

WP 14

Evaluation

of the Development of Instruments and the subsequent Specific Support Actions in Austria, Poland and Germany

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GB_management

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1. Preface

The development of instruments for Gender Budgeting at universities (WP 11) as well as the specific support actions (SSA) of the project teams in Austria, Poland and Germany (WP 13) and the knowledge transfer of the earlier findings of the project¹ to the universities to support the implementation of Gender Budgeting as an instruments to promote equal opportunities for women and men were at the core of the EU project.

With the development of instruments we were able to show the wider context of the future developments at universities and thus to give an impression why the implementation of Gender Mainstreaming and Gender Budgeting instruments are so important at this point in the progress of restructuring these organisations and how this could be done.

The SSA was especially interesting because all three nations had very different starting positions as to the advancement of women in science and Gender Mainstreaming. Accordingly the possibilities for and the assessment to the support actions were very different. Nevertheless it can be stated that all three nations had similar experiences. One fundamental one was that there still is a striking lack of gender competence in the management of the universities. And it can be assumed that this is true not only for the three universities cooperating within this project.

Secondly all project teams experienced a considerable amount of resistances. As Gender Budgeting may be seen as a real innovation the resistances can be labelled as “normal” as the adaptation of innovations always means that familiar practices have to be abandoned.² Resistances arise not so much because an innovation is “good” or “bad”, but because innovations always demand changes in the organisational set-up and the organisational cultures which of course often also mean a shift in power structures and relations.

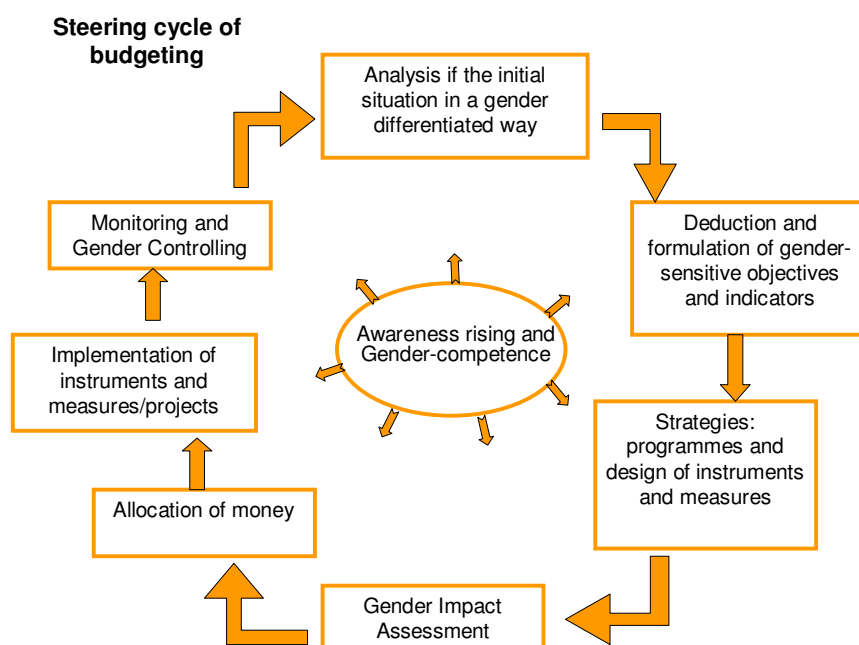
¹ See list of reports in chapter 5.1

² See among others: Aderhold / René (2005), Krücken (2005), Rammert (2000)

2. Development of instruments: main findings

In our work on the development of indicators it was an important aspect to broaden our view and allow a review on important developments at universities such as the increasing importance of competition between universities narrowly linked with the economisation of these organisations. This progress of economical thinking brought along the introduction of New Public Management instruments and as a consequence changes in the organisational set-up and the organisational cultures of universities. These developments also change the philosophy of academic teaching from a generally high educational level for many people towards excellent teaching opportunities for an elite. For all the other students this means that the knowledge they get at the universities may be more and more reduced to a qualification which serves the demands of the labour market. This is the general framework of change which needs to be considered when introducing strategies for gender equality at universities.

With our focus on Gender Budgeting, the second very important aspect of the work on the development of indicators was the description of the steering cycle for budgeting and the discussion of its meaning for gender equality.



As the depiction of the steering cycle shows, awareness rising, **sensitisation and gender competence** are basic preconditions for a successful implementation of Gender

Budgeting in organisations. This fact is based on studies that show that a change in regulations and the organisational set-up does not suffice to enhance an innovative process as it would be necessary to implement real gender equality. That means that in addition to these changes an alteration in the organisational culture is required and thus organisational learning is inevitable. Additionally, it should be kept in mind that awareness rising is not a singular happening but needs to be done continuously and on all levels of the organisation.

The **analysis of the initial situation** can be described as the „first step“ within the steering cycle. This step is crucial for the success of Gender Budgeting because with its help specific targets and target groups can be identified and special needs of an organisation in relation to the national background, the formal as well as informal (budgeting) processes and the power and decision making structures at each organisation can be named.

On basis of the analysis **gender sensitive objectives** can be developed. These should consider the final output and outcome of an action but also if the process and the way of getting there is gender fair. When the objectives are formulated it is necessary to formulate **indicators** which allow a continuous controlling and monitoring of the success of the implementation. For universities indicators may be deduced from the main fields of action – research and teaching – as well as from the different hierarchic levels and scientific fields. There should be context indicators such as number of professors, promoted professors, fulltime scientific staff, administrative staff (in total, as well as according to departments and working time: full or part time and full time equivalents) and the proportion of women and men or quality of life according to gender. There should also be process indicators such as the institutional implantation of persons with gender competence on all academic planning and controlling levels or the formation of curricula committees (number, resp. proportion of women and men) – differentiated according to hierarchic level. Then there should be target achievement indicators (effect targets) for students such as consideration of the requirements of women and men concerning the kind and mode of the courses, the teaching methods and the necessary support or the education within departments with an underrepresentation of one sex. Additionally there should be target achievement indicators (effect targets) for the scientists such as contribution of decision making power concerning science, research and higher education, access to teaching and research in all scientific fields or equal pay.

When the objectives are developed and indicators formulated which allow an efficient controlling, **programmes, measures or projects have to be designed** which support gender equality. Gender sensitive programmes may focus on legal measures, or on the

implementation of institutions within the structure of the university which are responsible for gender equality and gender studies. The projects may also focus on the advancement of individual persons or on measures with a programme character. Additional measures can be formulated which accompany other programmes. Many of the programmes and projects for gender equality in science will still have to advance women in science, because statistics and findings of the situation of women and men at universities show, that women are still participating less in the academic career than men do.³ In these circumstances a special advancement of women is justified and does not contradict the law.

The programmes and projects should in a next step be analysed with the help of **gender impact assesment (GIA)**, a very efficient tool to get information on the outcome and the output of a measure or project. Gender-sensitive impacts of strategies and instruments can be assessed on five different levels. On each of these levels there are several dimensions that can and should be considered:

- input level: How does the measure effect employment?
- output level (activities): How does the measure affect the activities and services performed at universities?
- output level (utilization): Who are the users and beneficiaries of the measure?
- outcome level: Which direct and external effects of the measure can be assumed?
- process level: How does the measure influence the power structures in the decision making process of the universities?

Only after a GIA does the **allocation of money** take place in a next step and the programmes, measures or projects are put into action. During the accomplishment the decision making persons should take care that there is a gender fair distribution of jobs and a remuneration of the jobs according to quality. This again implies a certain degree of gender competence among the project leaders.

Finally as a very important step in the steering cycle the output and outcome of programmes, measures or projects need **a monitoring** and **gender controlling** which allows an evaluation. To do this sucessfully there needs to be gender differentiated data as well as enough resources (personnel and tangible means). The monitoring should not only compare the data as to what should have been and what has been in fact, but should also consider the

³ See Erbe (2006), Klatzer / Mayrhofer / Neumayr (2006), Lapniewska / Tarasiewicz (2006) as well as Klatzer / Mayrhofer / Neumayr (2007), Lapniewska / Bacha (2007) and Zebisch / Pichlbauer / Mircea (2007)

process of the implementation.⁴ The continuous monitoring is then again the input for the next analysis of the status and closes the steering cycle of Gender Budgeting.

3. Short outline of the SSA in Austria, Poland and Germany

3.1 Outline and findings of the SSA at the University of Business Administration in Vienna (WU) in Austria

The following suggestions were identified by the Austrian project team as reasonable and necessary support actions at the University of Business Administration in Vienna (Wirtschaftsuniversität Wien WU) for the implementation of Gender Budgeting:

- Operationalisation and implementation of gender equality objectives
- The implementation and validation of inner-universitarian institutions for the advancement of gender equality
- An efficient gender controlling
- A revision of the system of the financial incentive systems
- Measures for the advancement of transparency in respect to the allocation of budgets and the budgeting process
- The institutionalisation and implementation of gender impact assessment

The analysis at the WU during the project had shown that the WU has quite a lot of regulations as well as legal obligations for the implementation of gender equality. However, up to now, these have not been transferred to specific and operationalised gender equality objectives and guidelines. To do this successfully the equality objectives and guidelines need to be part of the strategic management of the university and need to be fixed in agreements on objectives or a concept for the advancement of women and men in science.

Additional there are shortfalls in respect to the implementation of inner-universitarian institutions for the advancement of gender equality at the WU. Up to now only the Working Committee on Equal Treatment (WCET) has been institutionalised. However, their resources (personnel and money) are so limited that they are not able to perform all the tasks which they officially should accomplish. Therefore it would be necessary to create an additional institution as was stipulated by the university law. This institution would be responsible for gender equality measures, the advancement of women and the coordination of gender stud-

⁴ The process analysis proved as very important in the project as it shows power and decision making

ies. The proposal of the Austrian project team to support the university within the SSA to specify this institution was ignored by the university's management.

Another proposal suggested the development of an efficient gender controlling for the WU. This suggestion results from the findings that 69 % of the overall budget of the university is spent on personnel. To implement Gender Budgeting it is therefore necessary and important to analyse and evaluate this budget in a gender differentiated way. As a precondition it is necessary to collect data on personnel expenses in a sex-differentiated way and to formulate an index which may describe a gender wage gap. This index may be compiled for the university as a whole as well as for each department and can be published in regular intervals to show changes over time towards more gender equality. This measure would be a contribution to a gender differentiated reporting system and would improve the sensitisation of the departments.

Financial incentive systems are by now a quite well known instrument at universities in Austria to improve the advancement of gender equality. The incentives are distributed either by certain indicators (indicator based steering) or by agreements on objectives. At the WU there exist some experiences concerning the allocation of incentives with the help of indicators, however, the outcome of this instrument in respect to the advancement of women in science is not very high. Up to now the system is based only on the number of women in certain scientific levels („head counting“). As another support action the Austrian team therefore proposed to revise the indicators. The proposal was to develop a combination of key data, which would allow considering and rewards qualitative aspects as well. Additional this approach would foster the competition among the departments as to successful advancements for gender equality measures.

Agreements on objectives are taken for granted as a steering instrument at the WU. This is to a certain degree also true for the allocation of budgets with the help of this instrument. The consideration of gender objectives in the agreements on objectives could be a powerful steering instrument and an incentive for the advancement of women and of gender equality if the allocation or denial of budgets would be part of the agreement. Another proposal of the project team was therefore to support the university implementing gender criteria in the agreements of objectives.

Transparency of the finances is a basic foundation of the legitimating of modern administrations. At universities transparency is yet only seldom to be found which partly can be ex-

plained by the historical development of these institutions. The Austrian project team could show that also at the WU decision making and power structures in respect to the allocation of budgets are partly in-transparent and the flow of information is not efficiently developed.⁵ For a successful Gender Budgeting at the university transparency as well as an open and trustful cooperation between the stakeholders of budgeting and the gender experts during all stages of the budgeting process are essentially important.

To analyse gender differentiated outcomes Gender Impact Assessments (GIA) are a very efficient instrument.⁶ As the WU did not want to implement GIA at the moment, the Austrian project team suggested supporting the university to integrate gender criteria such as the participation of women and men and the allocation and use of resources, in the current steering instrument. In a first step the financial input should be analysed. This action would have had the additional effect to improve the above mentioned transparency. However the management of the WU signalled no interest in this support action which was the reason why the project team dropped it.

Summarising the experiences it can be stated that the stakeholders and decision makers had been open to the idea of a pilot project on Gender Budgeting at the WU at the beginning of the EU project in 2006. However, when finally support actions could be offered at the end of 2007 after the analyses were finished, the university management showed no more interest in the proposals. However, by continuously disseminating the results of the project, other Austrian universities got interested in the project and asked for a workshop with the Austrian project team to discuss possibilities to implement Gender Budgeting in their organisations.

For the implementation of an innovative strategy like Gender Budgeting at Austrian universities the following recommendations can be given:

- It is necessary to have legal regulations. These are necessary to improve transparency in the budgeting process and in order to clarify the participating structures. Further more Gender Budgeting needs to be legally obligatory (top down strategy)
- The commitment for Gender Mainstreaming and Gender Budgeting has to be fixed in the constitution of the university.
- It is necessary to have gender experts within the organisation who have the knowhow, the resources and the legal rights to implement innovations which advance gender equality.

⁵ See Rothe (2) 2007, Mayrhofer 2007 and Klatzer, Mayrhofer and Neumayr 2007

⁶ Debski et al. 2007, 57 - 62

- Additional to the implementation of the strategies Gender Mainstreaming and Gender Budgeting, a continuous and obligatory sensitisation of all people on all levels is necessary (bottom up strategy) and especially a sensitisation of the decision makers at the university.

3.2 Outline and findings of the SSA at the University of Gdansk in Poland

The support actions of the Polish project team NEWW-Polska at the University of Gdansk focused on sensitisation measures. This was necessary because up to now the University of Gdansk has neither representative for gender equality nor are gender topics taken serious within research and teaching.

Gender equality is not seen as a problem at the University of Gdansk

Within the Polish support action the elections for the new rector of the university were used to introduce questions on gender equality. The analysis of electoral programs showed that none of the candidates for the new rector addresses gender issues in financial aspect. Also on other levels of the university like the university's management, or the departments, institutes or faculties gender equality is not perceive as an important problem yet. Most members of the university in decision making positions who were interviewed see no financial, scientific or any other discrimination because of gender. Accordingly they had the opinion that there is no necessity to institutionalize a board at the university which controls gender equality. As there are no regulations for the departments and institutes to introduce programmes or other actions to advance gender equality or women in science no activities can be expected in the near future. However, the university sticks to the Polish law for the protection of the rights of employees which states that any discrimination because of the sex of a person is prohibited and that women and men are equal.

At the moment there is only little money furnished by financial programs for the support of women and this goes to maternity leaves and needs of children (holiday fund e.g.) and results from the contracts with insurance companies.

One can firmly state that as of today the authorities of the University of Gdansk on every level are not mentally ready to think about the budget of their units in a gender perspective. Important problems are at the moment an over centralization of the allocation of financial means and an exaggerated concentration of the power in the hands of the rector.

Students are Interested in gender studies but there are too few offers

A second idea of the Polish project team was to support the institutional implementation of gender equality by integrating a new faculty which deals with topics of gender equality. The background is that during the last five years there has been a growing interest on gender issues among students. Nowadays there are conferences, seminars, lectures devoted to this area on a regular basis which are attended by many students. And the students are ready to also organise meetings, conferences etc. which focus on gender issues. At the same time most students do not have any classes or lectures touching gender equality, because they are not available. Only the institutes of pedagogy, psychology, philosophy and sociology offer some courses including gender issues yet. One possibility to lessen the demand would be cooperation with NGO dealing with gender issues. However, the possibilities are limited as there are only few such organisations in the Gdansk area.

As far as the scientific area is concerned there are numerous initiatives concerning gender, however, on the practical level very little is happening. Initiatives aiming at increasing the participation of women in the decision making bodies are very limited. As far as initiatives concerning gender in financial perspective are concerned there is nothing.

Lack of European projects for the advancement of gender equality in science

Another proposal for a support action was the development of gender differentiated research at the University of Gdansk. In spite of an impressive scientific development enabled by the huge impact of European funds directed at research, so far there has been no single project devoted to gender equality.

The universities in Poland should use the new possibilities given by the EU more active for gender research. Additional the implementation of gender projects could be essential to generate new financial resources for women working or studying. Further more stipends, additional social funds, child care and parental leave are covered by European funds and there is also a budget for the advancement of women in science and at universities.

Prejudices against feminism

Another support action of the Polish team was a survey among participants of an international conference on women and culture at the University of Gdansk in March 2008. They were asked about their experiences concerning the topic gender. Most of the students questioned at the conference said that they themselves had never been confronted with discriminations because of their sex and have never experienced any discrimination in their

surroundings. Further more they said that discriminations because of the sex of a person were just a marginal problem.

This is amazing as there still is a lot of stereotypic thinking about the role of women in public life, in position of authority etc. which makes the promoting of gender equality very difficult. Women who strive to advance their position are labelled as "feminists" which has a negative connotation in Polish. This may be another reason why the whole topic of gender equality is often skipped in public discussion at the University of Gdansk, including financial issues, or even ignored or just misunderstood by the authorities.

Lack of extern mechanisms on a national level to support gender equality measures

It is necessary to bear in mind that the budget of the university depends to a great extent on the state and central budget. The Polish state does not consider gender in assigning money and does not take into consideration gender issues within the university. There are no such mechanisms on the central level but that is just what would be necessary.

Recommendations for the implementation of Gender Budgeting at Polish Universities

From the situation found at the University of Gdansk the project team deduced recommendations on four levels:

Recommendations referring to the allocation of budgets:

- Maintenance of the budgeting by the ministry for science and scientific education
- Acquisition of non-government financial resources
- Generating a plan which answers to the special needs of different universitarian groups
- Long term financial planning
- Allocation of budgets considering a gender perspective

Recommendations on the scientific level

- Advancement of equal opportunities for women in science
- Introduction of inner universitarian institutions for gender studies
- Implementation of European projects which include aspects of gender equality
- Organisation of interdisciplinary conferences on gender issues

Recommendations on a social level

- Breaking up of cultural stereotypes which allot women to an inferior position in society
- Enlargement of the possibilities to use budgets from the social fund for the benefit of women who are employed at the university

- Loans and credits for women who want to qualify in science
- Support of women in science who need financial help

Recommendations on an inner-universitarian level

- Establishment of inner universitarian boards for gender equality
- Establishment of a Senate's Commission on gender equality
- Long-term concept to make sure that women get in grade A positions which includes their participation in decision making positions on budgeting matters

These recommendations aim at the implementation of Gender Budgeting at Polish universities. However, at the moment it is still very difficult to really implement any of these recommendations as there are many resistances.

3.3 Outline and findings of the SSA at the University of Augsburg in Germany

As the analysis of the situation at the University of Augsburg showed, equal opportunity measures and gender mainstreaming aspects have only a marginal influence on the budget as a whole and at the process of budget planning. At the same time it could be shown that budgeting has an extremely high impact on equal opportunities.⁷ During these analyses various starting points had been identified and activities were formulated for support actions at the University of Augsburg.⁸ In addition, the University of Augsburg is in a reform process which comes along with the implementation of New Public Management instruments.⁹ The project team, as well as the University's women's representative consider this process of change as a good opportunity to integrate gender subjects into the new steering instruments right from the very beginning. At the same time, the outcome orientation of the New Public Management goes along with the aims of Gender Budgeting.

The analyses "The Situation of Women and Men at the University of Augsburg"¹⁰ and "The Budgeting Process at the University of Augsburg"¹¹ lead to the following concrete supporting propositions for the University of Augsburg:

⁷ Rothe 2007; Zebisch/Pichlbauer/Mircea 2007

⁸ See Zebisch/Rothe/Pichlbauer/Erbe 2007

⁹ Debski et al. 2007

¹⁰ Zebisch/Pichlbauer/Mircea 2007

¹¹ Rothe 2007

Cooperation in the Integration of Gender Relevant Factors in the Cost-Performance Equation (KLR)

The aim is to design the cost-performance equation and its parameters in such a way that gender aspects are integrated and effects of equal opportunities can be demonstrated. The project team suggested therefore to have conversations with all parties involved as well as to conduct presentations and discussions with the stakeholders.

Support in the Formulation of Gender Sensitive Agreements on Objectives

between the departments and the university's administration, respectively between the university and the Bavarian Ministry of Science, Research and the Arts. Up to now the objectives of the university were not formulated in a way making them suitable to contribute efficiently to an improvement of equal opportunities for women and men. The German project team therefore offered to assist in the development and the formulation of concrete and measurable gender sensitive objectives.

Critical Reflection of the "Guidelines of the University's Administration for the Distribution of Budget Funds of Title Group 73"

The universities' internal distribution of the governmental budget funds for research and teaching (Budgetary funds of title group 73) should be designed in a way which leads to a steering effect concerning an increase of the percentage of women in universitarian leading positions. Considering e.g. the aspect of equal opportunities within the performance-related distribution of funds as of higher importance is one possibility. The offer of the project team included the critical review of the inner universitarian distribution of funds as conducted up to now as well as the submission of propositions for modifications.

Conference about the topic "Gender and Excellency in Research and Teaching"

We offered the preparation as to content and the conception of a conference in order to initiate a more diversified discussion concerning the subject Gender and excellency. The central point would be which factors are connected with the term of scientific excellency and up to which extent do they affect gender equality. Also included here is the implicit belief that excellent research could be realised only by the unlimited temporal availability of the (male and female) scientists. Women are in a position or want to meet this expectation less often than men. A discussion about whether an antagonism between excellency and equal opportunities could be deduced should be initiated.

Improvement of the Organisational and the Communicative Structures

between the central women's representative, the women's bureau, the women's advisory council and all parties involved in the equality process at the University of Augsburg. The conduction of a workshop was recommended.

Critical Reflection of the Performance-linked Remuneration

in order to avoid gender specific discriminations. The performance-linked payment is supposed to be of growing importance in the future in order to create a new incentive system. They are supposed to be introduced for all the employees of an organisation. First experiences showed that the criteria for the evaluation of 'outstanding and excellent performance' are not gender-sensitive. The question was up to which extent the performance is rated in a gender differentiated way and how it can be designed in a gender fair way in the form of bonuses or awards¹².

As agreed upon with the women's representative, the personnel of the women's' bureau and the university's Gender Mainstreaming-representative, the support actions of the German team at the University of Augsburg focused on an cooperation in the integration of gender relevant factors in the Cost-Performance Equation (KLR) and on a critical reflection of the "guidelines of the university's administration for the distribution of budget funds of title group 73".

During the discussions and presentations of the results and the decision-making process as to which proposal should be focused on it was possible to achieve further awareness rising effects of the decision makers concerning the subjects of equal opportunities and budget governance as well as to create an acceptance for Gender Budgeting within the academic field. Additional it should be mentioned that the remaining proposals were not rejected but will be gradually realised with resources from within the university – a fact which points at the sustainability of the project.

The German SSA was accompanied by an intensive communicative and validating process with numerous representatives of the university on various hierarchic levels and the following recommendations for the implementation of Gender Budgeting at German universities can be summarised:

- The university's gender experts should be involved in the Gender Budgeting project from the very beginning. Their status as internal colleagues allows them to contribute their im-

¹² see more detailed in chapter 5 of this text as well as Debski et.al. (2007):
http://www.frauenakademie.de/projekt/eu_gender-budgeting/gender-budgeting_reports.htm

portant knowledge when conducting a gender differentiated analysis. Additionally they are important trailblazers for gender projects with external scientists.

- The university's management and administration has to support Gender Budgeting as promoters to introduce projects to the persons responsible for the budgetary subjects and to make the required data available for an analysis.
- In the course of the project, the persons in charge for the budgetary subjects as well as the equal opportunities representatives have to be kept continuously informed about the project's progress. This is not only to be considered as a mere passing on of information, but also as a positive factor for the communicative validation. This means that the information rendered by the people involved enables these people to comment on the course of the project, to give feedback concerning approach and outcome of the actions and thus to exert influence on the further proceeding. This ensures the project's seizing of the university's employees' suggestions which is essential for the success of a support action.
- Considering all decisions concerning academic budget problems it is essential to take into consideration who – i.e., which institution – develops the specifications (the manning and the level of gender competence in these committees, etc.) and who finally has the power to decide about their implementation. In the case of universities, this concerns the level of the university's management as well as the levels of the departments and chairs who have comparably great design scope in regard to the distribution of funds.
- It also concerns the ministerial level which – within its task to supervise the universities' actions - could enforce the consideration of the gender topic in budget-relevant instruments. Thus we recommend to also approach the hierarchy level of the ministries and to aim at a corresponding top-down effect for the advancement of equal opportunities at universities.

4. Lessons for further support actions on Gender Budgeting

As a result of the development of instruments we could show that Gender Budgeting as an extrapolation of Gender Mainstreaming on budgeting affairs may be a very powerful instrument. If we look upon budgeting as an essential steering mechanism within universities it becomes clear that for a successful Gender Budgeting we may and must intervene at all phases of the steering cycle to implement gender equality at universities in a sustainable way. Understanding the steering cycle also means to have good arguments for the stakeholders of gender equality as to why they need to be embedded in the whole process of budgeting.

Reviewing the project as to what should be kept in mind or changed in future projects on Gender Budgeting in scientific organisation or universities the following aspects should be considered:

As to the specific support actions (SSA) of the three nations all project groups had to face resistances, as already indicated in the preface. This shows clearly that fundamental changes – and changes concerning money and budgets are always fundamental – need time. We learned that 2 years are too short for a specific support action in such an innovative field. As a rough estimation we would advise a time schedule of 5 years from the beginning of the analysis of the initial situation and the budgeting process and the allocation of budgets until the first instruments for Gender Budgeting will be introduced.

Secondly the SSA in the three nations clearly showed that a team of experts is needed with scientists who have a background in Gender Mainstreaming, gender equality and Gender Budgeting. This also means that a successful implementation of Gender Budgeting is not available for free but needs resources (personnel and money). These may be more at the beginning but a certain level needs to be maintained continuously to ensure the sustainability of the instruments.

Thirdly all the stakeholders concerned with budgeting and gender equality within the organisation need to be consciously sensitised in the matter. Only then will it be possible to get the necessary support and promotion for this gender equality instrument and to make sure that top down processes are complemented by bottom up processes.

Fourthly all the stakeholders of the Gender Budgeting implementation process need to be informed during the process and need to have the opportunity to insert their own ideas in the realisation of Gender Budgeting (communicative validation).

General recommendations what has to be considered on the level of the universities, on the national and the EU level to allow a successful implementation of Gender Budgeting at universities, will be presented in the concluding project report "Gender Budgeting as a Management Strategy for Gender Equality at Universities" (August 2008).

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All reports can be downloaded from the website:

www.frauenakademie.de/projekt/eu_gender-budgeting/gender-budgeting_reports.htm

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