

SoilCare Gender Equality Report Period 1

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6	Research Institute for Knowledge Systems	RIKS	Netherlands
7	Technical University of Crete	TUC	Greece
8	Joint Research Centre	JRC	Italy
9	University of Bern	UNIBE	Switzerland
10	Milieu LTD	MLTD	Belgium
11	Norwegian Institute of Bioeconomy Research	NIBIO	Norway
12	Bodemkundige Dienst van België	BDB	Belgium
13	Aarhus University	AU	Denmark
14	Game & Wildlife Conservation Trust	GWCT	United Kingdom
15	Teagasc	TEAGASC	Ireland
16	Soil Cares Research	SCR	Netherlands
17	Instituto Politecnico De Coimbra	IPC/ESAC	Spain
18	National Research and Development Institute for Soil Science, Agrochemistry and Environmental Protection	ICPA	Romania
19	University of Padova	UNIPD	Italy
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21	Wageningen University	WU	Netherlands
22	University of Pannonia	UP	Hungary
23	Swedish University of Agricultural Sciences	SLU	Sweden
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SoilCare Period 1 Gender Equality Report

Soil Care for profitable and sustainable crop production in Europe

Summary

Within EU we want to give people the same opportunities in their academic career independent of their gender. Also, we do not want to discriminate stakeholders that are involved in the research at the case study sites, because of their gender. Data about the research teams and the involved stakeholders show the gender equality in the project and how it is being tackled. By asking the numbers the teams are aware that gender equality is an issue. Amongst researchers the representation of women and men is normally uneven, and agriculture is a very male dominated branch, so to gather a balanced proportion of stakeholders in the subject is a challenge.

SoilCare however, has a relatively good gender balance in personnel in numbers. From the total staff of 176 there are 58% men and 42% women. There are nine teams with as many men as women. The position of Scientific manager is headed for 25% by women, there is still a gap to bridge. The early researchers in the project are represented by a little more women (8) than men (5). In some teams it is also the institutes that have a goal to improve the opportunities for academic careers of women, which is an important structural progress for EU.

Among the 227 stakeholders involved in stakeholder workshops, 41% are women. Except from farmers, who are in majority men, most roles are equally occupied by men and women. So, no typical roles for men or women. Also in the future no typical effects for these roles due to the project are expected. Except that the new technologies for agriculture in SoilCare might save actual working time and open possibilities for new tasks.

That is also a reason to keep the stakeholders well informed and make them inform the project. It is advised to find diversity among the stakeholders to be involved, they can help to broaden insight in the researched area.

Content

- Summary 1
- Content..... 2
- 1. Introduction..... 3
- 2. Results gender balance in the research teams..... 4
 - 2.1 Numbers 4
 - 2.2 To get a gender balance in the team..... 5
 - 2.3 About gender disaggregated data..... 6
 - 2.4 Diversity..... 6
 - 2.5 Conclusion 7
- 3. Results gender equality among the case study stakeholders 8
 - 3.1 Numbers of stakeholders invited at and participating in the first workshop 8
 - 3.2 Stakeholder roles in SoilCare..... 9
 - 3.3 The impact of the project on the roles of women and men 9
 - 3.4 Possible impact of the project in general..... 10
 - 3.5 Conclusion stakeholders..... 11
- 4. Conclusions..... 12
- 5. Follow up 13
- References..... 14
- Annex 1 The questionnaire 15
- Annex 2: Numbers and positions of partners in SoilCare 16
- Annex 3: Numbers of partners divided in academic and other staff 17
- Annex 4: Roles stakeholders 18

1. Introduction

“Working towards gender equality is an essential part of European research and innovation policy. Since 2003, the She Figures have monitored new developments related to careers, decision-making and, most recently, how the gender dimension is considered in research and innovation content. Increasingly, European women are excelling in higher education, and yet, women represent only a third of researchers and around a fifth of grade A, top-level academics.”¹

The overall aim of SoilCare is to assess the potential of soil-improving Cropping Systems (CS)² and to identify and test site-specific soil-improving CS that have positive impacts on profitability and sustainability in Europe. In putting together the SoilCare consortium, a gender-sensitive approach was followed. Among the WPs, 3 out of 8 are to be led by female researchers, and the teams of several other participating institutes are also led by female scientists. The gender equality aim of SoilCare is to:

analyse the gender aspects regarding the organizational structure of the envisioned project as well as project contextual issues, e.g. in relation to soil-improving CS, and the adoption of these.

In realizing this, three steps are mentioned:

- 1 Gather and monitor the numbers of women and men among the SoilCare participants and involved stakeholders in the study sites and gender disaggregated data about the roles and the impact of the project on their roles
- 2 facilitate gender friendly communication and training materials where applicable in cooperation with stakeholder participation trainings of WP 3
- 3 Gathering information about ownership, views, and perceptions of land use among stakeholders, in their selection and prioritizing of soil-improving cropping systems and agronomic techniques. Analyse and evaluate the data in the end of each reporting period of the SoilCare project.

This report shows the results of these steps in the 1st reporting period of SoilCare (March 1 2016 to August 31 2017). To gather information about the gender equality among the SoilCare staff, a questionnaire was sent to the partners asking how they mobilize a gender balanced staff and whether their payment is without a gender bias. (Chapter 2). And to the partners with a Case Study site was asked how many men and women stakeholders were approached and participating in the case study workshops. Also was asked what roles their stakeholders have and if the project could have an impact on the roles of these stakeholders. (Chapter 3) (See the questions in Annex 1). With the explanation of the approach and the results, conclusions are drawn (Chapter 4) and the follow up plan for the next reporting periods in SoilCare is given. (Chapter 5).

¹ SHE figures 2015, foreword Carlos Moedas, European Commissioner for research, Science and innovation, and p. 62.

² CS The term Cropping System refers to crop type, crop rotation, and the agronomic management techniques used on a particular field over a period of years (DOA p.4, Nafziger, 2012).

2. Results gender balance in the research teams

A questionnaire was held among the project staff about their numbers of men and women being involved, their approach for a gender balance among the team and balance among the salaries. The balance appears to depend on the approach of the scientific manager and the policy of the institute.

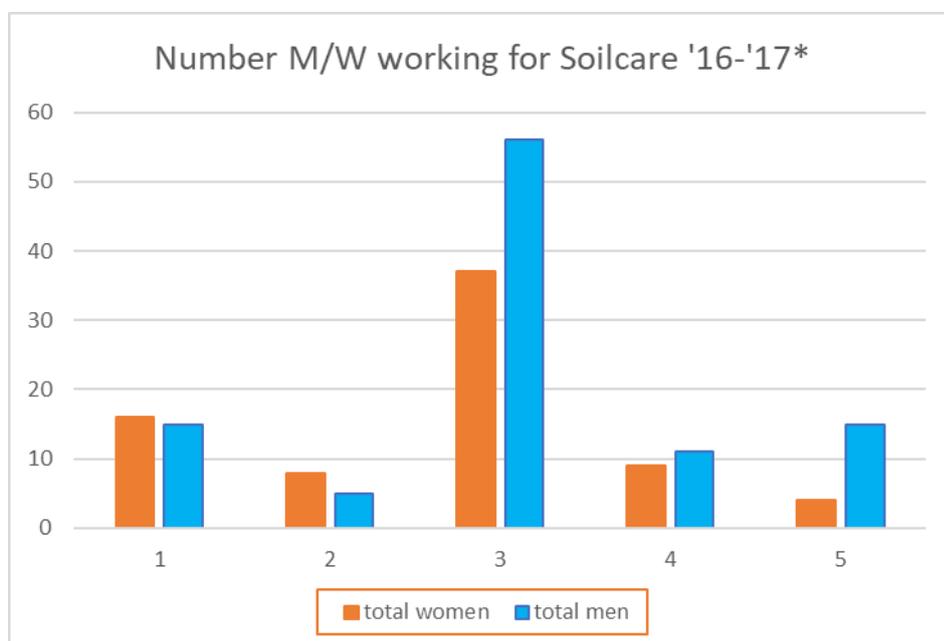
2.1 Numbers

See tables below, according to the numbers given by the project partners.

SoilCare '16-'17						
position number	1	2	3	4	5	Tot
total women	16	8	37	9	4	74
total men	15	5	56	11	15	102
total per position	31	13	93	20	19	176
% men	48	38	60	56	79	58
% women	52	62	40	44	21	42

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

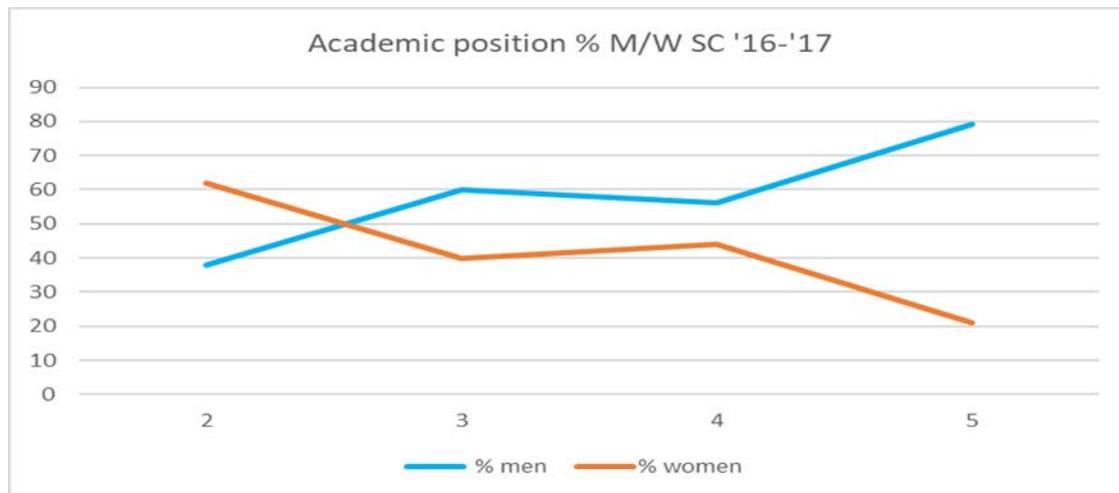
In the Description of Action as contracted with EU, the target is that 3 from 8 WP leaders are woman. In practice one can see it in position 4 in the table below, 9 from 20 team leaders and/or WP leaders are women, leading WP 4, 6, 7 and 8. Men and women are involved in the project staff in a reasonable balance. From the total staff of 176 are 102 (58%) men and 74 (42%) women.



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

See all numbers per partner in Annex 2 and SoilCare personnel divided in academic and non-academic staff in Annex 3.

If we look at the academic positions 2-5 (excluding position 1, "Other staff"), in percentage we see some more women than men among the early researchers and that the gender gap is relatively bigger in the highest position, scientific manager (5), 4 from 19 managers are women.



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

2.2 To get a gender balance in the team

The question about actively trying to achieve and keep a gender balanced project research team, was 4 times explicitly responded with "Yes" and 8 times explicitly "No". Several times "No" was because the teams are based on the permanent staff, other mention the "competence" as a priority. To keep the balance, one says: "Yes, on equal qualifications preference is given to a woman" (3).³

Explanation of a "Yes" for gender balance in the team:

"By invitation at the beginning more or less equal number of woman and men" (20), or:
 "It is always a consideration." (14)

And by the institute:

"...we are embedded within a school that actively pursues gender equality, recognized recently via the award of an Athena Swan silver award. For more information, visit <http://www.ncl.ac.uk/nes/equality/>" (2). "Our research team is composed of four men and two women, which is actually the ratio corresponding to the composition of our institute."(25)

And in the board:

".. we try to have a gender balance within the FRAB team (actually: 4 men, 3 women) and within the FRAB Executive Board (actually 2 men and 2 women, all of them organic farmers, are involved in FRAB bureau)" (27).

And for the near future:

"Yes, trying to give the same opportunities to young researchers independently from gender. However, until some years ago, the percentage of women studying in the Faculty of Agriculture was limited and most positions were then taken by men. Now the ratio men/women in the Faculty is closer to 1:1, but in the last 8-10 years the number of position offered has been very limited, due to economic constraints at the Country level. This has surely reduced the opportunity to increase the proportion of women involved in the research

³ Between brackets are the numbers of the research teams in SoilCare, see Annex 2.

team. In the next future there will be more opportunities for new positions and I expect to have an increase of the number of women participating the research team.” (19)

In an answer to possible changes for the role of the stakeholders due to the project approach (4.4), the research team was mentioned as well:

“As the ratio of women and men in our Institute (management and scientific researchers) is crucial, the changes would deeply affect the composition of our team. Each member of our team is responsible for individual parts of the project, so future changes would significantly affect composition of our team.” (CS14, P25)

2.3 About gender disaggregated data

The question about data gathering made three participants mention the Stakeholder Analysis from WP 3 where gender disaggregated data, are integrated in the forms. (Specify the gender of the mentioned stakeholders, a man or a woman?) See the table below. This is a good example of how to gather gender disaggregated data in an existing question format in SoilCare. The gender data can be analysed separately without asking the stakeholders twice.

Questions gender analysis WP3

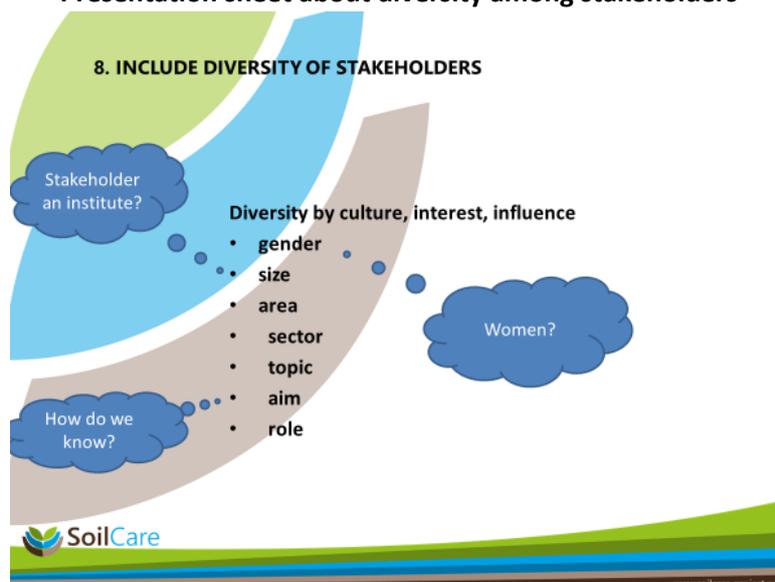
Name of individual (specify gender), group or organisation	Likely interest in your research H/M/L	What aspects of your research are they likely to be interested in? Identify key messages linked directly to your research for this group	What level of influence (positive or negative) might they have on your ability to complete the research and generate impacts? H/M/L	Comments on influence (e.g. times or contexts in which they have more/less influence over the outcomes of your research, ways they might block or facilitate your research or impact)	If influence is high but interest is low, how might we motivate greater interest and engagement with the research?	Any important relationships with other stakeholders? (e.g. conflicts/alliances)	Any modes of communication preferred or that should be avoided?	Key contacts (and their gender)

An analysis of these gender related Stakeholder data will be made in the next phase of the project where more disaggregated data from the stakeholders will be gathered. These data to be gathered are about the stakeholders’ approach for a sustainable crop improving land use, when the data are also made gender disaggregated, we can see if there are differences in opinions and needs or wishes to be implemented in the sustainable farming crop improvement and soil protecting options.

2.4 Diversity

In the presentations about gender equality, first in Leuven, then in the stakeholder workshop preparation meetings in Newcastle and in Bucharest, it was explained that gender equality is about equal access, mobilization, treatment, salaries and career opportunities for men and women. This can however only be measured if the gender is made explicit in information gathering, how many men, and how many women were involved? And it is good to know about the diversity, by asking what men and what women stakeholders find important in agriculture, what is a good soil to them, how do they measure? The difference or diversity in ideas, interest or stake could be helpful in local solutions. When involving a diversity of stakeholders, including women and men, older and younger stakeholders with different aims, topics, roles. Therefore, also the question was asked what role the involved stakeholders have in the SoilCare project (3.2). And what the impact of the project might be on their roles (and stake) (3.3).

Presentation sheet about diversity among stakeholders



In the SoilCare Newsletter it was stated as follows: “Diversity of stakeholders in the project context is about involving different stakeholders to design equal opportunities and to enrich each other with useful knowledge, expertise and skills. This may include differences in gender, age, education, and the role, topic, sector, and area the stakeholder works for. When the stakeholder is (representing) an institute it includes the size of the stakeholder. Diversity is also about more broad categories such as social-economic and political status, religion, tradition, and culture. It is therefore important for researchers to interact with the level of influence and interest that the stakeholder will have in the research.”⁴

Diversity is an inclusive approach for gender equality to widen the reach of your stakeholders and include their stakes and influence in the solutions.

2.5 Conclusion

The question about gender equality of salaries in the questionnaire, is responded unanimous that there are no differences as far as is known, that rates of course depend on time, level, experience etc.

The inventory so far still illustrates that not much effort is put in a gender balance among stakeholders, some do, but many are pragmatic and assume gender balance is a self-organizing process, if women are good enough they will participate or that it is a matter of time to get the PHD students in higher positions. However, the numbers of the past ten years show different that there is still a persistent gender gap. Anyhow, more than 40 % women in the SoilCare research teams means it is close to a real balance. The next challenge is to keep the balance (with extra effort towards keeping the women) in the project, of course while also keeping the excellent quality of the project team.

⁴ <https://www.soilcare-project.eu/media-centre/newsletters> , Issue 1 April 2017, p.3-4

3. Results gender equality among the case study stakeholders

In this chapter the approach is given about how many M/W stakeholders in the case study site research were involved in the first workshop. To prepare the workshops, WP3 had organized preparation meetings for the workshop mediators from the case study sites. We organized a gender presentation and the stakeholder analysis had involved gender in the forms. Recently the questionnaire was sent to know the results from the workshops held. Here the numbers of participating m/w stakeholders were asked as well as their roles, and changes in their roles.

3.1 Numbers of stakeholders invited at and participating in the first workshop

The numbers represent the stakeholders (W/M) that are invited for the stakeholder Workshop (1) and the number of W/M that participated (2):

Number*	Name	Land	1 W	1 M	2 W	2 M
1 (12)	Flanders	BE	10	18	7	5
2 (11)	Akershus	NO	6	14	4	6
3 (22)	Keszthely	HU	5	10	5	10
4 (9)	Frauenfeld	CH	1	8	1	7
5 (13)	Viborg	DK	5	10	5	10
6 (14)	Loddington	GB	3	17	3	15
7 (5)	Tachenhausen	DE	7	30	5	20
8 (18)	Draganesti Vlasca	RO	5	10	4	7
9 (19)	Legnaro	IT	1	8	1	8
10 (20)	Szaniawy	PL	50	50	41	14
11 (17)	Caldeirao	PT	2	18	1	13
12 (7)	Chania	GR	8	13	4	8
13 (23)	Orup	SE	3	2	3	2
14 (25)	Prague-Ruzyne	CZ	2	4	1	2
15 (26)	Almeria	ES	2	5	2	5
16 (27)	Brittany	FR	5	3	5	3
Total			115	220	92	135
* Number Case Study, (between brackets, Partner number)						

Result from question 1 (invitations) and question 2 (participation) of the first workshop, is that 227 stakeholders participated in the stakeholder workshops of whom 92 (41%) were women. When you look at the number of invited women (115), the number that participated (92) is 80% of the total invited women, where the total number of invited men (220) shows that 61% participated (see Table below). So relatively more women have acted on the invitation.

Percentage (W/M) invited, that participated, and the percentage of invited W/M that participated

	numbers ↓	% W	% M
total invited W+ M	335	34	66
total participated W + M	227	41	59
%W invited & participated	115-92	80	
%M invited & participated	220-135		61



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3.2 Stakeholder roles in SoilCare

About the stakeholder roles, the question is: what role the stakeholders have in the SoilCare research and if the change, due to intended changes in agricultural measures, could change also the actual role of the men and women stakeholders.

In the results most categories of roles in the SoilCare project concerning the stakeholders, are mentioned for both women and men, they show no typical male roles or female roles, although, the involved “farmer” stakeholders are by far more men than women farmers. “Retailer” was mentioned as a male role only and “communication” and “policy maker” were mentioned only as a woman’s roles. (Annex 4)

3.3 The impact of the project on the roles of women and men

Some respondents say there will be no impact on the roles of men or women through the potential solutions or changes through the project, whereas several possibilities for impacts were mentioned by others. About labour time:

“The adoption of Soil Improving Cropping Systems (SICS) is expected to minimize labour effort in maintaining good soil quality in farms. This will offer an incentive to women to participate equally in farming processes.”(CS12, P7)

And about understanding and teaching:

“A better understanding of issues related to soil improving cropping systems is useful for women stakeholders. The potential solutions from SoilCare may be further developed in the research areas and also included by teachers in their lessons for students as theoretical knowledge applied in practise.”(CS8, P18) or: “Contribution in education on importance of soil quality.”(CS10, P20)

Women experts Influencing farmers?

“At this point of the project, I don’t see what could be the impact of SoilCare on roles and gender. The fact is that farmers are mostly men, and this is related to several factors broader than the SoilCare issues. But experts, facilitators, researchers are frequently women, so may be one of the first impact can be to impulse constructive exchanges between them and farmers ?”(CS16, P27)

“Males get used to the fact that there are women in important positions and take advice. But economy and society remain patriarchal.”(CS7, P5)

So, we can conclude that agriculture still is a challenging branch for women to exchange their knowledge, get understanding. And for men and farmers to accept and exchange knowledge with women in their role as stakeholder, farmer, researcher or policy maker.

Other issues mentioned are for example about experiments at place from female farmers (In our Case study) “The experiments on soil cover will be conducted on farms owned by female farmers.” (CS1, P12)”

About the approach:

“There is no visible gender-approach in the SoilCare project. Patriarchy is not so much an issue in academic circles (see 3.3 the impact on roles). Farming indeed remains a traditional sector dominated by males.”(CS7, P5)

3.4 Possible impact of the project in general

Several mentioned impacts were more about the project impact on the roles of the farmers, young people and stakeholders in general, than the impact of the project specifically on the roles of men.

As:

“The potential solutions from SoilCare might be implemented by farmers, having in mind an improvement of farm productivity. The agricultural consultants would have a better knowledge about better soil improving cropping systems which have to be shared beyond different beneficiaries.” (CS8, P18)

“In the same time, the young people, such as students might improve their knowledge about the soil and its importance and possible to apply it in practise as farmers in the future.” (CS10, P20)

The impact of the project in general was described as for example:

“New practices for wide concerns on soil problems in rural areas.” (CS15, P26)

General remarks made, not explicitly gender related, about subsidies and funds for the new technologies:

“Interested in long term effect of using one of the SoilCare recommended soil improving systems. Wondering if it will be any subsidies in case of using any of the SoilCare recommended soil improving systems.”(CS3, P22)

“Need of more funds on new agricultural technologies and their demonstration” (CS10,P20)

And a general remark about coordination of policy and sustainable farming:

“Empirical application of new techniques and suggestions for policy-makers” (CS15, P26)

“Interrelationships among several rural activities to improve the soil conservation. Better coordination between policy programmes and sustainability of farming activities” (CS15, P26)

“The potential solution of the SoilCare would have impact on common agricultural practices or on the soil protection policy.” (CS3, P22)

3.5 Conclusion stakeholders

There is a good balance for men and women (41%) stakeholders in the SoilCare project. There is even a higher percentage of women acting upon the invitation for a workshop, by participating, than men, respectively 80 and 61 percent. Agriculture is a male dominated branch, many stakeholders including women in the project are from advisory services and women especially on communication and policy making, men also in retailing. It is interesting to see that the women react upon the invitations positively and now it is important to keep the women involved in this SoilCare project on sustainability of farming activities and prevention of soil degradation.

Also for the future since agriculture still is a challenging branch for women to exchange their knowledge in their role as stakeholder, farmer, researcher, communication officer or policy maker, to be accepted by the farmers and the men that now dominate the branch and that they will all work together in this route towards sustainability. SoilCare could develop a gender approach here.

Concerning general impacts also the young, future farmers, the need for subsidies and suggestions to be developed in the project for policy makers and the promising soil improving technologies are being mentioned.

4. Conclusions

Results gender balance

- There is a reasonable balance in the number of men and women that are involved in the project staff, the total staff has 176 people of whom 102 (58%) are men and 74 (42%) are women
- If we look at the academic positions 2-5 (excluding position 1, "Other staff"), in percentage we see some more women than men among the early researchers and that the gender gap is relatively bigger in the highest position, scientific manager (5).
- There is a good balance for men and women (41%) stakeholders in the SoilCare project. In numbers more men participated (135 from total 227 participants), but in percentage compared with the invitations the women (92 from 115 invitations) had a higher turnout than men (respectively 80% and 61%). It is interesting to see that the women react upon the invitations positively.

Stakeholder analysis, diversity, data gathering

- The data gathered from the stakeholders are gender disaggregated so we can see if there are differences in numbers, roles and expectations. It is good to integrate that way in other questionnaires, this was done in the Stakeholder Analysis in WP3.
- Roles: Agriculture is a male dominated branch, many stakeholders including women in the project are from advisory services and women especially on communication and policy making, men also in retailing.
- Changes and opportunities: There are hardly expectations that the roles will change due to the project, but a possibility is that the new methodologies may save time so there will be room for other tasks on the farms for the women as well as the men.
- "The potential solution of the SoilCare would have impact on common agricultural practices or on the soil protection policy." (CS3, P22)

For this first reporting period a satisfactory result was booked by combining the tasks of the gender approach from WP 1 with the preparation trainings for stakeholder workshops in WP3. Introductions were given about gender equality being a part of the stakeholder analysis and using diversity among stakeholders.

5. Follow up

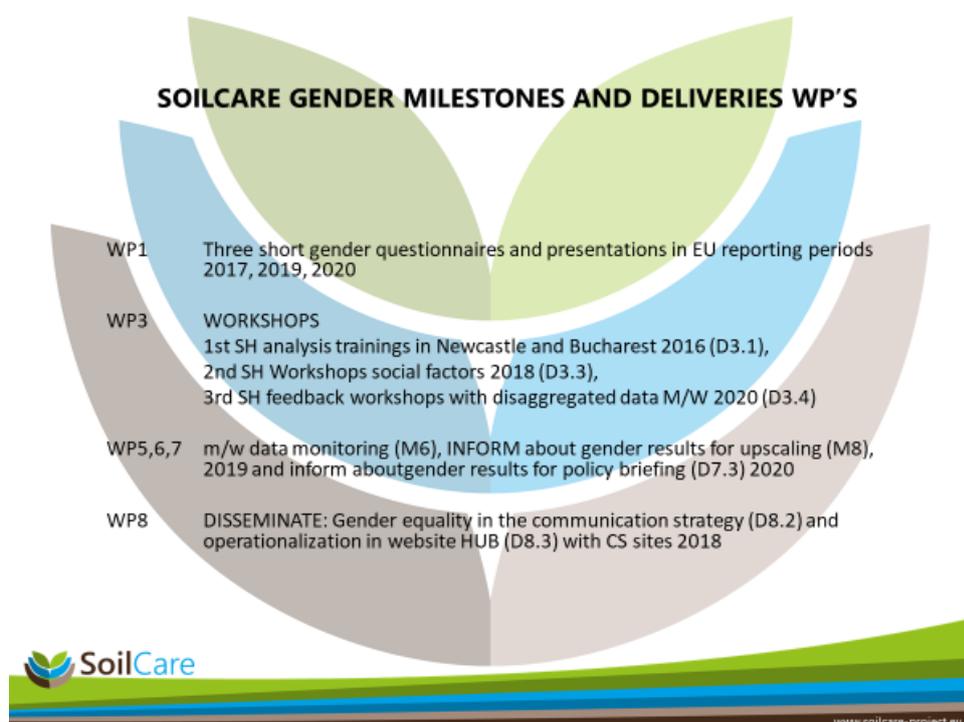
By reaching the balance through mobilizing the team, the next step is to keep the balance with working conditions that support them. That should also be a concern of the institute but as a team it is good to promote flexible working conditions and trust, to keep the right spirit.

Also for the stakeholder balance we need to keep the diversity with women stakeholders, now it is important to keep the women involved, who are also the policy makers, agronomists and advisors, involved in this SoilCare project on sustainability of farming activities and prevention of soil degradation. More perspectives can help to choose for more societal relevant and sustainable solutions.

To work out the gender equality and diversity approach in SoilCare, except from monitoring the equality of the staff and involved stakeholders in numbers, as we did in this first period, the focus will be also on the (gender disaggregated) data that we will ask from the involved stakeholders. This is about gathering information from men and women stakeholders about ownership, views and perceptions of land use among stakeholders, in their selection and prioritizing of soil-improving cropping systems and agronomic techniques.

Another part of the approach is to work on communication and dissemination and training materials about gender equality approaches, where applicable. Where possible this will be done in cooperation with the stakeholder participation trainings and workshops that are related to WP 3.

The concrete plans were presented at the plenary as below and adapted in this figure below to the actual time span.



References

1 SHE figures 2015, foreword Carlos Moedas, European Commissioner for research, Science and innovation, and p. 62. Accessed 15/10/2017:

https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf

2 SoilCare Description of Work p. 4, Nafziger E (2012). Cropping Systems. Ch 5 in Illinois Agronomy Handbook, pp 49-63. Available at: <http://extension.cropsci.illinois.edu/handbook/> Accessed 14/10/2017

3 <https://www.soilcare-project.eu/media-centre/newsletters> , Issue 1 April 2017, p.3-4

Annex 1 The questionnaire

All SoilCare partners: Questions on gender equality partner name.....

For the 1st reporting period (1 March 2016 till 31 August 2017) of SoilCare, could you please respond to the questions and return the file to info@corepage.org before October 6th ?

Type of positions within your SOILCARE project team

		Number of Women	Number of Men
Researcher	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	Other staff, i.e.		
Total number of women and total number of men in your team working for the SOILCARE project			

1. Did you actively try to achieve and to keep a gender balanced project **research team** (involving men and women)? If so, how? If not, why not?.....
2. Did you gather any data for or related to the SoilCare project that are gender disaggregated (M/W)? yes / no
If so, can you send them to me by email or provide me with a link to these data ?
3. Is there a difference between **the salary scales** of the men and women in similar positions working in your team? If so, how come?.....

Questions about gender for the SoilCare participants working with a case study site (with stakeholder workshop in cooperation with WP3) (please insert your responses in the table below);

4. About the **stakeholders** that will be/are invited for the stakeholder Workshop:
 - (4.1) How many women and how many men **were invited** to the workshop?
 - (4.2) And **how many** did actually participate in the workshop?
 - (4.3) What **role** do the women and the men have as a stakeholder in SoilCare?
 - (4.4) What **impact** would the potential solutions or changes in SoilCare have on the roles the women and men are used to have?
 - (4.5) Other issues related to SoilCare, mentioned by the stakeholders

Responses to question 4	women	men
4.1 Number invited to workshop?		
4.2 Number w/m participating		
4.3 What role as stakeholder? Example		
4.4 Impact changes on roles?		
4.5 Other issues mentioned...		

Thank you!

Annex 2: Numbers and positions of partners in SoilCare

SoilCare'16-'17	(5)w-Scientific manager	(5)m-Scientific manager	(4)w-Scientific teamleader/WP leader	(4)m-Scientific teamleader/WP leader	(3)w-Exp res (> 4 y a/o PhD holder)	(3)m-Exp res (> 4 y a/o PhD holder)	(2)w-Early res (<= 4 y a/o PhD stud)	(2)m-Early res (<= 4 y a/o PhD stud)	Total Women academic	Total academic	(w) Other staff	(m) Other staff	Total Other	Total Women	Total '17
1. WER		2		2	1	6	1		2	12		2	2	2	14
2. UNEW			1	1					1	2				1	2
3. KUL				1	1	2	1		2	5	2	1	3	4	8
4. UoG			1		1	1			2	3				2	3
5. UH	2							1	2	3	1	1	2	3	5
6. RIKS			1			1			1	2				1	2
7. TUC		1		1	2	5		1	2	10		1	1	2	11
8. JRC		1		1		2				4					4
9. UNIBE		1	1		1	1			2	4				2	4
10. Milieu LTD			1			2	3	1	4	7				4	7
11. NIBIO(Biof.)		1			2	2	1	1	3	7	1		1	4	8
12. BDB	1	1	2		1	1			4	6		3	3	4	9
13. AU					2	4	1		3	7	1	1	2	4	9
14. GWCT		1			1				1	2				1	2
15. Teagasc															
16. SCR		1			1				1	2	1		1	2	3
17. ESAC		1			1				1	2				1	2
18. ICPA			1		14	10			15	25	5	1	6	20	31
19. UNIPD				1		1	1		1	3		2	2	1	5
20. IAPAN					2	3			2	5	1		1	3	6
21. WU		1			1	1			1	3				1	3
22. UP		1		2	1	1			1	5	2		2	3	7
23. SLU		1				3				4					4
24. AIA		1		1	1	1			1	4	2		2	3	6
25. VURV		1			2	3			2	6				2	6
26. UAL					2	5			2	7				2	7
27. FRAB	1					1		1	1	3		1	1	1	4
28. Science View												2	2		2
Total										143			31		174
Tot m		15		10		56		5		86		15			101
Tot w	4		8		37		8		57		16			73	

Annex 3: Numbers of partners divided in academic and other staff

SoilCare'16-'17	Total Women academic	Total men academic	Total academic	(w) Other staff	(1)m Other staff	Total Other	Total Women	Total '17
1. WER	2	10	12		2	2	2	14
2. UNEW	1	1	2				1	2
3. KUL	2	3	5	2	1	3	4	8
4. UoG	2	1	3				2	3
5. UH	2	1	3	1	1	2	3	5
6. RIKS	1	1	2				1	2
7. TUC	2	8	10		1	1	2	11
8. JRC		4	4					4
9. UNIBE	2	2	4				2	4
10. Milieu LTD	4	3	7				4	7
11. NIBIO(Biof.)	3	4	7	1		1	4	8
12. BDB	4	2	6		3	3	4	9
13. AU	3	4	7	1	1	2	4	9
14. GWCT	1	1	2				1	2
15. Teagasc								
16. SCR	1	1	2	1		1	2	3
17. ESAC	1	1	2				1	2
18. ICPA	15	10	25	5	1	6	20	31
19. UNIPD	1	2	3		2	2	1	5
20. IAPAN	2	3	5	1		1	3	6
21. WU	1	2	3				1	3
22. UP	1	4	5	2		2	3	7
23. SLU		4	4					4
24. AIA	1	3	4	2		2	3	6
25. VURV	2	4	6				2	6
26. UAL	2	5	7				2	7
27. FRAB	1	2	3		1	1	1	4
28. Science View					2	2		2
Total			143			31		174
Tot men		86			15			101
Tot women	57			16			73	
% women	40			52			42	
%men		60			48			58

Annex 4: Roles stakeholders

Mentioned roles women stakeholders	Mentioned roles men stakeholders
consultants; 1	consultant 3x
policy makers;	
researchers (10x); students	researcher (10x), scientific coordinator, professor, student
agricultural advisor;	advisor agriculture, advisor crop production and plant protection
expert soil quality, soil functions and nutrient management; biologist	expert soil protection department
extension workers	extension workers
communication (company representative);	
farmer (1x);	farmer (9x), Land user, farmers representative, farm co-owners
civil servants/ agronomist local authorities,	civil servant, decision maker, elected representatives, networker
Leading positions, local action group coordinator	board leader farmers union,
NGO	NGO
teacher	teacher, school supervisor
technical support	technical support
owner local organic olive company	industry
facilitators	Administration, facilitator
	agricultural retailer