institutions and/or annual reports and/or gender issues

1. <http://issuu.com/wageningenur/docs/annualreport2015>
http://www.wageningenur.nl/upload_mm/c/a/d/804022b6-fa67-4338-9f64-d585cb6607b7_Sociaal_jaarverslag_WageningenUR_totaal.pdf (Dutch version)
2. <http://www.tuc.gr/university-en.html>
3. <http://www2.unibas.it/relint/en/index.php>
4. <http://www.cnrs.fr/en>
5. <http://www.ua.es/>
6. <http://www.ua.pt/>
7. <http://www.fondazionemedes.it/medes>
8. (Leeds 2014) <http://www.equality.leeds.ac.uk/Equalityandinclusionstrategy>
(Leeds 2017) <http://www.equality.leeds.ac.uk/equality-inclusion-framework/>
9. <https://media.unibe.ch/public/Jahresberichte/2013/index.html>
10. <http://www.jaarverslaguu.nl/>
11. <https://ec.europa.eu/jrc/>
http://europa.eu/legislation_summaries/employment_and_social_policy/equality_between_men_and_women/em0037_en.htm
12. <http://www.cut.ac.cy/university/vision/>
13. http://issuu.com/wageningenur/docs/jaarverslag_2015
14. http://www.ceam.es/GVAceam/ceam_en/fundacion/historia.htm

Institutes and gender links

CBD Convention of biological diversity Signed by 150 government leaders at the 1992 Rio Earth Summit, dedicated to promoting sustainable development. CBD in October 2014 at the 12th meeting of the Conference of the Parties committing to step up actions to achieve, by the end of the decade, the [Aichi Biodiversity Targets](#), (Japan 2010, a revised and updated Strategic Plan for Biodiversity for the 2011-2020 period) and contribute to the sustainable development agenda, see GBO 2014 www.cbd.int/GBO4_Convention. <http://www.cbd.int/gender/>.

CGIAR until 2008: Consultative Group on International Agricultural Research, nowadays is called a “global partnership that unites organizations engaged in research for a food secure future”, <http://www.cgiar.org/>

CCAFS Climate Change, Agriculture and Food Security, a CGIAR Research Program Gender toolbox https://cgspace.cgiar.org/bitstream/handle/10568/45955/CCAFS_Gender_Toolbox.pdf
<https://ccafs.cgiar.org/publications/implications-equity-agricultural-carbon-market-projects-gendered-analysis-access#.V739UDWpwIA>

CCRD Climate Change Resilient Development project: <http://goo.gl/onQJXL>

EGI Environment and Gender Index <http://environmentgenderindex.org/> (pilot from IUCN)



EIGE European Institute for Gender Equality <http://eige.europa.eu/>

Eurostat: <http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/themes>

FAO Food and Agriculture Organization of UN <http://www.fao.org/climatechange/67624/en> and:
[FAO - Gender and land rights](#)

Gender www.gendermatters.eu Cost Action GenderSTE: www.genderste.eu

GGCA Global Gender and Climate Alliance <http://www.gender-climate.org/>

IISD International Institute for Sustainable Development <http://www.iisd.org/gender/>

ITCILO Training Centre of the International Labour Organization <http://gender.itcilo.org/cms>

IUCN International Union for Conservation of Nature <http://www.iucn.org/>
<http://www.iucn.org/about/work/programmes/gender/>

Millennium goals: <http://www.copenhagenconsensus.com/post-2015-consensus/genderequality>

UNFCCC, [stakeholders-discuss-alignment-of-sdgs-and-paris-agreement/#more-328636](#)

UNFCCC, United Nations Framework Convention on Climate Change <http://unfccc.int/2860.php>
http://unfccc.int/gender_and_climate_change/items/7516.php

UNDP, United Nations Development Program <http://www.undp.org/>
<http://www.undp.org/content/undp/en/home/ourwork/womenempowerment/overview.html>
[UNDP - Gender Inequality Index](#)

UNEP, United Nations Environmental Program <http://unep.org/> Women at the frontline of climate change - Gender risks and hopes, 2011 http://www.unep.org/pdf/rra_gender_screen.pdf

USAID United States Agency for International Development under the Climate Change Resilient Development Task Order www.usaid.gov/climate

WGC Women and gender constituency <http://womensgenderclimate.org/cop-20-priorities/>
<http://womensgenderclimate.org/cop20-high-level-segment-support-gender-equality-and-climate-justice/>

World Bank <http://worldbank.org/genderinag>

WEDO Women's Environment and Development Organization www.wedo.org

WOCAN Women Organizing for Change in Agriculture and Natural Resource Management.
<http://www.wocan.org/> WCS (W+) Women's Carbon Standard <http://www.wplus.org/>

Gender related sites from EU and EC:

- <http://ec.europa.eu/programmes/horizon2020/en/h2020-section/promoting-gender-equality-research-and-innovation>
- http://europa.eu/legislation_summaries/employment_and_social_policy/equality_between_men_and_women/em0037_en.htm
- GenPort – on-line community for sharing knowledge and inspire collaboration:
www.genderportal.eu Gender Toolkit: <http://www.yellowwindow.be/genderinresearch/>



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<http://www.cascadis-project.eu/sudden-ecosystem-shifts>

CBI 2009 National Centre for Biotechnology Information, [Contamin R¹](#), [Ellison AM](#). In [Ecological Applications](#) 2009 Apr; 19(3):799-816. <http://www.ncbi.nlm.nih.gov/pubmed/19425440>

CGIAR 2014a, Research Program on Water, Land and Ecosystems ESS and resilience framework, p.11

CGIAR 2014b Corbera et al. 2007; Patten et al. 2010 in CGIAR ESS and resilience framework, p.17-19

CGIAR 2014c CCAFS Gender and inclusion toolbox: Participatory Research in Climate Change and Agriculture, https://cgspace.cgiar.org/bitstream/handle/10568/45955/CCAFS_Gender_Toolbox.pdf

This document was prepared in partnership with: CARE International and World Agroforestry Centre (ICRAF), p.19 from Kristjanson, P., Jost, C. & Ferdous, N., 2014. Participatory approaches for gender-sensitive research design. , (5), pp.1–2. Available at:

https://cgspace.cgiar.org/bitstream/handle/10568/35729/CCAFSCCSLLearningBriefNo5_gender.pdf

CGIAR 2014d Elias p.12 idem CGIAR 2014 c,

CIAT International Centre for Tropical Agriculture, coordinated the [Participatory Research and Gender Analysis Program](#) (1997 - 2011)

Clinton 2012 <https://blogs.worldbank.org/voices/closing-gender-data-gap-clinton-kim-launch-gender-data>

COP 20 Peru December 2014 <http://climate-l.iisd.org/news/cop-20-gender-day-recognizes-womens-role-in-climate-action/>

Lorena Aguilar December 2014 <http://www.stakeholderforum.org/sf/outreach/index.php/previous-editions/cop-20/cop20-day7-climate-gender/11826-cop20-gender-time-to-incorporate-gender-considerations>

DESIRE 2012 Claringbould, H. Final gender action plan report p.38-40 http://www.desire-project.eu/index.php?option=com_docman&task=cat_view&gid=72&Itemid=26

EU 2011

http://europa.eu/legislation_summaries/employment_and_social_policy/equality_between_men_and_women/em0037_en.htm

EP & CEU, 2006

http://europa.eu/legislation_summaries/employment_and_social_policy/equality_between_men_and_women/c10404_en.htm

EIGE 2012 the European Institute for Gender Equality <http://eige.europa.eu/content/gender-equality-index>



FAO 2010: Lambrou and Nelson, 2010; FAO, 2010a <http://www.fao.org/gender/gender-home/gender-why/why-gender/en/>

FAO 2011 State of Food and Agriculture Women in agriculture: Closing the gender gap for development p. 5 <http://www.fao.org/docrep/013/i2050e/i2050e.pdf>

GBO 2014 Global Biodiversity Outlook 4, A mid-term assessment of progress towards the implementation of the Strategic Plan for Biodiversity 2011-2020 P.96-98: www.cbd.int/GBO4_Convention (is signed by 168 countries).

ICIMOD 2014 p.29, 30 Flood early warning systems in Nepal. A gendered perspective.

IFPRI 2008 International Food Policy Research Institute <http://www.ifpri.org/sites/default/files/GenderBrochure.pdf>

IISD 2014 <http://www.iisd.org/resilience>

IUCN 2013 Environment and gender index pilot p. 25, p. 32 <http://environmentgenderindex.org/>

USAID 2013a: Gender and climate change adaptation in agrarian settings p.1-2, 53-55 http://pdf.usaid.gov/pdf_docs/pa00jmgs.pdf

USAID 2013b: Carr E. R., & Thompson, M. C, 2008a, USAID: Gender and climate change adaptation in agrarian settings, p.911 Oct 2013

USAID 2014 Climate Change Resilient Development Task Order Preliminary report on the climate science and farmer use of advisories. Assessing Mali's direction nationale de la météorologie agrometeorological advisory program. p.6, 43-81 Link to PDF: <http://goo.gl/onQJXL> Jamie Carson

UNEP 2011 a rapid response assessment: Women at the frontline of climate change gender risks and hopes (Verma, 2001; Ferguson and Gupta, 1997; Moore, 1993). P.19 Christian Nellemann, Ritu Verma, Lawrence Hislop, Riccardo Pravettoni Editors http://www.unep.org/pdf/rra_gender_screen.pdf

UNEP 2011 b (Baten and Khan, 8:2010) Idem UNEP 2011 a p. 58

UNIBE 2013 <https://media.unibe.ch/public/Jahresberichte/2013/index.html>
http://www.gleichstellung.unibe.ch/unibe/qualitaet/gleichstellung/content/e409685/e409744/Flyer_ElKi_ger.pdf

UNIVLEEDS 2014

<http://www.equality.leeds.ac.uk/> <http://www.equality.leeds.ac.uk/equality-inclusion-framework/>

UU 2013 Utrecht University <http://www.jaarverslaguu.nl/> http://www.jaarverslaguu.nl/jaarverslag-2013/S_1034_Jaarverslag2013fnuorwh8b9yetng/S_1023_Bedrijfsvoering10/a1051_Personeel-HR

World bank 2013 <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/>
<http://datatopics.worldbank.org/gender/regional-data>

WUR 2013 Annual report Gender diversity p.12, 30 <http://issuu.com/wageningenur/docs/jaarverslag2013>



Annex 1: gender strategies EU, UN

EU gender objectives Horizon 2020

Economic independence of women

The female employment rate has increased significantly during the past decade. However, this progression needs to continue if the objective of a 75% employment rate, as set by the [Europe 2020 strategy](#), is to be met. It also needs to be extended to those groups of women with the lowest employment rates. Progress is needed in order to improve the quality of jobs and work/life reconciliation policies.

- promoting equality as part of the Europe 2020 strategy and through EU funding;
- promoting female entrepreneurship and self-employment;
- assessing workers' rights with regard to [leave for family reasons](#);
- assessing Member States' performance with regard to childcare facilities;
- supporting gender equality in matters of immigration and the integration of migrants.

Equal payment

The Commission highlights that the gender pay gap still exists, including for equal work and work of equal value. There are many causes of this pay gap, in particular, segregation in education and in the labour market.

- with social partners, explore possible ways to improve the transparency of pay;
- support equal pay initiatives in the workplace such as equality labels, 'charters' and awards;
- institute a European Equal Pay Day;
- seek to encourage women to enter non-traditional professions, for example in the 'green' and innovative sectors.

Equality in decision-making

Women are under-represented in the decision-making process, both in parliaments and national governments and on management boards of large companies, despite making up half the workforce and more than half of new university graduates in the EU.

The Commission will:

- propose targeted initiatives to improve the situation;
- monitor progress made towards achieving the 25% target for women in top-level decision-making positions in research;
- promote an increase in the number of women in the committees and expert groups established by the Commission, with the aim of achieving at least 40% female membership;
- promote greater participation of women in European Parliament elections.

Dignity, integrity and an end to gender-based violence

According to estimates, 20 to 25% of women living in the EU have suffered physical violence at least once during their lives and up to half a million women living in Europe have been subjected to genital mutilation.

The Commission will:

- propose an EU-wide strategy on combating violence;
- ensure that EU asylum legislation takes account of gender equality considerations;
- monitor gender issues in the field of health.

Gender equality in external actions

The EU's external policy will contribute towards gender equality and women's empowerment. In this respect, the Commission will:



- progress equal treatment between women and men in the candidate and potential candidate countries for accession to the EU;
- implement the EU Plan of Action on Gender Equality and Women's Empowerment in Development;
- conduct a regular dialogue and exchange of experience with the European Neighbourhood Policy partner countries;
- integrate equal treatment considerations into humanitarian aid operations.

Horizontal issues

The Commission is committed to progressing equal treatment between women and men, paying particular attention to:

- the role of men in gender equality;
- disseminating good practice on redefining gender roles in youth, education, culture and sport;
- the correct implementation of European legislation, particularly [Directive 2004/113/EC](#) on equal treatment in the access to and supply of goods and services and [Directive 2006/54/EC](#) on equal opportunities;
- the governance and tools of gender equality, particularly through the drafting of an annual report on gender equality in order to contribute to a yearly top-level Gender Equality Dialogue involving the European Parliament, the Commission, Member States and key stakeholders.

EU Horizon 2020 objectives

Three objectives underpin the strategy on gender equality in Horizon 2020:

- Fostering gender balance in research teams, in order to close the gaps in the participation of women.
- Ensuring gender balance in decision-making, in order to reach the target of 40% of the under-represented sex in panels and groups and of 50% in advisory groups.
- Integrating the gender dimension in research and innovation (R&I) content, helps improve the scientific quality and societal relevance of the produced knowledge, technology and/or innovation.

<http://ec.europa.eu/programmes/horizon2020/en/h2020-section/promoting-gender-equality-research-and-innovation>

Links to gender strategies from UN agencies

(From <http://datatopics.worldbank.org/gender/regional-data>)

- **FAO:** The [Food and Agriculture Organization](#) of the United Nations conducts work on gender equality and food security, and develops resources and tools on gender-sensitive information across agricultural communities.
- **ILO:** The Bureau of Gender Equality at the [International Labour Organization](#) manages an extensive knowledge base on gender issues, conducts ILO Participatory Gender Audits, and has a Gender Helpdesk which responds to queries to help strengthen the capacity of staff and constituents to address questions of equality in their work.
- **WHO:** The [World Health Organization's Gender, Women and Health Network](#) has been piloting and developing capacity building materials to assist in the progressive mainstreaming of gender considerations in health sector activities.



- **OECD:** The [OECD Gender Data Portal](#) includes selected indicators of gender inequalities in education, employment and entrepreneurship for 40 countries, including OECD member countries, as well as Russia, Brazil, China, India, Indonesia, and South Africa.

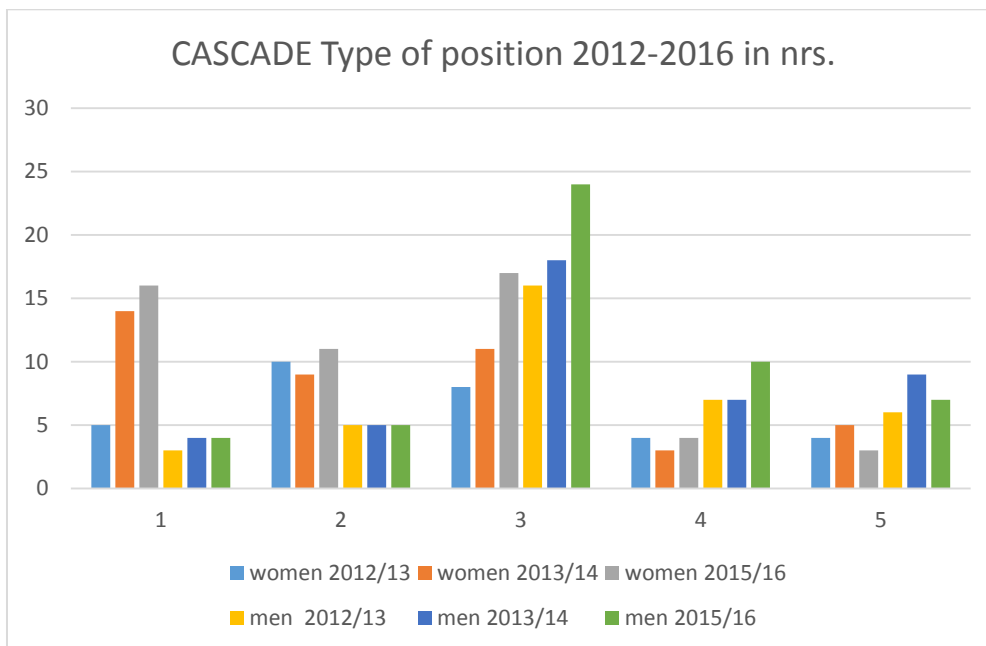
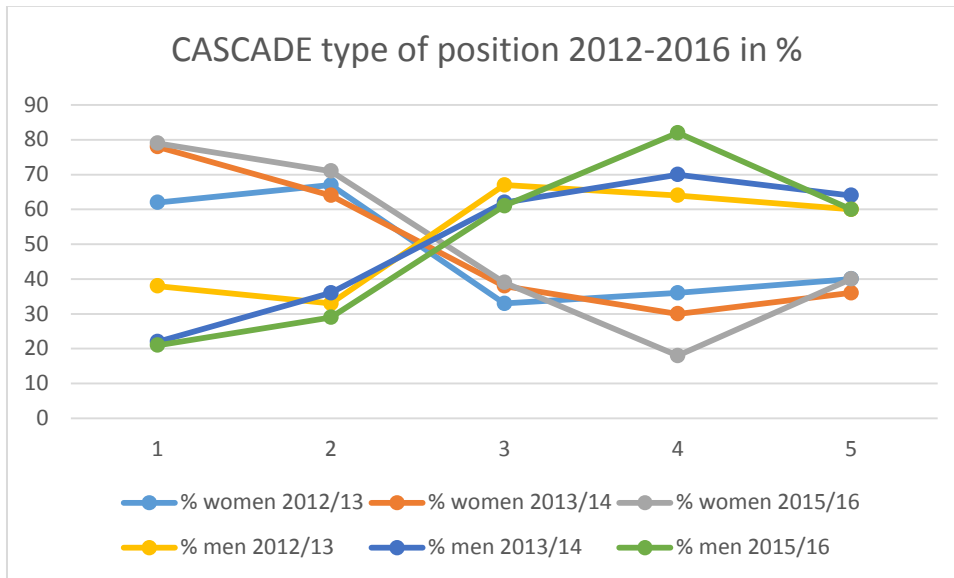
Annex 2: Type of position numbers CASCADE 2012 - 2016

| Organisation | 15/'16 | (5) w-Scientific manager | (5)m-scientific manager | (4)w-scientific teamleader/work package manager | (4)m-Scientific team leader/work package manager | (3)w-Experienced researcher (> 4 years and/or PhD holder) | (3)m-Experienced researcher (> 4 years and/or PhD holder) | (2)w-Early researcher (<= 4 years and/or PhD student) | (2)m-Early researcher (<= 4 years and/or PhD student) | (1)w- Other staff | (1) m- Other staff | total 16 | total 14 | total 12 | women12 | women14 | women16 |
|----------------------------------|-------------|--------------------------|-------------------------|---|--|---|---|---|---|-------------------|--------------------|----------|----------|----------|---------|---------|---------|
| 1. ALTERRA | Netherlands | 1 | 2 | | | | 1 | | | 1 | | 5 | 5 | 4 | 1 | 2 | 2 |
| 2. TUC | Greece | | | | 1 | | 4 | 1 | | 2 | 2 | 10 | 10 | 7 | 2 | 3 | 3 |
| 3. UNIBAS | Italy | | 1 | | 1 | 2 | 1 | 1 | | 1 | | 7 | 7 | 6 | 4 | 5 | 4 |
| 4. CNRS | France | | | 1 | 1* | 1* | 1 | | 1 | | | 3 | 2 | 2 | 1 | 1 | 1 |
| 5. UALI | Spain | 1 | | 1* | 1* | 1* | 1 | 2 | | | 1 | 5 | 5 | 6 | 4 | 3 | 3 |
| 6. UAVR | Portugal | | 1 | | | 6 | 5 | 2 | 0 | 1 | | 15 | 13 | 13 | 6 | 7 | 9 |
| 7. MEDES | Italy | 1 | | 1 | | 1 | 1 | 2 | | 1 | | 7 | 7 | 5 | 4 | 5 | 6 |
| 8. UNIVLEED | UK | | | | 1 | 2 | 1+1* | 1 | | | | 5 | 3 | 3 | 1 | 1 | 3 |
| 9. UNIBE | Switzerland | 1 | | 1* | | 1 | 1 | | 1 | 1 | 1 | 6 | 6 | 7 | 3 | 3 | 3 |
| 10. UU | Netherlands | | 1 | | | 2 | | | | | | 3 | 2 | 2 | 1 | 1 | 2 |
| 11. JRC | Italy | | | | 1 | | 1 | 1 | | | | 3 | 2 | 2 | 1 | 1 | 1 |
| 12. CUT | Cyprus | | 1 | | 2 | 1 | 3 | 1 | 1 | 4 | | 13 | 15 | 5 | 1 | 6 | 6 |
| 13. WU | Neth | | 1 | 1 | 2 | 2 | | | 1 | 1 | | 8 | 3 | 2 | 1 | 2 | 4 |
| 14. CEAM | Spain | | | | 1 | | 3 | | 1 | 3 | | 8 | 5 | 4 | 1 | 2 | 3 |
| 15. UB | Spain | | | | 1 | | 1 | | | 1 | | 3 | | | | | 1 |
| tot positions held by men | | | 7 | | 10 | | 24 | | 5 | | 4 | 101 | 85 | 68 | | | 51 |
| total pos women | | 4 | | 3 | | 17 | | 11 | | 16 | | 51 | 43 | 37 | 31 | 42 | 51 |
| * or * = same person | | | | | | | | | | | | | | | | | |





Annex 3: Type of position figures CASCADE 2012-2016





Annex 4: Questionnaires 2016-2014-2012

Questions for all CASCADE partners about gender equality for the 3rd reporting period 2016

1. Your project team

1.1. Type of position (fill only if you had changes in your team since January 2015)

| Type of positions within your CASCADE project team | Number of Women | Number of Men |
|--|-----------------|---------------|
| Scientific manager / coordinator | | |
| Scientific team leader / work package leader | | |
| Experienced researcher (> 4 years and/or PhD holder) | | |
| Early researcher (<= 4 years and/or PhD student) | | |
| Other staff | | |
| Total number of women and total number of men in your team working for the CASCADE project | | |

1.2. In case there are changes in the project team, did you actively mobilize men and women to achieve a gender balanced project team? If yes, how?..... If no, why not?.....

1.3. Did you gather any data for or related to CASCADE project that are gender disaggregated (M/W)? yes / no

If so, can you send them to me by email or a link to these data?

2. If you work with a Case Study site with stakeholders ...

2.1. How many men and how many women stakeholders actually participate in the CASCADE study site of your research? men and women

What would/did you do to involve more women stakeholders in your research?

2.2. During this third project period, did you see roles or responsibilities among women and men in the study site regarding the use, the ownership and the management of the land and water resources that you haven't mentioned before or that changed?

Women roles/responsibilities Men's roles/responsibilities

2.3. Did you find differences in opinions or needs expressed by men and women stakeholders in the project context so far? yes/no

If so, what were they about and might they have consequences for the follow up of your research or the project?.....

2.4. Is there anything you want to add concerning gender in the CASCADE project?



Questions for all CASCADE partners about gender equality 2014

1. Your project team

1.1. Type of position

| Type of positions within your CASCADE project team | Number of Women | Number of Men |
|--|-----------------|---------------|
| Scientific manager / coordinator | | |
| Scientific team leader / work package leader | | |
| Experienced researcher (> 4 years and/or PhD holder) | | |
| Early researcher (<= 4 years and/or PhD student) | | |
| Other staff | | |
| Total number of women and total number of men in your team working for the CASCADE project | | |

1.2. In case there are changes in the project team, did you actively mobilize men and women to achieve a gender balanced project team?

1.3. Is the project team trying to achieve (and keep) a gender balance among the team?

1.4. How do you achieve this and is it effective? Please fill in, did you:

| | Not at all effective | 1 | 2 | 3 | 4 | 5 Very effective |
|--|----------------------|---|---|---|---|------------------|
| design and implement an equal opportunity policy? | | | | | | |
| set targets to achieve a gender balance in the team? | | | | | | |
| organise conferences and workshops on gender? | | | | | | |
| Other: | | | | | | |

1.5. What type of work-life balance working conditions are necessary for an optimal functioning of the team within the CASCADE project context?

1.6. Do you have these working conditions?

2. If you work with stakeholders ...

2.1. Did you notice any gender related issue among the stakeholders in the CASCADE study site context?

2.2. What different roles or responsibilities do you see among women and men in the study site regarding the use, the ownership and the management of land and water resources?

Women roles Men's roles

2.3. How many men and how many women stakeholders actually participate in the CASCADE study site of your research? men and women

2.4. How do you communicate with the stakeholders?Does this communication reach all the men and women to be involved in the decisions made about the land / water use?

2.5. Do you think there is a gender related interest of the stakeholder in the choices being made within CASCADE for land management?If so, what is it and for who?

3. Is there anything you want to add concerning gender in the CASCADE project?



Questions for all CASCADE partners about gender equality 2012

1. Type of position

| Type of Position project team CASCADE | Number of Women | Number of Men |
|--|-----------------|---------------|
| Scientific manager / coordinator | | |
| Scientific team leader / work package leader | | |
| Experienced researcher (> 4 years and/or PhD holder) | | |
| Early researcher (<= 4 years and/or PhD student) | | |
| Other staff | | |
| | | |
| Total number of women and total number of men in your team working for the CASCADE project | | |

2. Gender balance

2.1. In gathering personnel for the project team, did you actively mobilize men and women to gather a gender balanced project team?

2.2. What is the advantage of a gender balanced team?

2.3. How can you get (and keep) a gender balanced team within the project period?

3. Work-life balance

3.1. Could you mention some life-balance working conditions necessary for a gender balanced project team?

3.2. Which work-life balance working conditions are already in place, and which ones are necessary at your working place?

3.3. How could the life-balance working conditions be improved within the project period?

3.4. Does your institute have a policy for gender equality? Could you send a copy or a link about this?

About gender equality in the research content

4. Gender disaggregated data

4.1. Is your team gathering socio economic data for the research? If so, do you gather gender disaggregated data, meaning data collected and reported about men and women separately?

4.2. Are there data gathered for the research that give an insight in the roles of men and women separately in the use and management of the land and water?

5. Stakeholders

5.1. Does your project team work (do research) with stakeholders for CASCADE?

5.2. How do you involve the stakeholders in the research?

5.3. How many men and how many women stakeholder actually participate in the research?

5.4. If there is no gender balance among the stakeholders, do you know why?

6. Communication

6.1. How is the communication of the project research organized for local stakeholders?

6.2. Is the information within reach of all parties concerned?



Annex 5: Schedule work-life balance conditions

| Work-life balance | conditions | Missing conditions | Improving conditions |
|---|--|---|--|
| | | No (3,7,10, 11,12,14) | |
| Flexibility in working time | Flexible work arrangements, individual flextime encouraging researchers to organize their own working time collectively, strict working hours (2) | | Provide the ability to work from home (2) |
| | Flexibility in working hours; the opportunity to work from home, excellent planning tools to allow free time (3) | | |
| | Potential for reducing working hours for parenting activities while children are young. (5) | flexible schedules; options for working at home (5) | Flexible schedule (5) |
| | Flexible schedules (6) | | |
| | Flexibility in timing; planning tools extensively adopted in order to allow an efficient arrangement of free hours (7) | | |
| | Informal swapping of work among colleagues is common in case of care duties. In addition, all staff undertake equality and diversity training. (8) | | In agreement take some time out and re-allocate at later moment. (8) |
| | Allow for part-time working models. Be flexible with meeting dates and travel schedules (9) | | reduce deadline stress, reduce involvement of personnel in too many projects (9) |
| | Conditions and requirements gender balanced (such as maternity leave possibilities) (10) | | |
| | Flexible timetable to reach a proper well balanced conciliation between work time and family. (14) | | |
| | Care opportunities | Child care and a better task division between men and women in a family (1) | not sure if career opportunities are equal between men and women (1) |
| In site nursery school(2) | | | Respect for personal life's needs of every team member (2) |
| Ability to address sensitivity family issues and emergencies (2) | | | Take time off for additional working hours (2) |
| Summer school and out-side school activities for personnel children at the University campus. (5) | | | |
| Special social aid for University personnel addressing education and health family issues. (5) | | | |



| | | | |
|---|--|---|--|
| | Maternity and paternity leave (up to 5 months), child care facilities, close relationship between coordination and other team members. (6) | To adjust prices of child care facilities to income levels. (6) | Focus group to discuss life-balance working conditions.(6) |
| | Parental leave, accessible childcare (11) | | |
| Flexibility in work places | Ability to work in distance Teleconferencing meetings for the project team (2) | | Work planning and prioritizing (2) |
| | Adapting schedules and tasks distributions to facilitate work during pregnancy. (5) | | |
| | Working conditions are made easier by having the choice to work from home, even in another EU country (7) | | |
| | Flexibility of working places is also implemented. (9) | | |
| Team activity an working environment | Regular team meetings (3) | | |
| | Periodic team meeting in order to overcome emergent difficulties.(7) | | |
| | Similar conditions required for any good working environment, not exclusive to gender equality; women and science promotion, social activities, not necessarily only for families, reasonable amount of holidays, competitive salaries... (11) | | |
| | Equal conditions, friendly environment (12) | | achieve better social conditions (12) |
| policy | Medes adopted a gender protocol (Regolamento Interno per le pari opportunità) adopted since 2009(7) | | |
| | JRC Equal Opportunities group and JRC Action Plan for Equal Opportunities (2010-2014) (11) | | Continue what is already in place (11) |
| | Since 2008 CEAM has its own gender plan that is implemented and integrated into our "Manual of Procedures" (14) | | |

From 1st reporting period CASCADE



Annex 6: Gender disaggregated data forest owners in Portugal

| Gender of the forest owner | Residence | Forest area (ha) | Burned in 2012 |
|----------------------------|--------------|------------------|----------------|
| Male | Várzea/Calde | 3,4 | X |
| Male | França | 2 | |
| Male | França | 1,5 | |
| Male | França | 1 | X |
| Male | França | 0,5 | X |
| Male | Várzea/Calde | 1,5 | X |
| Male | Várzea/Calde | 0,3 | X |
| Male | Várzea/Calde | 1 | X |
| Male | Várzea/Calde | 2,5 | X |
| Male | Várzea/Calde | 2,5 | |
| Male | Várzea/Calde | 1 | X |
| Male | Várzea/Calde | 2 | X |
| Male | Várzea/Calde | 1,5 | X |
| Male | Várzea/Calde | 2 | X |
| Male | Várzea/Calde | 1,2 | X |
| Male | Várzea/Calde | 0,5 | |
| Male | Várzea/Calde | 0,2 | |
| Male | Várzea/Calde | 1,56 | |
| Male | Várzea/Calde | 1,1 | X |
| Male | Várzea/Calde | 3,35 | X |
| Male | Várzea/Calde | 1,2 | X |
| Male | Várzea/Calde | 1,8 | X |
| Male | Suiça | 2,3 | X |
| Male | Várzea/Calde | 3,8 | X |
| Male | Suiça | 4,6 | X |
| Male | Várzea/Calde | 1,65 | X |
| Male | Várzea/Calde | 2,2 | X |
| Male | Várzea/Calde | 1,9 | X |
| Male | Várzea/Calde | 1,75 | X |
| Male | Várzea/Calde | 0,85 | X |
| Female | Várzea/Calde | 1,55 | X |
| Male | Várzea/Calde | 0,54 | |
| Male | Várzea/Calde | 0,63 | |
| Male | Suiça | 0,56 | |



| | | | |
|--------|--------------|------|---|
| Male | Várzea/Calde | 0,94 | X |
| Male | Várzea/Calde | 0,49 | |
| Male | Várzea/Calde | 1,2 | X |
| Male | Várzea/Calde | 1,8 | X |
| Male | Várzea/Calde | 2,7 | X |
| Male | Várzea/Calde | 2,8 | X |
| Male | Suiça | 3,5 | X |
| Male | Várzea/Calde | 1,75 | X |
| Male | Várzea/Calde | 2,05 | X |
| Male | Várzea/Calde | 1,75 | X |
| Male | Várzea/Calde | 0,95 | X |
| Male | Várzea/Calde | 4,2 | X |
| Male | Várzea/Calde | 1,7 | X |
| Male | Suiça | 1,6 | X |
| Male | Várzea/Calde | 2,4 | |
| Male | Várzea/Calde | 3,1 | X |
| Male | Várzea/Calde | 1,6 | X |
| Male | Várzea/Calde | 2,3 | X |
| Male | Várzea/Calde | 2,7 | X |
| Male | Várzea/Calde | 0,75 | X |
| Male | Várzea/Calde | 1,55 | X |
| Male | Várzea/Calde | 1,6 | X |
| Male | Várzea/Calde | 2,1 | X |
| Male | Várzea/Calde | 1,9 | X |
| Female | Várzea/Calde | 2,65 | X |
| Male | Várzea/Calde | 3,15 | X |
| Male | Várzea/Calde | 2,95 | X |



Annex 7: Equality and Inclusion Strategy – The Vision for Leeds

From Equality & inclusion framework 2014-2019

| | |
|------------------------------------|---|
| THE EQUALITY VISION | As a research-intensive international University we will attract and retain excellent people from across the world to enable the University and the people within it to fulfil their potential. |
| THE EQUALITY MISSION | To be a beacon of excellence in the sector, promoting a culture of inclusion, respect and equality of opportunity for all. |
| VALUES & PRINCIPLES | <p>In pursuit of this mission we will:</p> <ul style="list-style-type: none"> • Demonstrate visible leadership and accountability at all levels • Embed equality into all aspects of University life • Provide a sustainable environment which enables all staff and students to thrive • Work in partnership with our staff, students, Unions and wider stakeholders |
| PRIORITIES & OBJECTIVES | <p>1. Develop a University-wide culture which promotes equality and inclusion</p> <p>1.1 Develop and implement a sustainable One University¹ approach to equality.</p> <p>1.2 Create an environment that is better for all through promoting personal responsibility for equality.</p> <hr/> <p>2. Integrate and embed equality into all aspects of University business</p> <p>2.1 Identify and address equality gaps in our governance structures and management processes.</p> <p>2.2 Incorporate equality into day-to-day business activity.</p> <hr/> <p>3. Attract, retain, support and develop an excellent workforce from across the world</p> <p>3.1 Build a diverse and representative sustainable community which reflects our values.</p> <p>3.2 Become a national and international sector leader in promoting good equality practice.</p> <hr/> <p>4. Ensure a world-class student experience through inclusion and academic excellence</p> <p>4.1 Provide fair and equal access² to recruitment, progression and attainment opportunities.</p> <p>4.2 Recognise the range of needs of our diverse student population and integrate these into the governance and practice of student education.</p> |

¹ 'One University' is the provision of universal, fit-for-purpose University-wide processes and systems that create a better and joined up experience for our staff and students.

² Fairness and equality of access is central to 'The Partnership' agreement that has been developed with students and staff and describes the mutual expectations of us all as members of the University community.