

Periodic Report Gender Equality

Covering period 1

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Abstract

This report is about the gender equality in CASCADE research, looking at sudden shifts in dryland ecosystems and trying to obtain a better understanding of the biogeochemical mechanisms underlying sudden and catastrophic shifts. Although the CASCADE subject is unique for a gender equality focus, other research about ecosystem services, biodiversity and climate change also promote gender equality to improve the focus of the research. A questionnaire to all project partners gave the input for this report. CASCADE shows a gender balanced project staff on the average. The report gives several positive arguments from the research teams about being gender balanced. They give arguments about how to stay gender balanced and have several measures for a work-life balance. The gender issues in the research activities are however less balanced. Study sites stakeholders within this research context, are often men. Engendering of these subjects (in this case more men) are often implicit mechanisms. Women are often overlooked as an expert. In search for gender equality, this requires attention.

The report shows how stakeholders are approached to participate in research and the type of communication that is used to interact with them. Within the project context the traditional local role division between men and women will not be balanced, but for a better gender balance in the research activities something can be done about the approach and the communication. These can be directed at men and women in the study sites and try to interest stakeholders to think and work gender balanced and to also involve women in the research field.

Definitions

Gender equality is urged in many international conventions. It is about respect for diversity and for legislation about equal rights also in research and especially it refers to the awareness of gender inequalities and the awareness of the impact of action for gender inequalities (See quote on definitions below – OSAGI, 2001).

Gender: refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age.

Gender equality: equality between women and men refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration – recognizing the diversity of different groups of women and men. Gender equality is not a 'women's issue' but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

The definition of gender mainstreaming (Council of Europe, 1998):

Gender mainstreaming is the (re)organization, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policymaking. Gender mainstreaming is not a goal in itself but a strategy to achieve equality between women and men.

About local knowledge (Husinga, 2001):

The gender attributions of local knowledge, including knowledge for managing biological systems have four key characteristics:

1. Women and men have knowledge about different things.
2. Men and women have different knowledge about the same things.
3. Women and men may organize their knowledge in different ways.
4. Men and women may receive and transmit their knowledge by different means.

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1. Introduction

This report gives the state of the art of gender equality in the CASCADE project after 18 months.

The report also looks ahead at developments of gender equality within CASCADE based on the experience of the partners. What are the possibilities to improve and keep gender equality among the positions within the project and to use the gender equality experience so far in research content in mobilization and communication with stakeholders? What can be reached in gender equality in CASCADE?

“The aims and objectives of CASCADE are to obtain a better understanding of sudden shifts in drylands that may lead to major losses in biodiversity and concomitant ecosystem services. By focusing on vulnerable drylands and building on existing knowledge CASCADE improves the understanding of the biogeochemical mechanisms underlying sudden and catastrophic shifts. And CASCADE will develop ways to predict the proximity of the dryland ecosystems to thresholds so that these predictions can be used by policymakers and land users for more sustainable management of drylands worldwide.” (CASCADE DOW 2011)

Why take gender into consideration? The European Commission identified a threefold relationship between gender issues and research: There is a need to encourage women’s participation in research, addressing gender related needs in research and to contribute to understanding of gender issues in research. (EC 2003, cited in CASCADE DOW ’11) The European Commission adopted in 2010 a five-year strategy for promoting equality between women and men in Europe. The strategy aims in particular to make better use of women's potential, thereby contributing to the EU's overall economic and social goals. (EC 2013)

In line with these EC strategies, for the CASCADE project, strategies and actions are foreseen to

- (1) have gender mainstreaming at project management level, which will include monitoring, networking, and capacity building, and
- (2) explicitly considering gender aspects in the research activities at each stage of the research cycling from data collection, analysis to interpretation as well as in training and dissemination. Also the varying roles and perceptions are considered and made part of the overall ecosystem management strategy.

The overall gender goal in relation to CASCADE’s research activities is to increase awareness of the importance of gender in managing natural resources. Ecosystem functions and services affect all people, men and women, the old and the young and all ethnic groups. However, men and women traditionally have different roles in using and managing ecosystems. Where households, families or societies develop multi-targeted strategies with

men and women contributing towards a common goal, the benefits for individuals as well as for society at large are maximised.

It's an interesting new challenge to put CASCADE's innovative aim of developing ways to predict the proximity of the dryland ecosystems to thresholds in a gender perspective. Related issues like biodiversity, climate change and risk management are often put in a gender perspective (See for example UNDP box in Annex 6 about gender and risk adaptation). The research refers to gender differences. The vulnerability of women especially when it comes to (environmental or agricultural) changes, but also the power of women to adapt to changes and the input on economic growth when empowering women are important inputs to these changes for the research and the policymakers. Chapter 2 gives an insight in this perspective.

The state of the art in this report about the gender balance in the first 18 months of the CASCADE project is given by the partners in their response to the questionnaire (Annex 2): chapter 4 is about the gender balance in the research team. Chapter 5 is about the gender in the research content and activities, the data, the gender balance of the CASCADE stakeholders and how the research teams approach them and communicates with them. In chapter 6, Conclusions the results are compared with the perspective as given in chapter 2 and recommendations are given for the follow up. A summary of gender equality in the CASCADE project is given in chapter 7.

2. Perspective

The need for gender as a topic in scientific research, in a way that it can be used by policymakers and land users for more sustainable management of drylands worldwide, can best be explained by the different findings about gender in topics like: management of ecosystem services, gender roles in agriculture, managing biodiversity and policies for climate change, as given below.

About the management of ecosystem services the message is to involve women or address the causes of inequalities:

“Gender plays a key role in the management of ecosystem services. Women are often left out of leadership roles and decision making processes, even when they may be the main custodians.” (CGIAR 2010)

Considering the efficient management of agricultural resources means also understanding the different roles of men and women and make use of the knowledge:

“... gender analyses have made clear that men and women often manage, use and control natural and agricultural resources differently. Moreover, agricultural systems, and the roles, rights and responsibilities of men and women who farm, differ according to geographic and cultural context. By understanding these differences, and the gendered power relations behind them, agricultural programs and policies achieve greater equity and efficiency.” (IUCN 2008) *“Policies to support rural women to improve agricultural productivity and their livelihoods are a particular priority.”* (CGIAR 2013)

About conserving and managing biodiversity: Consider and value the distinct roles of women and men:

“...Considerable efforts over the past fifteen years at national and international forums, have brought the Convention on Biological Diversity (CBD) to understand the fundamental roles that women play in managing and conserving biodiversity and the need to integrate the gender perspective into their framework. The Convention is strongly committed to recognizing and promoting the integral yet distinct roles that women and men play in conserving, celebrating and sharing biodiversity. The CBD further recognizes that women, and distinct groups of women, require special consideration because of institutionalized systems that do not explicitly value women’s contributions to biodiversity.” (UNDP, 2010)

And about climate policy: Women’s voices will be represented in negotiations on gender-sensitive climate policy and gender issues were considered in the agenda of the UNFCCC COP-18.

“The Conference of Parties (COP-18) to the UN Framework Convention on Climate Change (UNFCCC) was held in Doha, Qatar from 26 November to 7 December 2012. Important gains achieved at COP-18 include: a landmark decision on ‘Promoting gender balance and improving the participation of women in UNFCCC negotiations and in the representation of Parties in bodies established pursuant to the Convention

or the Kyoto Protocol' was adopted. Hailed as the 'Doha Miracle', this decision constitutes an important step forward in advancing gender-sensitive climate policy by ensuring that women's voices are represented in the negotiations, and adding the consideration of gender issues in the agenda of the COP." (UNFCCC, 2013). UNFCCC included already gender policy and mainstreaming in Cancun, Mexico (COP-16) "Recognize women and gender equality as integral to effective actions to mitigate and adapt to climate change." Cancun Agreements." (UNFCCC, 2010)

"...IUCN's reach on gender issues and governance can be illustrated through policy influence, networks and extent of capacity building. All three Rio Conventions include strong provisions for addressing gender considerations and IUCN, as the first global conservation organization that put gender on the agenda helped develop the Global Gender and Climate Alliance that includes 13 UN agencies and more than 15 civil society organizations." (IUCN, 2013)

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. It paves 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.

What is the use of a gender balance in the research team? Along with the reasons to cover and include half of the population and their needs, gender balance in the research teams brings an innovation potential:

"The balanced representation of women and men in science has been part of a strategic approach to bring forward equal opportunities in the field of scientific research, enhance European competitiveness, and to realize fully the European innovation potential. Clear progress has been made in the last 10 years with the European Commission playing a key role by providing much needed impetus." (EC, 2009)

So, the international message is: Use the entire work force, men and women, and use the gendered and diverse knowledge of men and women about ecosystems and land use to improve the research output.

3. Approach

The approach towards gender equality in CASCADE is divided into two ways: (1) Gender aspects within the research team, and (2) Gender issues in research activities and research content. These two subjects were covered in a list of questions that were asked the partners for this gender report (Annex 2). These questions are comparable with the EU questions for the final reporting. (Annex 3).

(1) Gender aspects within the research team

To create awareness and organize activities to promote gender equality within the research teams the issues: monitoring, mobilizing and awareness raising are worked out:

- Monitoring gender dimensions: publication of gender statistics and gender issues in the project in reports like this and on the website
- Mobilizing women in the project: people will be employed irrespective of their gender, and it will be avoided that women are cast in stereotypic or traditional roles.
- Raising awareness and creating an environment for change: through e.g. evaluation of gender imbalances within research teams, organising of information days, providing targeted courses, interviewing managing staff, and outlining paths for change.

Monitoring is done through questioning project partners and reporting. Mobilizing is operationalized which is made visible with the question referring to the type of position within the project research team. It gives insight in the gender balance in numbers and the division between men and women at the different positions. The other questions are about the advantages of a gender balanced team and about the work-life balance empowerment and facilitation of working conditions. Raising awareness and creating an environment for change will be realized through the response to the questions and the issues and suggestions given in the report. Additional input could be useful for this target. Institutional gender policies may be helpful for the implementation of gender balance in the project team; therefore some policies of participating institutes are given as an example.

(2) Gender issues in research activities and content

To get towards a gender equality in the research content the emphasis in the CASCADE project is on the entire spectrum of social, technical and economic issues related to ecosystem functioning.

Specific gender objectives for the overall ecosystem management strategy are:

- (1) Considering men's and women's social roles and their respective uses of natural resources,

- (2) Understanding the organisational levels for the use and management of ecosystem services, and
- (3) Recognizing that in all dissemination and mediation of information coverage of women will be ensured.

Key issues when tackling gender issues in ecosystem use and management are

- (1) division of labor and responsibilities,
- (2) local stakeholders and decision-making processes,
- (3) access to and control over natural resources,
- (4) conflicting and common interests in use of land and water, and
- (5) knowledge and skills

The questions for this report referring to the research activities are about gender disaggregated data gathering and about both stakeholder participation and communication in relation to gender.

This approach is meant to gather information about gender awareness and interventions to get to a gender balance in the project organization and content. The variation in information gives us ideas for improvements in the approach and helps to gather recommendations for a gender balanced approach. To focus on gender disaggregated data for example, gives a lot more information than non-disaggregated data on uses and practices which may help for technical solutions or improvement of communication with stakeholders of both sexes.

Next to this practical focus it is interesting to get an extra insight in underlying principles, like ignoring or denying gender differences which often leads (unintended) to a better position of men and a worse position of women. Also the balanced team can be a role model in the study sites.

The approach of gender equality in the research teams and organizing gender balanced information exchange in the research activities is emphasized to improve the research output.

4. Results of gender equality in the project team

This chapter refers to the results from the questions asked to all CASCADE project partners about the project team: about the type of position (4.1) and about the balance in the team (4.2) and about the work-life balance (4.3). The numbers between brackets refer to the CASCADE partners (See Annex 1).

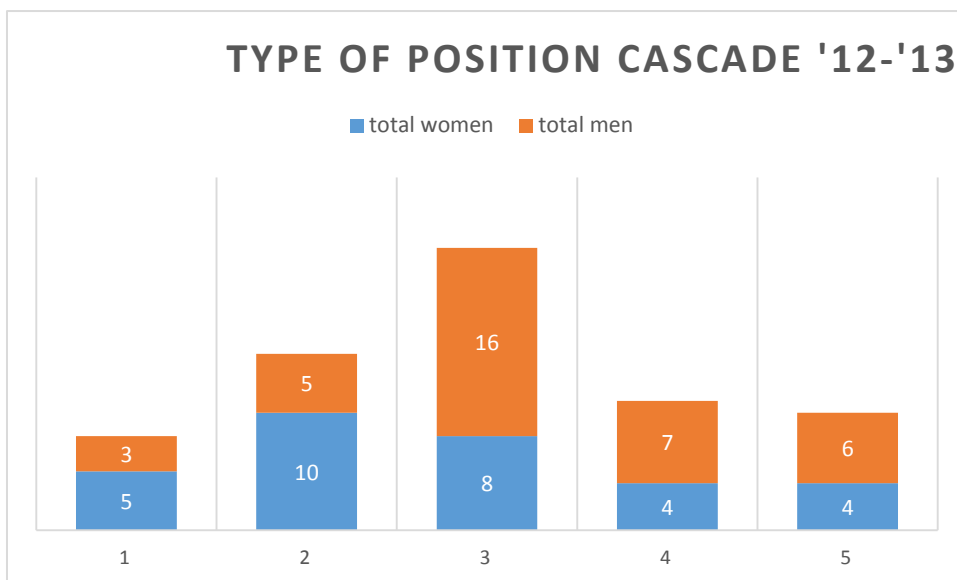
4.1. Type of position

The total number of staff involved in the CASCADE project is 68, 31 women and 37 men. Of the 10 scientific managers, meaning in the highest position in the team, 4 are women which means that CASCADE has a gender balanced project staff on the average. The teams separately differ quite a bit, although all the teams have at least one woman. Differing from one woman in the support staff and three men in leading and research positions (12) to four women in the leading positions with one man in a research position (7)

(See all numbers of the type of positions in Annex 4)

Table Type of position CASCADE

Position number 2012/13	1	2	3	4	5	Total	%	
total women	5	10	8	4	4	31	48	1= other staff
total men	3	5	16	7	6	37	52	2= early researcher, < 4 years or PhD stu
total per position	8	15	24	11	10	68	100	3= experienced researcher, 4 years >
								4= scientific team leader or WP leader
								5= scientific manager



4.2. Gender balance in the project team

Three issues were asked about the gender balance in the project team: i) mobilization, ii) advantages/disadvantages of a balanced team and iii) how to keep the balance when it's there.

A work package (WP) leader responded they have a gender balance close to 50-50 within the WP. The mobilization of a gender balanced WP staff isn't yet included in the questions. This could however be another interesting measure for the gender balance in the project.

i) Mobilization

Seven teams did actively mobilize for a gender balanced team and the other seven teams not.

Some choose for an active gender balanced mobilization and some don't know how because they have not many women in the research field. Or the other way around: women chose an extra man:

"During the selection of the personnel for the project team, men and women were equally mobilized, leading to the employment of an additional woman to work specifically on the project, thus leading to 2 women and 4 men working under a male team leader"(2). "Our (wider) team consists of many women, so we chose a man for the PhD student" (9). "it is not always easy since there are less women in my field in general (theoretical ecology), especially with higher-level positions."(4) "It is difficult to find women with the appropriate studies in Cyprus, for the specific project." (12)

Some teams are already balanced and are mobilizing only on expertise:

"We work with the people already present in our staff. (1); or: "Mobilizing is based on expertise" (10); "The search for skilled personnel naturally resulted in finding both men and women. (3, 7)"

ii) Advantages/disadvantages balanced team

Most (11) of the respondents are positive about a balanced research team. The reasons are about creativity, innovation, productive teamwork and role models: *"I think there are only advantages in a well balanced team."*(1) Some find the balance depends for them more on the personality than on the gender balance and some don't see advantages or disadvantages in a gender balanced team.

The enthusiastic terminology that is used to promote gender balance or diversity in the project team is about creativity, innovation, tolerance, openness, about the work environment and development, the decision making and role models and productivity. These may be interesting arguments for other teams to go for a gender balance.

"The advantages of working in a well balanced team can be seen on a daily basis within the team's collaboration and results. The diversity fosters a working

environment of creativity and innovation that balances out the different perspectives brought to the table by men and women. This environment helps develop new ideas based on communication skills and social awareness rather than individual cognitive abilities. Furthermore, initiatives and decisions benefit from the merits of both female skills (e.g. work environment, participative decision and people development) and male skills (decision making, control and premeditative). Looking beyond the scope of the project, a gender balanced team can help create better role models that can remedy preexisting inherent social inequalities. In the existing social context, sustaining a well balanced team beyond the lifetime of a single project is challenging as women are more family versus carrier orientated, causing a well collaborating team to break up.”(2)

“It is quite impossible to think of any disadvantages of a gender diverse team. The diversity in the team creates the perfect environment for creativity and innovation and it strengthens the spirit of tolerance and openness that makes the team feels like a close-knit family.”(7)

“No disadvantages can be reported for a gender balanced team as the team’s diversity is a key to its creativity and innovation. A further advantage of having gender balanced teams is the greater sense of openness and tolerance within the team which promotes stronger ties between team members.” (3)

“Certain personnel aspects related with gender issues can be useful for certain achievements (e.g. facilitation skills or approaching other women).”(6)

“At the Sustainability Research Institute (SRI), University of Leeds we strongly believe in diversity and mixed teams - in terms of experience, disciplinary background, etc. Gender balance also adds a dimension that makes teamwork more productive.” (8)

Disadvantage of an unbalanced team are: potential gender-biased perspectives; unfair distribution of work opportunities; mismatch with society. (5)

Some doubts about the use of a gender balanced team were expressed like the importance of the personality of the person and some don’t see advantages or disadvantages:

“It seems to me that it depends more on the personality of the people involved than on gender. However, as a woman, it is sometime difficult to work on a team completely dominated by men. So, keeping some kind of diversity (gender and age) is probably best for the overall atmosphere of work meetings.” (4) And: “It depends on the people and not necessarily on their gender. But yes, there may be advantages of combining different approaches or different perspectives in forming a more comprehensive overview of the issues at hand.” (11) “We find it better to have a balance, but it does actually not matter so much for our work.”(9)

An ample majority of teams give positive criteria for working in a gender balanced team with interesting arguments. Briefly the positive criteria of a gender balanced team are the greater

creativity, innovation, being a role model as a team and more productive teamwork. The doubts were about putting more weight on the people (personality) or the work content than the gender balance.

iii) Keep the balance

For a balanced project team one could create an environment of acceptance, a challenging environment for both genders, a financial security and some incentives.

“To create an environment where each one feels to be accepted, even recognizing the mutual differences.” (7) “The right conditions are needed to make each member of the team feel accepted and respected even in the face of personal or professional differences.” (3) “Good team management and equality.”(11)

“In order to achieve and maintain a well balanced team it is important to create a sense of financial security and at the same time maintain a healthily challenging and competing environment for both genders. Therefore, funding and social security incentives have to be provided when possible and gender-based capacities have to be identified in order to distribute tasks and work load accordingly. At the same time equal opportunities need to be provided, meaning that women’s needs have to be considered as non-optional priorities. The results of a gender analysis about differences in the impacts of the current socio-economic background to the obstacles and opportunities of women and men could be used in order to increase motivation and mobilization of women to join the project team. Nevertheless, the team is not aware of such a study.” (2)

Some partners describe the procedure to reach and keep the balance, by making it a priority target and by involving women at all levels of participation:

“To pay attention to this issue, making it a priority target, assessing periodically its status, and actively targeting men or women for new positions as needed in order to gender-balance the team.” (5) “Get women in the project at all levels of participation” (13).

“I am not sure. For the new recruits (PhDs and post-docs) it might not be a problem, since it seems that the new generation is more gender-balanced than the older one (at least in my experience). However, for the “older” generation (people that currently have deciding positions; professors, team leaders...), it might be important to actively try to select women since much fewer women seem to have these types of positions than men, but some excellent women are at these positions nonetheless.”(4)

No action: An often described attitude is not to change the actual situation.

“We do not foresee that our team will come to suffer from strong imbalances, also because job opportunities are gender balanced.” (6). “Not much needed for a gender

balanced project team; there is a well-balanced staff pool in terms of gender.”(8).”I don’t see any constraints or difficulties to keep our team working as it is till the end of the project.”(9) “No specific actions foreseen; project team is gender balanced.” (10)

4.3. Work-life balance

“...improve the ‘Work life balance’ (WLB) for both men and women, in line with their needs and work requirements. Effective WLB policies will make the difference. Flexible time is one of the classic examples of a WLB policy.” (Bismuth, EU 2009)

Three questions were asked about the work life balance in the CASCADE research teams, they are about the (i) ‘work-life balance conditions’, about (ii) ‘missing conditions’ and about (iii) ‘improving conditions’. The varying answers are given in the schedule in Annex 5.

Life-balance is about the possibility to combine work and home. Some adaptations to changes can be made at home;

“Often children within a family restrict women from continuing working, therefore child care and a better task division between men and women in a family are first needs for getting a balanced project team, so the private circumstances are important.” (1)

And some facilities can be arranged at the working place. For example part time work, flexible working hours and parental leave:

“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) “Part-time working models are applied. Very flexible working time and working places are also implemented.”(9)

For the project partners it is important to be able to bridge distances while working:

*“Ability to work in distance, teleconferencing meetings for the project team” (2)
“Working conditions are made easier by having the choice to work from home, even in another EU country.” (7)*

And it remains important to have meetings at work, also on the subject of life-balance, to prevent or resolve potential problems:

“...regular team meetings to anticipate or to discuss and resolve potential problems and difficulties.” (3); periodic team meeting in order to overcome emergent difficulties. (7) “Focus the group to discuss life-balance working conditions.”(6)

From the response appears that most partners have work life balance conditions at home and/or at work. Many respondents mention there are no missing conditions for their team.

“We don’t miss any working conditions that will disturb the balance.” (12)

The response shows a variety in the ways the conditions are implemented (like flexibility). It shows that for example for flexibility several interpretations are possible (flexibility in working hours, in working space, swapping work with colleagues, temporary less working hours, part-time work, maternal and paternal leave options.) One could make use of the given ideas and policies of each other. (See overview schedule in Annex 5)

4.4. Conclusions

CASCADE has a gender balanced project staff on the average on a total staff of 68 persons. The teams separately differ quite a bit, although all the teams have at least one woman. Seven teams did actively mobilize for a gender balanced team and the other seven teams not.

Positive criteria for a gender balanced team are the greater creativity, innovation, being a role model as a team and more productive teamwork. To keep the balance some say the work environment could be adapted towards acceptance and respect, challenging and financial security, through procedures by making a target of a gender balanced team, select women also in deciding positions, or keep it as it is and do nothing. Also diverse practices and possibilities are given by the partners about the work-life balance, often starting with flexibility in working hours and working space at work and at home.

Looking at the different gender balances in the CASCADE teams a gender balance is not self-evident. It will always need awareness and updating of the status quo. Being pro-active is advisable.

5. Results research content

For the insight in gender in the research content, or the research activities at the study sites, there were questions about three issues. These are the socio economic data gathering (5.1), working with stakeholders (5.2) and communication (5.3).

Data gathering focusses on gender differentiation or gender disaggregated data. This is to see the differences in roles or activities and needs of the men and women whom the CASCADE research teams target at. The questions on stakeholders focus on the approach and the participation and gender balance among the stakeholders. The communication questions are about how both women and men are informed.

Not all partners are involved in all these issues that are sometimes specifically covered by a Work Package. Still, the diverse responses of the partners give an insight in the actual approaches and possibilities and possible gaps to gender differentiation and balances.

5.1. Gender disaggregated data

The questions on data gathering i) and gender roles ii) focus on gender differentiation: are socio economic data gathered and do they give an insight in difference between uses, roles, needs of men and women?

i) Gathering data

A few CASCADE research teams are gathering socio economic data for the project and have them gender disaggregated. The other partners don't gather gender disaggregated data because they do other parts of the research.

"Yes, Unibas will collect socio-economic data at municipality level keeping them separate between men and women." (3) "We are currently in the process of defining which socio economic data to collect and how; I expect that due importance will be given to the issue of gender-specific data collection." (6)

ii) Gender roles

The data collection by partner 9 with the (WOCAT) questionnaires contains questions on the role of men and women in land management as well as in decision making regarding land management. Further very little data are gathered about role division between men and women within the CASCADE context, this is apparently not the core of the research.

A disaggregated data collection itself doesn't imply the results are used for a gender target, which requires a follow up gender strategy.

"We conduct a stakeholder analysis and adaptation survey. As this is based on stakeholder (institutional) analysis, there is no up-front strategy for gender disaggregated data collection. We also conduct model evaluation workshops, but unless survey results show an important gender role, an evidence of different roles of men and women regarding the use and management of land and water resources,

these would not be designed to report on men's and women's opinions separately."
(8)

5.2. Stakeholders

Regarding the stakeholders is asked i) if partners of CASCADE work with them and how they approach and involve the stakeholders and ii) if the stakeholders participate and if this is gender balanced.

i) Involving stakeholders

Nine partners work with stakeholders (1, 2, 3, 5, 6, 7, 8, 9, and 14); five don't (yet) (4, 10, 11, 12, and 13). The approach to involve stakeholders in the research is done through formal and informal routes, personal relationships and through recommendation. Some approach the managing authorities; they will recommend a wider circle of stakeholders also known via project study site partner's researchers and field workers, focus groups and meetings, calling it a "chain referral process". The other approach followed is via a stakeholder analysis or a questionnaire, followed by a workshop within the relevance of the geographical areas and policy makers for land and water management.

"As study site leader we have been involving stakeholders since the beginning of the project. They have been selected considering their role in pasture land management both at local and higher level. They have been contacted both formally and informally through individually interviews and focus groups and specific meetings." (3)

"We first contact few stakeholders that we (research team) already know; then we ask them for other potential stakeholders, and so on. We follow a chain referral process." (5)

"Stakeholder involvement is mostly indirectly through the local research teams. But also through own researchers (PhD student, Master student) during their field work. But contacts depend on recommendations from the local research teams and already involved stakeholders (recommending others). However, it is tried to find a balance of stakeholders (regarding status, role, gender, profession, etc.)" (9)

"Approaching stakeholders is based on stakeholder analysis within confined geographical areas, and relevance of policy makers for land and water management"
(8)

"We are currently in the process of defining the local stakeholders, mainly through the local administration (elected head of "freguesia") and, based on that, will define a strategy how to involve them in the project (other than through a questionnaire, followed by a stakeholder workshop)." (6)

ii) Stakeholder participation and gender balance

Most (or all) stakeholders that participate in meetings will be men according to half of the respondents. (2, 3, 5, 6, 9, 14), six of the respondents believe that men and women stakeholders will participate in the research (1, 5, 8, 9, 13, and 14).

“The Greek study site currently involves only men stakeholders.” (2) *“Traditionally there is a male dominance in participatory events.”* (6)

Rural societies in the field sites are still far from being gender balanced, and stakeholders represent those societies. Most stakeholders are farmers, hunters, forests experts, which are groups with traditionally lower presence or activity of women also forest owners and producers and forest technicians the forest management is dominated by men.

“By chance all the stakeholders (breeders and responsible of the pasture and livestock sectors) are men.” (3) *“It is rather unbalanced (Around 20, about 80% men). We work in rural areas and most stakeholders are farmers, hunters, forests experts, which are groups with traditionally lower presence or activity of women. (...) but we are working on gender-balancing the stakeholder platform.”* (5) *“We are not sure, but possibly there will be a male dominance. Forest owners and producers and forest technicians are mostly men in our study area.”* (6) *“In the Mariola Site of Spain, where currently a Master student of UNIBE is working, most experts contacted are man. This has to do with the forest management issue at stake, which is dominated by men.”* (9) *“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)

Two practices from CASCADE research teams to involve women in the research are: through family interviews and other women from NGO's.

“Jobs associated to livestock are historically male dominated while women tend to take care of the household. (...) In order to also consider a female view-point we included interviews with breeder's families.” (3) *“Stakeholders holding key decision positions in the rural areas of Crete are mostly men. Having highlighted this balance deficit, the project team has established communication with two NGOs that also occupy female members and will strive to enrich the stakeholder base in a more balanced way.”* (2)

5.3. Communication

The communication questions refer to the gender balanced involvement of stakeholders. They are also threefold, about i) the organization of the communication, ii) the media used and iii) the supposed expectations of stakeholders.

i) Organization of communication

Five CASCADE partners have a role in the communication with stakeholders within the project; the study site research partners organize the communication.

“The details of communication and collaboration with local stakeholders will be decided by study site partners and work package leaders whose research requires information from stakeholders. MEDES will then respond by offering information and dissemination products in appropriate formats, and translated to local languages as necessary.” (7)

The partners organize the communication in terms of local meetings via formal or informal contacts, preferably in working time and at places that are convenient for the stakeholders like their office or farm.

“The meetings held between the team and stakeholders, are organized by personal communication... to schedule the meetings, working hours are preferred and team members will meet at points most convenient to stakeholders, often at their farm or office.” (2) “WP9 provides materials and together with WP8 methodology for collecting and data processing. However, the already established contacts with local stakeholders are working very well on the base of frequent meetings in the small community.” (3)

ii) Communication with stakeholders

To communicate with stakeholders and to keep them involved, appropriate project material will be translated to local languages and will be offered at different levels of complexity interacting with their needs. This communication can be personal information through email and phone or information on leaflets or online updates and also meetings, policy briefs, Twitter and other social media.

“The project team strives to provide incentives to the stakeholders in order to keep them involved. These incentives can vary from providing project information and updates useful for their profession to planning experimental setups as close as possible to their particular needs.” (2) We have already contacted a list of local stakeholders to explain them the main objectives of CASCADE, and to ask different perceptions about the health of the landscape, the need to restore and the success of the restoration actions carried out in the past (if any)Leaflets and/or divulgation papers are envisaged to be released.”(14) “...Dissemination through project website, leaflets and newsletters will be used.” (6) “As well as supporting stakeholder meetings, MEDES is constructing an online information system (CASCADIS). This will include videos as well as photos and descriptive text. Material will be offered at different levels of complexity, from simple pictorial, to short reports and posters, to full scientific papers. Where appropriate material will be translated to local languages and text will be written in an inclusive style of language. MEDES also uses international newsletters and Twitter to communicate with a wider audience.” (7)

“...e.g. workshops, policy briefs.”(8) “...emails, telephones and interpersonal communication.” (12)

iii) Expectation stakeholders

The assumed expectations of stakeholders according to some of the partners will be the help from the CASCADE project to get technical advice about land management and policy on deserted areas and insights about management tools and techniques. They think the expectations from the project of men and women will be the same.

“To (partially) solve their problems regarding the degradation of the drylands the stakeholders are living in / are involved with. Problems are linked with decreasing income when they are ‘living of the land’. Outmigration from dryland areas is a problem as well.” (1) “According to the preliminary meetings they have important expectations both in terms of technical advice and policy orientation.” (3) “Possibly, they expect some knowledge transfer and an effective improvement of their land management.”(6) “Evidences or insights about management tools and techniques to reduce degradation and, mainly, the occurrence of desertification drivers (wildfires).” (14) “They expect to retrieve the results in order to find out what we can do as a nation for the deserted or semi-deserted areas. “ (12) “We do not see a clear gender-motivated difference in expectations from the project. Generally, policy relevance of findings from the project will be the most important for stakeholders, especially if these would require any change of current land management approaches and policies.” (8)

5.4. Conclusions

Concluding the chapter about gender balance in research activities it shows there is very little attention for gender differences in data gathering, stakeholder involvement and in communication: A few teams of CASCADE gather gender disaggregated data about the roles of men and women in land management as well as in decision making regarding land management. Some partners think there will be a balance of men and women participating in the workshop and half of the partners think it will be only men participating in the stakeholder workshops. This is because in some study sites all the stakeholders are men. Rural societies in the field sites are still far from being gender balanced, and stakeholders often represent those societies.

The stakeholders are approached through formal and informal routes, via a chain referral process or via a stakeholder analysis or a questionnaire, followed by a workshop. Two practices from CASCADE research teams to involve women in the research are: through family interviews and asking other women from NGO's.

The communication with stakeholders is organized at different levels with different media, interacting with their needs. Some of the partners think the expectations of stakeholders of the project results will be about getting technical advice about land management and policy

on deserted areas and insights about management tools and techniques, without a gender difference.

The gender imbalance of the stakeholders cannot be solved within the project period. However If the project gives no attention to the imbalance it could miss an interesting input. Some interventions throughout the research like gathering knowledge, inviting women stakeholders explicitly and communicating with men and women about ecosystem services, managing drylands, knowledge of biodiversity and role division, might give an interesting perspective to the researched issues.

6. Conclusions and recommendations

In this chapter, the conclusions, the results are compared with the international perspective (from chapter 2) and the CASCADE gender approach (chapter 3).

In the approach is stated: “To create awareness and organize activities to promote gender equality within the research teams we start with monitoring, mobilizing and awareness raising”.

This is worked out in the gender balance in the type of position and in the work-life balance in the research team. And it is also worked out in the organization of a gender balanced information exchange in the research activities. This is about the gender data, the gender balance among stakeholders and the communication in the research output.

Balance in the CASCADE research teams

“The balanced representation of women and men in science has been part of a strategic approach to bring forward equal opportunities in the field of scientific research, enhance European competitiveness, and to realize fully the European innovation potential.” (EC 2009). CASCADE partners are showing a balanced project staff with half of the women in higher positions being an interesting role model as a gender balanced project. Seven teams indeed actively mobilized for a gender balanced team and the other seven teams not. The result for all is the awareness for the gender subject. Some teams were not mobilizing to get a gender balanced team because they are already balanced or they use expertise as an argument.

> Expertise however doesn't necessarily have to exclude the gender balanced mobilizing; it depends on the conditions defined for the job.

What about the target of balanced mobilizing? The positive criteria of a gender balanced team are described in terms as the “greater creativity”, “innovation”, being a “role model” as a team and doing “productive teamwork”. To keep the balance some say the work environment could be adapted towards acceptance and respect, challenging and financial security. Some mention procedures by making the gender balance a priority target and select women at all levels of participation also in deciding positions. And some teams want to keep it as it is and do nothing.

> Looking at the differences in gender balance in the CASCADE teams they show that a gender balance is not self-evident. Being pro-active in good working conditions for a balanced team is advisable. Diverse practices and possibilities are given by the partners about the work-life balance, often starting with flexibility in working hours and working space at work and at home. Making use of all the working power there is, meaning men and women that would help to realize the European innovation potential.

Balance in the research activities and content

Diverse international research about management of ecosystem services, gender roles in agriculture, managing biodiversity and climate change often concludes that gender roles should be integrated into the research. It paves 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.

In this CASCADE state-of-the-art report it appears that there is little attention so far for gender differences in data gathering, in the stakeholder involvement and in communication: For CASCADE only a few data are gathered about role division between men and women. However, the data collection in the WOCAT questionnaires contains questions on the role of men and women in land management as well as in decision making regarding land management.

The involvement of stakeholders in CASCADE's research sites is not gender balanced. The gender balance depends on the availability of stakeholder men and women and on the way they are approached, informed and involved. The approach of the stakeholders goes through formal and informal routes. Some teams approach first the managing authorities who recommend a wider circle of stakeholders. Other teams start the approach with a stakeholder analysis or a questionnaire, followed by a workshop.

> In every chosen approach gender should explicitly be included to gather a gender balanced group of stakeholders.

Rural societies in the field sites are not gender balanced. Most stakeholders are farmers, hunters, forests experts, forest owners and producers, forest technicians and the forest management. They are traditionally also dominated by men. Some CASCADE partners try to balance the stakeholders they work with "regarding status, role, gender, profession, etc." Attempts are made by a research team to involve women in the interviews with family interviews. Another research team tries to get more gender balance among stakeholders a research team by to involving an NGO with women employees.

> Both attempts will help to know more about the roles and to gather viewpoints from women if explicitly asked.

The communication with the stakeholders is organized through the study site research partners. They organize the communication in terms of local meetings mainly via established

or informal contacts approaching them with email and phone. To involve the local stakeholders it helps to have personal relationships that can help further to get other stakeholders involved. To keep them involved they can be provided with incentives. Next to diverse media also Twitter and other social media are and will be used to communicate with the stakeholders.

> Also in communication gender equality should be an explicit target to reach what is within the possibilities of the project. The personal relationships can be used to put gender on the research agenda. And also social media could be an opportunity to discuss the gender balance.

> The gender imbalance of the stakeholders cannot be solved within the project period. However the project can give attention to the imbalance with some interventions throughout the research: like gathering gendered knowledge, inviting women stakeholders explicitly and communicating with men and women about ecosystem services, managing drylands, knowledge of biodiversity and their role division. These interventions might give an interesting perspective to the researched issues.

Recommendations

Looking at the different gender balances in the CASCADE teams a gender balance is not self-evident and not just a matter of time. Also an existing balance should be sustained. Being pro-active is the advice.

For a gender balance in mobilization special criteria and gender specific opportunities could be offered like flexibility in working time an working place and “Uniform criteria and expectations for higher positions create gender inequality...make production rates proportional with the time that can be spend on it”. (Ritsema, 2012)

A disaggregated data collection still requires a follow up gender strategy.

In every chosen approach to gather a gender balanced group of stakeholders, gender should explicitly be included.

The project can give attention to the gender imbalance among stakeholders with some interventions throughout the research: like gathering gendered knowledge, inviting women stakeholders explicitly and communicating with men and women about ecosystem services, managing drylands, knowledge of biodiversity and their role division.

7. Summary

Perspective

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. It paves 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.

Approach

The approach is about monitoring, mobilizing and awareness about gender equality in the CASCADE project. Concrete it is about balance in the team and about the gender balance in approaching and communicating with the stakeholders. The gender awareness in the project teams will increase by asking them to answer questions about their own gender equality issues. Mobilization is covered in some of these questions, like the “Type of position”. The monitoring by means of this report and its follow up gives a comprehensive overview of the actual gender equality in the project and point out the gaps that can still be worked out in the following project years.

Gender balance in the project team

CASCADE has a gender balanced staff on the average also in the higher positions of the project. The positive criteria of a gender balanced team are: the greater creativity and innovation, being a role model as a team and having more productive teamwork. For keeping the balance, according to the project partners, there has to be acceptance and respect in the work environment. And the environment could be challenging and give financial security. And one could use a strategy to target at a gender balance and select women in deciding positions. Also diverse practices and possibilities are given by the partners about the work-life balance, often starting with flexibility in working hours and working space at work and at home. However also several partners plea for not acting.

Having a balanced research team gives the impression that there are no implicit gender related mechanisms of exclusion or negotiation. And a balanced team can be a role model in the study sites.

Gender balance in the research activities

The imbalance of gender among stakeholders is something to take into account in the research. Next to the traditions and culture that are difficult to influence within the project framework, some things can be influenced by the project. That is the way the research information is gathered and the way the stakeholders are involved and the way the

communication is organized. The attempts made to influence the gender balance in the mobilization for participation by the stakeholders and the role division asked in the data gathering is a start. A few teams of CASCADE gather gender disaggregated data. A disaggregated data collection still requires a follow up gender strategy.

Nine partners work with stakeholders whom they approach through formal and informal routes, through recommendation, via a chain referral process or via a stakeholder analysis or a questionnaire, followed by a workshop. In some study sites all the stakeholders are men. Two practices from CASCADE research teams to involve women in the research are: through family interviews and other women from NGO's.

The communication with the stakeholders is organized by the study site research partners. They communicate at different levels with different media like social media through websites, newsletters or meetings. The research teams assume that the stakeholders expect from the CASCADE project that it will help them to get technical advice about land management and policy on deserted areas and insights about management tools and techniques, without a gender difference.

The gender balance in the research teams and different gender roles in the research activities are emphasized to improve the research output. Awareness, mobilization, facilitation, communication and acceptance are steps to work towards a gender balance at all levels and in all phases of the project.

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Annex 1. CASCADE Partners

Contact name	Name of the Institute	Short name	Country	Study site
Coen J. Ritsema	Stichting Dienst Landbouwkundig Onderzoek	1. DLO/Alterra	Netherlands	
Ioannis K. Tsanis	Technical University of Crete	2. TUC	Greece	5. Messara Valley
Giovanni Quaranta	Universita degli studi della Basilicata	3. UNIBAS	Italy	4. Castelsaraceno
Sonia Kéfi	Centre National de la Recherche Scientifique	4. CNRS	France	
Susana Bautista	Universidad de Alicante	5. UALI	Spain	2. Albaterra Range, Alicante
Celeste O.A. Coelho, Jan J. Keizer	University of Aveiro	6. UAVR	Portugal	1. Caramulo Mountains
Nicola Geeson, Rosanna Salvia, Jane Brandt	Foundation for the Sustainable development of the Mediterranean	7. MEDES	Italy	
Luuk Fleskens	University of Leeds	8. UNIVLEED	UK	
Gudrun Schwilch, Hans Hurni	Universität Bern	9. UNIBE	Switzerland	
Max Rietkerk	Universiteit Utrecht	10. UU	Netherlands	
Luca Montanarella	Joint Research Centre	11. JRC	Italy	
Diofantos Hadjimitsis	Cyprus University of Technology	12. CUT	Cyprus	6. Peyia Aquifer
Peter de Ruiter	Wageningen University	13. WU	Netherlands	
Ramón Vallejo	Fundacion Centro de Estudios Ambientales del Mediterraneo	14. CEAM	Spain	3. Mariola Range, Alicante

Policies

<http://www.equality.leeds.ac.uk/>

<http://www.equality.leeds.ac.uk/university-monitoring-information/>

It is both a requirement and good practice to know the composition of our student body and workforce so that issues of under-representation can be addressed and needs provided for. The University uses equality data to understand whether people from all backgrounds are being treated fairly. Even in equality areas where there is no legal requirement to monitor, it is good practice for the University to know whether its services are accessible and used by all groups, so that issues of under-representation can be addressed.

Monitoring gives equal opportunities credibility and integrity and it is the basic foundation for evaluating the extent of diversity. The results of equality monitoring can inform the effective use of resources, improve competitiveness by attracting and retaining staff, and enhance service delivery by attracting a diverse range of students.

Equality data can be used to monitor the effects of policies, practices and activities on staff and students from all equality groups and identify where there may be an adverse effect on particular groups. Without equality monitoring, the University will never know whether its equality policies are working. In turn, this can help to identify positive changes that can be made to improve equality and diversity in every aspect of University life including student access, satisfaction or accommodation and staff recruitment employment or training.

<https://media.unibe.ch/public/Jahresberichte/2012/index.html> , about targets: 25% women professors and 40% assistant professors in 2016, p. 10-11; 2012: 15% are women professors' p.38

http://issuu.com/wageningenur/docs/jaarverslag_2012 the social yearly report 2012 WUR shows a small increase of women staff to almost 43 % of the total staff but the amount of women in higher positions is even slightly decreased towards almost 14 % of the total in high positions (accounted in salary scales).

Annex 2. CASCADE gender questionnaire

I - About gender equality in the respective CASCADE project research teams:

1. Type of position, See Annex 3

2. Gender balance

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

2.2. Are there any advantages/disadvantages of a gender balanced project team?

2.3. What is needed to achieve (and keep) a gender balanced project team throughout the course of the entire project?

3. Work-life balance

3.1. Please, indicate some life-balance working conditions or requirements necessary for facilitating a gender balanced project team?

3.2. What type of work-life balance working conditions or requirements are already in place in your institution, and which ones are still missing and deserve to be implemented?

3.3. What is the best way forward to improve life-balance working conditions for personnel working within your CASCADE project team?

II - About gender equality in the research content

4. Gender disaggregated data

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

4.2. Do you collect data providing insights in the role of men and women regarding the use and management of land and water resources?

5. Stakeholders

5.1. Does your project team work (do research) with stakeholders within the CASCADE project

5.2. How do you approach and involve stakeholders in the CASCADE project?

5.3. Do men and women stakeholders actually participate in the research?

5.4. What is approximately the division between men and female stakeholders involved and participating in the project? If the division between men and female stakeholders is unbalanced, do you know the cause for that?

6. Communication

6.1. How is the communication and collaboration between your project team and the local stakeholders organized?

6.2. Do you use specific communication means to approach stakeholders and to get them involved in the project?

6.3. Do you have any idea what men and female stakeholders expect from the CASCADE project?

Annex 3. EU final report template gender

C Workforce Statistics (From: Guidance notes on project reporting FP7 2012, Ch. 4 Final report template, 4.3. Report on societal implications, p. 30, 31)

3. Workforce statistics for the project: Please indicate in the table below the number of people who worked on the project (on a headcount basis).

Type of Position	Number of Women	Number of Men
Scientific Coordinator		
Work package leaders		
Experienced researchers (i.e. PhD holders)		
PhD Students		
Other		

4. How many additional researchers (in companies and universities) were recruited specifically for this project?

How many additional researchers (in companies and universities) were recruited specifically for this project?	
Of which, indicate the number of men:	

D Gender Aspects

5. Did you carry out specific Gender Equality Actions under the project?

Yes

No

6. Which of the following actions did you carry out and how effective were they?

	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 workforce							
Organise conferences and workshops on gender							
Actions to improve work-life balance							
Other:							

7. Was there a gender dimension associated with the research content –

i.e. wherever people were the focus of the research as, for example, consumers, users, patients or in trials, was the issue of gender considered and addressed?

- Yes- please specify
- No

Annex 4. Type of position CASCADE

Organisation name		(5) w-scientific manager	(5)m-scientific manager (4)w-scientific team leader/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 12	women
1. ALTERRA/WUR	Netherlands		1	1		1					4	1
2. TUC	Greece			1		4	1	1			7	2
3. UNIBAS	Italy		1		1		3	1			6	4
4. CNRS	France	1	1*		1*			1			2	1
5. UALI	Spain			1		1	3			1	6	4
6. UAVR	Portugal	1	1		2	4	2	2	1		13	6
7. MEDES	Italy	1		1	1	1			1		5	4
8. UNIVLEED	UK			1	1	1					3	1
9. UNIBE	Switzerland	1	1*		1	1		1	1	2	7	3
10. UU	Netherlands		1		1						2	1
11. JRC	Italy			1			1				2	1
12. CUT	Cyprus		1	1		2			1		5	1
13. WU	Netherlands			1	1	2*					2	1
14. CEAM	Spain		1	1	1	1					4	1
total positions held by men			6	7		16		5	3		37	
total positions held by women		4	4		8		10	5			31	

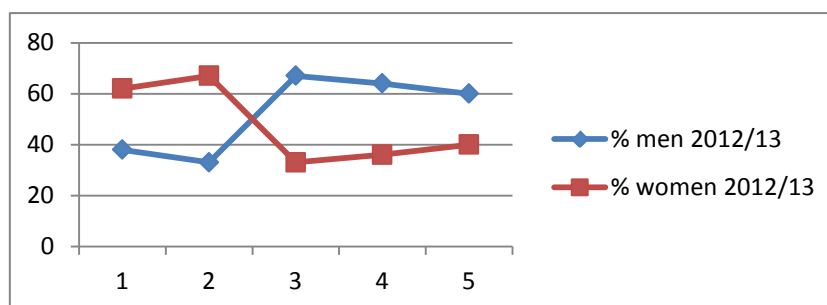
*=same person

Position number

2012/13	1	2	3	4	5	Tot	%
total women	5	10	8	4	4	31	48
total men	3	5	16	7	6	37	52
total per position	8	15	24	11	10	68	100
% men 2012/13	38	33	67	64	60		

% women 2012/13

1=other staff
2=early researcher, < 4 years and/or PHD student
3= experienced researcher, 4 years>
4=scientific team leader or WP leader
5= scientific manager



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)		

Annex 6: UNDP box with gender and risk adaptation

Box: Summary of gender differences in vulnerability and adapting to disasters
(UNDP, 2010.)

	women	men
Disparities that increase risks	<ul style="list-style-type: none"> • Higher levels of poverty • Extensive responsibilities of caring for others • Domestic violence • Traditional women's occupations 	<ul style="list-style-type: none"> • Occupational segregation • Internalized norms of masculinity • Roles in the family and in the home
Gender experiences that can increase capacities for managing disaster situations	<ul style="list-style-type: none"> • Social networking • Caring abilities • Extensive knowledge of communities • Management of natural and environmental resources • High levels of risk awareness 	<ul style="list-style-type: none"> • Professional and work contacts • Technical abilities • Limited childcare responsibilities