

Teppo Hujala		
Affiliation	University of Eastern Finland, Joensuu, Finland	
Session Chair		
Presentations	Session 2.2 Session 8.2	<i>Beyond Forestry: Knowledge Practices for Sustainable Landscapes with Trees.</i> <i>Gender equality and diversity in practice: methodological and theoretical inquires to the forest sector(s).</i>

Abstract Session 2.2 - Towards More Inclusive Participation: Deepening Human–Forest Relationship with Arts-Based Methods.

Researchers, educators, and policy practitioners have developed a wealth of arts-based knowledge practices. Those may, for example, use photography, music, or drama plays to offer insight or elicit opinions. Enhancing the use of such methods in the forest domain will require better understanding of how young people (17–30 years) perceive art–science interventions. To address this, we first briefly review and conceptualize arts-based knowledge practices. Second, we describe two art–science knowledge-practice cases to unfold one’s forest relationship. Finally, we analyse qualitatively the participants’ perceptions of the interventions via feedback interviews and questionnaires. We frame the analysis via the tripartite model of attitude, comprising cognitive, affective, and behavioural dimensions. Case one is an innovation workshop blending arts and sciences, in which a small group of young co-researchers joined tens of artists and environmental and forest scientists. Case two is a writing exercise for young co-researchers and immigrant adult high schoolers, where a hip-hop/rap video about laser scanning and the role of forests in climate change was used to catalyse participants’ thinking. The results from the workshop emphasise networking benefits and fruitful forest-relationship reflections, coupled with unequal participation worries. The video watching experience yielded a range of thoughts and emotions, including excitement, invitingness, and some motivational signs, however without explicit behavioural intentions, and some irritation and doubts of influence. The findings demonstrate that capitalizing opportunities of these types of art–science interventions require time and space for enabling young people’s own voices. More inclusive participation in forest governance needs careful facilitation.

Co-authors: Samuli Junntila, Nina Tokola

Abstract Session 8.2 - Gender balance in the Nordic forest research and higher education.

Recently, the Nordic Forest Research SNS funded a project that examined the current situation and trends of gender balance within the forest sector in Denmark, Finland, Iceland, Norway, and Sweden (Vennesland et al. 2020). The report investigated the distribution of men and women as available in statistics. This presentation provides a Nordic overview of gender balance among the staff and students of higher education and employees of forest research organizations. The data were gathered from official statistical databases, administrative reports, and organizational records. The results show that approximately one third of forest researchers and university teachers in the Nordic countries are women apart from Norway

(17–28%) and Iceland (50%). The trend shows increase in the proportion of women in Sweden, but mixed evidence in Finland and Norway. The general pattern across the countries is that in recent recruitments the share of women is high, but the higher the positions, the lower is the share of women. When looking at bachelor students, Norway has the lowest proportion of women (15%), and Iceland has the highest (47%). The observed trends are positive in Finland and Sweden, and there is a notable difference between universities and universities of applied sciences, as evidenced in Finland (44% and 26%, respectively). Among Master's students, the proportion of women varies between 28% and 50%, being lowest in Finnish universities of applied sciences and highest in Denmark, which also shows a rapid increasing trend. The overall highest proportions of women across different organizations appear in research and higher education, but the intra- and inter-country differences are large. In conclusion, forest research and higher education can pave the way towards a more equal forest sector in the Nordic countries, but more activities and communication are needed to make forest research and education equally inviting and inclusive for all.

Keywords: equality, forest education, forest research, gender

*Co-authors: Birger Vennesland, Björg Björnsdóttir, Ann Dolling,
Line Nybakken, Niels Strange, Sara Maria Hildebrand*