

WP 13:

Specific Support Actions: Knowledge Transfer to Universities in order to Support Gender Budgeting as an Instrument for the Promotion of

Equal Opportunities for Women and Men

- Poland -

Maciej Debski

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I INTRODUCTION

Introductory remarks

Gdańsk University (UG) is the biggest and most important educational institution in the north of Poland. It offers educational options in 40 specialties and 120 different courses..

There are 32 000 students, including post graduate and PhD students in 10 departments and 1700 faculty members. (http://www.ug.gda.pl/pl/o_ug/o_nas/). During the current term of the authorities of UG (2005-2008) the university is undergoing profound changes. It is brought about by:

- quick development of the infrastructure, expansion of the campus, new buildings and expansion of several departments,
- comprehensive scientific development - new specialties have been created, new technologies and didactic methods implemented, as well as new research methods employed,
- adaptation to the European requirements through specialization of faculty positions and teaching procedures, implementation of Bologna system, adaptation of accounting to European projects,
- new chances and options to take advantage of financial means from the European budget for scientific research, investment, students exchange,
- change of the rector and vice-rectors for development and finances, for science and for education,
- quick development of the infrastructure, expansion of the campus, new buildings and expansion of several departments,
- comprehensive scientific development - new specialties have been created, new technologies and didactic methods implemented, as well as new research methods employed,
- adaptation to the European requirements through specialization of faculty positions and teaching procedures, implementation of Bologna system, adaptation of accounting to European projects,
- new chances and options to take advantage of financial means from the European budget for scientific research, investment, students exchange,
- change of the rector and vice-rectors for development and finances, for science and for education.

Considering the above one should indicate that now is the right time to familiarize academic circles with the issues of gender equality. It is obvious that all of the above mentioned areas of the university's activity can relate to gender. As far as the comprehensive scientific development is concerned it is important to stress the advancement of women. Financial assistance of the EU is an excellent opportunity to implement some new programs aiming at implementing this advancement, the change of authorities relates to the problem of the representation of women in decision making.

While working for the project and basing on interviews with key persons responsible for the finances of the university as well as on information available in internet one can notice that three basic questions emerge:

1. How to improve the decision making process pertaining to finances?
2. How to improve the gender balance in this decision making process
3. How to make sure that financial means will be distributed with taking into account the gender of beneficiaries?

Recommendation addressing the above issues can be divided into four groups

financial (keeping the timely flow of finances from the Ministry of Science and Academic Education, finding finances from other, non-ministerial sources, preparing a plan including financial needs of particular units of the university, long term budget planning, distribution of funds as expressed in percentage considering gender)

scientific (equalizing of chances of advancement of women, organizing institutes conducting gender studies, implementing European programs stressing gender equality)

social (breaking cultural stereotypes especially those defining secondary roles of women, broadening the possibilities of using the social funds for the benefit of women employed by the university, loans and credits, assistance to the most needy ones, organizing interdisciplinary conferences on gender issues)

internal (organizing formal units within the university to address gender issues, creating a Senate Committee for gender equality, ensuring more positions of authority for women, also within decision making bodies on finances).

Considering all of the above one question of vital importance arises: is UG prepared to seriously and systematically approach the problems of gender budgeting. Other, more detailed questions follow:

1. How to implement particular recommendations?
2. On what stage of development are UG and its authorities now as far as thinking about gender budgeting is concerned?
3. What assumptions should be fulfilled to achieve gender equality in budgeting?
4. What elements should Poland consider when implementing gender budgeting in academic institutions?
5. Which instruments should be gender sensitive?

While working for finding solutions to the above enumerated problem some assumptions have been made. They will be verified in the report.

1. Most recommendations cannot be implemented as there are no formal structures which would care for promoting gender budgeting
2. There is much liberty in organizing from below and recommendations to create new classes devoted to gender are welcome

3. Passive approach and delays dominate in organizing activities from above, which is caused by financial constraints and other priorities of UG, very far from gender equality
 4. The authorities of UG seem to be politically correct, their verbal declarations do not translate into real financial decisions to further the chances of advancement for women
 5. Students are willing to participate in gender conferences, seminars, etc.
- To verify the assumptions in a negative or positive way and to formulate answers to the questions formulated above the following actions have been undertaken:

1. A thorough analysis of all scientific events held at the university related to gender issues
2. Sociological research among students of the Social Sciences to verify to what extent they are ready to participate in classes devoted to gender
3. Sociological research among students of the Social Sciences to give them a chance to voice their opinions on gender issues
4. Sociological research among the faculty to examine the problem of gender equality and discrimination related to sex
5. Individual interviews with faculty members who are teaching classes related to gender issues
6. Meetings with the representatives of the computer department devoted to financing a web page devoted to gender
7. A thorough analysis of electoral programs of all candidates for the rector

Major and minor objectives of WP13 project

When defining the main objectives of the implementation of WP13 one can assume that the single most important objective is analyzing of the general attitude of the authorities of UG to the recommendations as suggested in WP11 and also analyzing the chances of implementing them at the university. The minor objectives can be enumerated as follows:

- a) to define how ready the authorities are to introduce systematic changes in the area of gender budgeting
- b) to examine the attitude of students and didactic staff towards the issues of gender budgeting and to define how prepared they are for those issues
- c) to define the role of outer institutions in the process of creating financial policy of UG aiming at gender equality
- d) to examine scientific events occurring at UG pertaining to gender

Actions undertaken within the framework of implementation of WP13

To verify the hypotheses either positively or negatively and to give precise answers to the questions formulated in the introduction some activities have been conducted:

- a) interviews with people in crucial positions, responsible for finances
 - interview with the representative of the social department in the Rector's Office
 - interview with the vice dean for science and education of the Department of Social Science
 - interview with the representative of the computer department about the financing of a web page promoting gender equality

- interview with the representative of the Office of European Programs about encouraging women to make progress in their scientific careers
 - interview with the main accountant of the UG about the possibilities of financing programs directed at gender equality
- b) thorough diagnosis of all scientific events (seminars, conferences, obligatory and optional classes) at the UG related to gender equality
- c) sociological research:
- among students of the Department of Social Science to define the level of their preparedness to participate in classes related to gender and their opinion about an international conference on gender problems
 - among the didactic and research staff of the UG to analyze gender equality and discrimination issues
 - individual interviews with staff members who are responsible for teaching classes relating to
- d) detailed analysis of electoral programs of candidates for Rector of UG

To sum up the introduction it is necessary to stress that some of the questions are still unanswered. There are still some doubts, not all crucial persons were available for interviews, and there were frequent refusals to participate in interviews even when there had been earlier appointments.

All obstacles will be described in the report. It is also necessary to stress that UG has a lot to do to raise consciousness of the persons responsible for budget and financing of the university.

I wish to express my acknowledgements to my colleague mgr Magdalena Żadkowska (Institute of Philosophy, Sociology and Journalism) for important and valuable suggestions and help in writing part of the hereby report. I wish to thank the coordinators of the project, Malgorzata Tarasiewicz and Zofia Łapniewska for important hints and directing my attention to gender issues and a chance to get acquainted with NEWW- Poland.

II. Interviews with persons in key positions

Meeting with the head of the Department of Social Affairs (a woman, 35 years) and a telephone interview with a member of the Senate Committee for Social Affairs (a man, 45 years)

Project WP 11 produced tangible recommendations for the Senate Committee for Social Affairs. They include:

- broadening of the possibilities to get social funds for the needs of women working at the UG
- new credits
- more social assistance for the most needy employees
- distributing social funds percentagewise according to their sex

To find out what are the chances of implementing the above recommendations some actions were taken. A request to the head of the senate's committee was sent to obtain his consent for direct presentation to the member of the committee during their session in June. However this turned out to be impossible as such presentations are not a custom. The only way to reach out to the Senate Committee for Social Affairs is to write a letter to the Chancellor of the UG, who in turn will submit it to the committee during their session

An interview with the head of the Department of Social Affairs was meant to find out what is the procedure of distributing social funds. It turned out that all new proposals to distribute social funds have to be accepted by the Chancellor and the lawyer of UG as well as the main accountant and the rector responsible for finances and development. The distribution pattern is repeated year after year with minor changes. The bulk of expenditure goes to financial assistance for the needy staff (it seems there are more and more such cases) and retirement packages (more and more faculty reach the retirement age).

As the head of the Department of Social Affairs informed changes are possible in spite of recurring pattern. They cannot however contradict the financial plan and the Act on Universities. Three years ago a group of faculty members succeeded in introducing some changes and obtain funds for a summer picnic for all employees. Now this picnic is a flagship project of the social department and is organized using a separate sum of money put aside for this purpose every year now. As the head of the Department of Social Affairs indicated the implementation of some recommendations from WP 11 is possible (extra help for the most needy, more funds for women) providing those proposals are accepted by the whole Senate Committee for Social Affairs. She also indicated that such proposals would be welcome as women are a majority of the committee

Some formal questions were discussed too, pertaining to the issue of who should initiate changes in financing. It should come from the employees, in a large number and not from and outside NGO (e.g. NEWW). Professors can initiate changes individually or support the ones initiated by other employees, which would help to boost their significance. Members of the Students' Parliament should sign the initiatives too to prove that gender equality is in their own interest. Some outside

experts and their opinions would help too, pointing to the shortcomings of UG in the area of gender equality.

Meeting with the vice dean for science and didactics in the Department of Social Science (a woman, 40 years, elected to her position in April 2008)

The interview focused on the equality in the access to decision-making positions in financial matters. Even though the authorities are decentralized (each department and institute has its own authorities) the financial decisions are centralized. The dean can make decisions concerning finances only if they were raised or earned by the department (e.g. fees from evening classes).

As for now the vice dean saw no possibility to separate funds for improving the situation of women only. As she put it there are financial shortages pertaining to much more urgent needs like publications and participating in conferences.

Access of women to positions of authority was another topic of the interview. It is worth stressing that it was the first time that a woman was elected the dean of the Department of Social Science. According to the vice dean participating in the structures of the authorities is a big effort, which is poorly paid. There is no prestige to it. She herself admitted that she had accepted to be the vice dean following the pleas of her colleagues more that she had wanted it. Her position does not give her real power in financial issues. She assures that her policy is fair in gender terms and both men and women and their needs are treated equally.

Meeting with a representative of the Office of European Projects on the chances of faster advancement of scientific careers of women (a woman, 32 years)

An introductory plan or implementation a European project was presented and discussed during this meeting. The project concerns the ways to more efficiently improve the scientific skills of women working as research staff. The projects includes:

- classes in foreign languages for women
- additional funds for research concerning gender equality
- additional funds for childcare for women working on their PhD theses or other scientific publications

The main objectives of the meeting:

- presenting the project in a detailed way
- monitoring the general attitude of the representative of the office towards the project and its innovative elements
- testing the general attitude of UG towards the implementation of the project

Some new ideas of supporting women were presented during the meeting. Topics relating to a European project directed at helping women financially (stipends, assistance for the needy ones) and in advancing their careers (free access to publications, more options to conduct research) were discussed.

There was one crucial question asked: can a project aiming to help women become a strategic project for the whole UG. From the interview one can infer that the decision can be made only by the rector for scientific matters together with the main accountant and the Senate. Strategic projects are already clearly formulated and they are mostly focused on investment (construction of the new campus). According to the representative there are very slim chances for projects directed at women to become strategic ones for UG.

The procedure of presenting such projects is the same as with all other projects. That means that all projects about gender equality will not be treated in a favorable way. The representative was ready to help in finding sources for financing women's projects and also to help in implementation using her expertise if it was granted. Still it is necessary to notice that the office is obliged to carry out all projects financed by EU. One can infer that the Office of European Projects would not block any initiatives to implement women's projects. It is crucial for the employees to initiate it from below and work out details of such a project and take care of its implementation.

Telephone conversation with the main accountant of the UG about the chances to grant funds for gender equality programs (a woman, 46 years)

The main accountant has real influence on the financial flow in the UG. She was interviewed in 2007 about the formal issues of financing the UG. Now the following questions were asked:

- is there a possibility of long term planning for gender equality projects?
- are there any tangible steps to take now to increase the participation of women in decision making on finances?
- is there a possibility to create a financial algorithm which would ensure more financial support for women working at the UG?

The main accountant stressed that long term planning is pointless. There are two reasons for that: the UG is fully dependent on funds from the central budget and the financial situation of universities in Poland is generally difficult. The national budget is worked out from year to year, including funds for education. They vary and are very instable. The government claims to support education as a priority, but in reality is characterized by instability. Any sensible long term planning by the UG can only concern investments in projects that had been already started. European projects are more and more often implemented in the UG and they are a chance for long term planning. Still it is more related to scientific projects and investment and not to supporting women.

There is a possibility to create a financial algorithm, which would ensure more assistance to women, but UG is not willing and ready to be the first university in Poland to do so. UG would accept it if it was imposed by the Ministry of Education, if it was accepted and consulted with other rectors or another university would blaze the trail. The main accountant believes this algorithm is not urgent as there are many other significant problems.

It is not relevant to entertain the question about women in financial decision making. The ultimate decision is made by the rector and it has always been a man. The main accountant recalled her last interview from last year. She said then that women do the work and prepare documents, they do most of the accounting and it is a big contribution already. Financial plan for this year is similar to the one from 2007. The main accountant believes that the way to increase the role of women in financial decision they have to be better represented in authorities on every level.

III. Report on conferences and seminars promoting topics relating to women and the willingness to raise women's issues

There was an international conference in March 2008, it was an important event for the university. The conference and opinions of students are the main bulk of the following chapter.

HYPOTHESIS

There are numerous initiatives from below promoting gender and women's issues. They are not blocked by the authorities, on the contrary, they are supported as much as some other initiatives. There are no directives or orders, which would impose such actions on the faculty or students, university seems to be neutral or indifferent to it. European funds are welcome as a way to finance the broadening of the range of activities. One can say that UG is moderate in promoting gender issues within the local community.

SCIENTIFIC SEMINARS

The report on the scientific activity of UG states that there were several conferences and seminars between 2002 and March 2008:

- *How school propagates gender inequality. Success of girls at school - seminar*
- *Art and gender*
- *Ecriture feminine/ ecriture masculine*
- *Gender and violence*
- *Woman, body, identity*
- *Sex/gender and communication - differences and similarities*
- *Feminism and old age*
- *Voices of women on being an active European citizen*
- *My opinion on my issues*
- *What do you know about discrimination?*

The idea to organize a series of seminars arose after the conference "Cinderella in social, interpersonal and erotic games about identity, power, knowledge and beauty"

organized by the Institute of Polish Language and Literature in November 2000, which was very popular. The first seminar was entitled "I not a feminist, but ..." and was addresses to all interested in gender and women's issues. The series aimed at integrating of the feminist community in Gdansk and in further perspective at opening gender studies in Gdansk or at least including gender issues in education of teachers.

CONFERENCEES

After the seminars organized by the Institute of Pedagogy had turned out to be a great success, the Institute of Psychology decided to conduct annual conferences. Its objective was to promote the achievements of the Social Science Department in the area of gender arousing more and more interest. Issues of masculinity and femininity, the impact of culture on gender identity and cross-cultural differences, what it means to be a man or a woman are becoming of interest to the society. The series of conferences was meant to popularize those issues.

- *Woman in culture. Culture in a woman.* The range of topics by Polish and international guests comprised gender in cultural analysis and cross-cultural analysis, the quality of life of a modern woman, possibilities and limitations in personal development, roles of women in the context of marital life. There was a substantial report published after the conferences in the form of a book presenting the results of the research on masculinity and femininity as well as articles on women from Poland, India, Egypt and South Africa.
- *Transformations of sexuality.* It was an attempt to define the directions of the ongoing transformations, what is the understanding of sex by an average person, sexuality and disability, sexual orientation, gender identity in our times, searching for an answer if sex can be a means of religious liberation
- *Woman and media*
- *Woman in culture. Masculinity and femininity in the face of transformations.* The objective of this conference was to analyze attitudes and behaviors in the contexts of gender differences and to initiate cooperation with other academic centers in Poland and abroad
- *Polish women in Sejm (Polish parliament)*
- *Choice of women – political debate.*

The analysis of seminars and conferences and events like manifestations, meeting, and films indicates that there is a growing interest in the area and the prestige of such event is also in the increase. The conference **Woman in Culture** is one of the bigger annual meetings on the national level held in UG. Many international guests participate as well as faculty members of Polish academic institutions, e.g. The School of Social Psychology. On the day of the conference there are no classes in the Social Science Department, the authorities of the department and UG are always present for the opening remarks. Students consider those conferences and events to be useful, needed and informative.

STUDENTS' OPINIONS ON THE CONFERENCES - ANALYSIS OF 30 WRITTEN STATEMENTS CONCERNING A CHOSEN PRESENTATION AND REMARKS ABOUT THE SENSE OF ORGANIZING CONFERENCES ON GENDER ISSUES

SCIENTIFIC OBLIGATIONS OF THE UG:

„the university gets a chance to start cooperation with other universities, also international, it can result in interesting experiences"(RK2)

„today we are eye witnesses of the fall of the concept of university in our country. Schools became too bureaucratic and their structure is more like this of a supermarket and not a place of an intellectual adventure. Mass admissions, multitudes of classes, great number of private schools of higher education and great demand to continue education after high school - all those factor bring about a situation where students become clients. Diploma for its own sake and no knowledge or skills is a priority. Conferences must be held to save the prestige of a university, it is one of the forms of interaction between the master and the disciple. ” (RM14).

„I am all for it if conferences are initiated by the academic circles"(RK16).

„ As students we should broaden and nourish our knowledge about people around us"(RK17).

„ It is necessary to touch gender issues in universities and scientific centers, even if only to counterbalance the turbulent quarrels in the media. Women's groups and their initiatives are often perceived in a pejorative way, they negatively impact the image of women and the perception of their postulates.

(RK27).

„ Every university is a scientific institution and it should take up issues of importance to the society as well look for solutions to urgent problems. The situation of a modern woman is such a problem" (RK29).

„ there are some areas, where women can pursue freely their personal development and promote their achievements, academic institutions are one of those areas" (RK29).

„ conferences enable scientists to publicly present their views and results of their research, confront them with others, and search for new issues and better solutions. Students have a chance to get to know methodology of research, results and the latest concepts" (RK30).

THE INFLUENCE OF MEDIA ON STEREOTYPES

„(...) media are a threat, commercials are a vulgar manipulation to gain maximal profits"RK9).

„they highlighted obvious problems like discrimination of women and the fact that we are blinded by media and accept all they feed us. Most of us do not realize how destructive media can be showing false images of beauty right from the childhood years while reality is different. (RK 12).

„it would be very interesting to have lectures devoted to the influence of culture and media on the perception and actions of women. It could help women realize how wrong some attitudes are and protect themselves from manipulation." (RK15).

„in spite of numerous laws and regulations to guarantee gender equality, the discrimination of women still goes on unnoticed in the cultural sphere, in routine behaviors and ideas about the role of women."(RK29).

FIGHTING STEREOTYPES

„they may help get rid of the stereotype of an average woman and mother" (RK1).

„for hundreds of years women have been associated with raising children and household work. Women had no chance for intellectual advance, mothers, wives and daughters were sort of an inferior species. Luckily we live in different times, when the "fair sex" is educated and women are scientists, physicians, lawyers. Still such conferences prove that idea of a woman as a housewife only is not dead. There are places in the world where women are inferior. It is up to us, students to fight those stereotypes, we have to be brave and curious. We should point to examples of discrimination in every area, especially workplace. Conference can help people realize that more can be done. Women excel in many areas and the feeling of superiority they deserve should not be taken away from them". (RK8).

„it is especially important to stress topics related to the role of men and women in the family and society and get rid of stereotypes (e.g. that men are better engineers). (RK9).

„Such meetings can be of interest to the young and teach humility, tolerance and struggle for a better and more just world" (RK11).

„It is necessary to break stereotypes, to prove that women are independent and resourceful" (RK13).

„I believe that any conference or meeting that breaks stereotypes is needed, it can help to explain some problems and widen intellectual horizons". (RK16).

„Organizing such conferences is needed and not only at UG. The perception of women is not real, they are seen in a stereotypic way that has not changed for ages. The life of real women has been profoundly transformed, their objectives, social position, values and motives driving their actions are much more progressive, modern and adequate to current circumstances."RK18).

„As long as Polish people stick to the old and negative images of women and their roles it is going to be necessary to organize similar conferences".

(RM24).

„We need feminism, but not in its bellicose version. It is not about censorship and banning some phrases that suggest that all human actions have been the domain of men. This results in a negative backlash, which is inflammatory and counter productive to the very feminist movement. I believe in reasonable and peaceful discussion, which can contribute to broad mental changes. This is the way to get rid of some myths and to even out past wrongs ,still considered a natural thing in Poland. (RK27).

DIFFERENCES AND BEING AWARE OF THEM

„conferences can help women realize that they can achieve unusual things and the world is their oyster" (RK1)

„problems of women are often equivalent to problems of men" (RM3)

„there is a common thread for women living in all cultures. Every one of us is facing the same problems starting from a small question "what shall I wear today?" to a more important, like the conflict of work and family. It does not matter whether we live in Europe or Africa, the differences are only superficial, and the core problems are the same ".RK5

„they will make us aware of how similar we are, how strong and capable of fighting for our dreams" (RK5)

„cross cultural differences are an interesting topic" (RK11)

„though we all know the basic criteria of social differentiation and sex is one of the most important, most people have no knowledge about e.g. women in culture or the history of the emancipation of women". (RM14).

„there was an opinion poll in a popular TV show, the question was "does a woman have a chance to be the president of Poland". It proves there are gender issues ... (RK16)

LABOR

„problems of women on the job market should definitely be included as well as equality at work, feminist movement and its role in modern society, psychology of a woman and how it is different from man's psychology, role model of mother combining work and home and child care, prostitution and abductions of women forced into prostitution. It is also important to present the everyday life of women from all over the world and transition of women from female jogs into male jobs" (RK11)

„the last conference touched many issues and contributed to fighting stereotypes about women. It was all right, but it was preaching to the choir. Addressing it to students and faculty of the Social Science Department will not influence the attitude of the directors of banks or jails who decide about hiring employees. (RK15).

"It is a chance to portray women in different professions, also the non-typical ones"RK20).

„there was not enough discussion about labor market, what I mean is a debate about retirement age, e.g. there was no discussion about women's participation in political life, which was a big drawback"(RM23).

„unfortunately we live in a patriarchal society in Poland, it is visible everywhere. There are inequalities at the workplace, women are paid less, it is difficult for them to reclaim their jobs after maternity leave. the church reduces the role of women to childbearing machines, husbands do not help at home" (RM24).

„there are not enough tangible actions to really implement gender equality, abolish all forms of violence at home and workplace, to take care of women during pregnancy and after childbirth" (RK29).

THE PARTICIPATIO OF WOMEN

„it is a full circle, the conference on Women's Day was organized by women, who took up some important issues, like women in culture and set role models not only with words, but also with their own actions" (RK29).

TOPICS AND ISSUES FOR FUTURE

„it would be interesting to make an opinion poll among women and ask what they would like to discuss, there should be no taboo" (RK2).

„to better show the "greatness" of women it would be good to include some biographies, there were women who fought for justice for themselves and for all of us" (RK8).

„discrimination of women in Asian countries should be discussed and especially their legal situation. It would also be interesting to show women during the war, their actions and how they are abused under occupation (including Muslim countries). Another interesting area is media and the sugar candy rendition of women by some pop stars and their impact on girls" (RK10).

„women who are at the top of their professions and their personalities would be of interest, women who devoted their lives to other people, how women become socially active in different parts of the world" (RK20).

„conferences should focus on inequalities in our country, which are really flagrant. They will strengthen women in their struggle for full equality. We do not have it in Poland and cannot fool anyone about it. (RM24).

„conferences should point to the very difficult situation of women in many areas, but also present solutions and alternatives. It is worth to show the achievements of women, abolish stereotypes and break taboos relating to gender roles. (RK 27).

„discrimination, barriers in professional career, lower pay for equal work - these are the topics to be discussed"(RK30).

UTTERANCES STRESSING THE IMPORTANCE, NECESSITY AND THE VERY SENSE OF ORGANIZING CONFERENCES

„it is a splendid idea to have them at UG" (RK1)

„it is an original, rightful and needed idea. Conferences enable us to find answers to questions we are curious about" (RK2).

„new and fresh approach" (RK2).

„when you talk about obvious things you understand that they are not obvious at all" (RM3).

„conferences are necessary as we still hear about new affairs about maltreating women at workplace" (RM4).

„as often as possible” (RK5).

„the situation of women is not so bad, but still they cannot enjoy full equality and the conferences may help change that” (RK8).

„they are useful as many individuals are confused facing profound changes in the area of gender and the role of an individual in the society. Conferences may help us find the right place in life and be more rational when analyzing commercial presented by dr Lipowska or focus on the correct socialization of children, who are our future” (RK9).

„they draw attention to everyday things, which usually go unnoticed” (RK10).

„it is important for all students and faculty to have a chance to participate and benefit fro the lectures” (RK11).

„conferences on "women's issues" at UG are needed not just by sociologists, it is not only about knowledge, but also about being more sensitive to those issues”(RK11).

„I hope there will be more, they are a real eye opener or at least make some people think who would otherwise ignore the reality full of problems”

(RK12).

„they are useful , but the outreach is limited. They can draw attention to some problems, but they are limited to the academic crowd” (RK15).

„I can only hope there will be more and that regular thinking of average people will be confronted with scientific analysis supported with statistical data and that the outreach will grow” (RK15).

„yes, definitely so, and I am not saying this as a feminist” (RK16)

„we women need them to understand what is going around us, to be able to name processes and changes constantly going on”(RK19).

„they let us touch topics which are not discussed every day, they broaden the horizons of both men and women” (RK 20).

„one of the reason for them is to get to know how women perceive themselves, it is interesting to compare the way of thinking of men and women, when opinions are split discussion gets more interesting”(RM21).

„they let us realize how important the role of women is, both as mothers and professional enjoying equal rights”(RK22).

„the number of participants confirms their sense. I can quote the rector, professor Andrzej Ceynowa, who said in his opening remarks " I am he oldest feminist in this university” (RM23).

„they should not focus on any particular problems, but rather be an impulse to intellectual development, independent thinking and give motivation to get more knowledge. It is more important than constant drilling on discrimination, differences and injustice” (RK25).

„they are not only useful, they are inevitable” (RK27).

„everyone can personally relate to gender issues, it is a dynamic part of modern sociology and psychology” (RK30).

The analysis of the students' utterances proves there is a lot of interest in gender issues. Students - both men and women - could correctly identify the problems facing women, struggling with media images, the role of stereotypes in family and professional life, the necessity to expand one's knowledge in gender issues, discrimination and fighting it efficiently. Students formulated a lot of questions, the conferences are a chance for them to seek for answers and gain extra knowledge. For the university it is an obligation as an academic institution, which should initiate cooperation and exchange with other centers and present scientific approach to the every day issues concerning social, cultural, political and economic problems.

The conferences are organized annually, but still every year there are new students whose knowledge about gender is very limited. They need the recap of the basic issues facing women in Poland today.

CLASSES DEVOTED TO GENDER

UG offers two classes for foreign students related to gender. "Bridging the gender gap" – the idea of the un-opposite sex" and "Feminism in Poland". Some classes touching these issues are offered by the Department of Social Sciences and Department of History and Philology. Usually they are not obligatory and their number is small. When there is an idea from the faculty the authorities are willing to support it. It is worth to discuss the problem of obligatory participation in gender classes and how to encourage students to apply and the faculty to take up research.

OBLIGATORY OR NOT

It is usual that students appreciate the course only after they join it. In the beginning many are detached and reserved and expressed opinions that they do not want to be feminists. After the course begins they develop real interest and become more open to the idea of gender justice. From class to class they perceive how important and vital those issues are and that they are not discussed in any other classes. To make those classes obligatory would entail some far-fetched financial results and it would take a decision by the authorities. It is not probable it will happen, it is better to treat the gender classes in a favorable way and include it in some departments without making them obligatory. The course "Problems of Gender Discrimination" will be part of the program in the Institute of Philosophy, Sociology and Journalism in the year 2008/2009 as an obligatory course. The idea should also be popularized among the faculty.

AN EXAMPLE OF THE TOPIC OF A COURSE

Objective: to develop the awareness of the consequences of gender differences, to build sensitivity and teach how to perceive discrimination and counterbalance it , present program and ideas to equalize chances of men and women and their professional integration, build entrepreneurial attitudes, raise competence in interpersonal skills, increase self-esteem, break stereotypes and prejudice limiting the chances of taking up some professions or function because of biological sex.

Duration: 2 semesters

Number of hours: 60 (20 sessions 3 hours each)

1. Feminism in public discussion
2. Diversity of feminisms - the definition of the minimum of feminism
3. Sex and gender. Is sex a social construction? How are men different from women? Specifics of male and female communication - sources of the battle of sexes.
4. Three waves of feminism
5. The role of women in social movements
6. Women in post-communist society
7. Stereotypes and prejudices
8. European policy of gender equality
9. European programs - chances for women
10. Equality in workplace
11. Communication of gender
12. Self-government and politics and perspective of equality
13. Standards of equality
14. The image of men and women in media and commercial - workshops
15. Partner relationship - division of household duties
16. Creating entrepreneurial attitudes
17. Time management (work and home)
18. Image of a businesswoman
19. Automotivation
20. Stress management
21. Mobbing - how to react to it

OPINION OF THE RECTOR OF UG

While delivering his opening remarks the rector said "I am the oldest feminist in this university" The rector stressed that he had been interested in the issues of feminism since the 70ties. However he did not give an answer to the question "What is a woman and what is a man". Hence - he claimed - the importance of organizing the conference "Woman in culture". It is important that the conference was an international one and it presented the changing of the notions of "man" and "woman". It is important that also some dark sides of being a woman are discussed. The conference presents not the first, second or even third, but the fourth wave of feminism, where all topics are allowed and welcome. The rector stresses that UG belongs to the international stream of discussion on gender issues, which is desirable and vital.

OPINION OF THE DEAN OF BUSINESS MANAGEMENT DEPARTMENT

Opening remarks at the conference "Woman in Culture. Masculinity and Femininity in the Face of Changes". Dean as the host said that his department frequently conducts research on topics related to women as analysis of careers of women in business, comparing of wages by sex. The dean considered the conference as useful and important.

OPINION OF THE VICE DIRECTOR OF THE INSTITUTE OF PHILOSOPHY, SOCIOLOGY AND JOURNALISM

According to her the gender issues will always enjoy the support of the authorities of UG. All topics counterbalancing exclusion will be supported by UG. The university wants to be perceived as politically correct, to have the image of an open, modern and free thinking institution and also as shaping the local policies. UG is interested in social issues it considers important. It is going to support all initiatives from below. As far as the suggestions and initiatives from above are concerned the priorities of UG are tangible - to expand the campus (construction is actually going on), integrate the academic circles and implement Bologna system. Gender equality is not priority of the authorities.

OPINION OF A PROFESSOR OF THE INSTITUTE OF PHILOSOPHY, SOCIOLOGY AND JOURNALISM

According to her in UG there is a strong and visible division into male and female functions in the administration as compared to American Universities. Professor is convinced about the necessity of creating interdisciplinary gender studies. She is also convinced about the need to encourage students to avail themselves of classes on gender issues as well as conferences and all events devoted to gender. UG supports those initiatives as all others, but still there is a "glass ceiling" for women and overrepresentation of men in authorities.

OPINION OF THE AUTHOR OF THE PROGRAM AND TEACHING A CLASS NAMED "FEMINISM NOT ONLY FOR FEMINISTS" AND "GEDNER DISCRIMINATION" - AN OBLIGATORY CLASS FOR SOCIOLOGY ON SOCIAL PROBLEMS AND A COURSE „FEMINISM IN POLAND” FOR ERASMUS STUDENTS

The initial hypothesis has been confirmed. There are many initiatives in UG to promote gender issues, mostly from below. They are not blocked. The seminars and conferences mentioned above are popular among students, mostly from the Department of Social Science. Women's issues are raised by faculty and researchers from the institutes of pedagogy, psychology, philosophy, sociology and students group especially the Group of Gender Studies.

There are no orders or suggestions from the authorities to make particular departments and institutes to initiate any programs aiming at gender equality or addressing women. What is even more significant one can hardly expect such suggestions to appear any time soon.

There is a law in Poland formulated in the Code of Employees' Rights. One of the articles (183a, Chapter IIa) states that there should be no discrimination because of sex and that men and women are equal.

„§ 1. All employees should be treated equally as far as hiring and terminating employment is concerned, as well as conditions of work, advancement, access to training and education, there should be no discrimination because of sex, age, race, ethnicity, political beliefs, union membership, sexual orientation, time of employment". Still gender issues are not much discussed or raised.

§ 2. Equal treatment in employment means there is no discrimination, direct or indirect for any reasons enumerated in „§ 1. The university wants to be perceived as politically correct, to have the image of an open, modern and free thinking institution.

It is expected that UG will enable and facilitate implementing gender initiatives including remunerating lecturers. An example has been set already by e-learning. 30 hours of e-learning counts as 90 regular hours for the lecturer and a course supported by e-learning as 60 hours.) It is recommended to introduce obligatory lectures for students of other departments of UG as gender issues and discrimination will be there in professional life in every area and also in the family. In many cases it will go unnoticed.

ANALYSIS OF THE ELECTORAL POSTULATES OF CANDIDATES FOR THE RECTOR

UG is undergoing changes also on the level of the supreme authorities. There were three candidates for the position of the rector - professor Bernard Lammek, professor Jerzy Błażejowski and professor Andrzej Stępnik. The elections were held on April 7th and the college of electors chose professor Lammek.

For the purpose of the hereby report gender themes are of primary interest in their campaigns. The tentative hypothesis is that there were none.

ELECTORAL POSTULATES OF THE NEW RECTOR

Most postulates relate to social issues of students and faculty, educational procedures, development of science and the infrastructure. They can be summed up as follows:

a) Problems of the faculty:

- increase of salaries overdue for 3 years
- encouraging and mobilizing the faculty members to advance their scientific titles, participate in conferences and meetings
- improving personal relations, which is supposed to result in the feeling of security of employment with improved commitment to work, consulting trade unions of the faculty
- more employees for important sections of technology and public orders

b) education:

- opening new specializations
- facilitating for the departments to have new specializations officially recognized, which results in better funding
- better equipment for schoolrooms
- opening new post-graduate specializations

- development of e-learning
- support for classes for seniors

c) students problems

- supporting sport and cultural events (building new sports center, more sport clubs for students)
- better funding for existing scientific circles of interest and creating new ones
- more financial assistance for students
- support for job placement
- more exchange with foreign universities

d) Science and development of faculty

- more grants from the Ministry of Science and Academic Education and European grants, support for researchers applying for grants (strengthening the Office of European Programs)
- releasing researchers working on big grants from didactic duties for the duration of their research
- working to improve the ranking of the university
- resolving the generation gap through actions on the central level, e.g. by employing interns or winners of prestigious competitions
- more publications of the results of research

e) Development of the material base:

- finalizing of the construction of the building for the Department of Social Science, building new headquarters for Department of Biology, Chemistry and Environmental Protection, new Center for Quantum Physics
- more funds for equipment (<http://lammek.ug.gda.pl>).

ELECTORAL POSTULATES OF CANDIDATE NR 2 - PROFESSOR ANDRZEJ STĘPNIAK

Prof. Andrzej Stępniaak is known as a great supporter of the European Union and it was visible in his campaign. He is director of the Center for European Integration, which conducts research in this area. Initially the research was focused on the transformations going on inside of the EU. Now the focus switched to comparative studies - EU and Eastern Europe and adjusting of the Polish economy to the EU.

a) organization and structure of the UG

- creating new units within departments and multi-departmental as well as new specializations to meet the expectations of the local business and job market
- adjusting the scientific-didactic structure to the needs of the region, country and European integration
- expanding cooperation with high schools to reach out to best and brightest candidates

b) problems of students and education

- including student in the procedures of running the university
- closer integration of educational programs with EU
- employing more didactic faculty to improve the quality of the education
- lectures in foreign languages
- finding new international partners other than academic centers to promote exchange and financial aid for students
- better funding for scientific circles, self-government and students' initiatives
- participation of students in research programs
- better living conditions
- more efficient job placement
- reacting to the demands of the job market
- more grants for students by local business

c) research, international cooperation

- promoting domestic and European grants, including UG in international programs (Jean Monnet, Leonardo,)
- cooperation with local business in implementing regional, national and European programs
- intensifying of international exchange and cooperation
- support for the transfer of knowledge from UG to industry
- including UG in the European network of scientific
- promoting publications in foreign languages
- creating international courses for foreign students and Polish students living abroad

d) finances and investment

- continuation of the construction of new campus as a priority for some major departments
- more efforts to acquire funds for good equipment of the new campus
- promoting commercial enterprises of the faculty
- including local business in joint enterprises
- separating funds for new initiatives in research and didactics
- better use of the research base for practical application in industry, commercializing of scientific services
- better use of the real estate, finding partners to use the real estate for commercial purposes

e) problems of the faculty

- salary raise

- social conditions
- cooperation with trade unions in the area of salaries and social conditions
- professional advancement for technical and administration employees

The candidate stressed that to achieve his goals it is necessary to have the cooperation of the whole academic community. It is also important to understand the characteristics of particular departments, especially their potential to commercialize external relations. Selling services does not apply to the Departments of Humanities as their role and contribution are different. It is vital to introduce changes to achieve those goals. The attitude of the faculty should be changed. Practical and commercial success can be a reason for pride and it happens that the faculty members do not disclose their successes as they fear the opinion of the colleagues. They do it using the intermediation of other people or institution which the candidate deemed as "unnecessary escaping into anonymity" (<http://stepniak.ug.gda.pl>).

„No. 3” – PROF. DR HAB. ING. BŁAŻEJOWSKI JERZY

Currently professor Błażejowski is a member of the Council for Education and Research of the President of Poland and a member of the International Team for European technology and Innovation created by the prime minister of Poland.

a) construction of Baltic Campus

- finalizing of the construction of the Institute of Social Science and the Institute (prospective Department) of Geography
- starting of the construction of the Institute (prospective Department) of Biology
- expanding of the Department of History and Philology
- starting of the construction of the Department of Chemistry and in future Health and Environmental Protection
- expanding of the Department of Mathematics, Physics and sport center
- expanding of the library
- expanding of Sopot campus and expanding of Gdynia campus
- construction of the Center for Practical Application of Technology

b) human resources policy

- promoting of those faculty members who raise their own qualifications and advance their scientific titles
- hiring specialist to expand the didactic possibilities
- hiring persons competent in fundraising for research and education and investment
- hiring persons competent in reorganizing and implementation of innovative management methods

c) salaries

- raises for all
- creating a stipend system for academic teachers to reward those who are successful in research and didactics
- bonuses for good organizers
- support for all educational, scientific and organizational activity, especially if they bring financial benefits for UG

d) students and PhD students

- educational innovations (new programs based on effects, reacting to the demands of the job market, modernization of the education)
- opening up to the participation of students from all specializations (creating plans and programs of the education, evaluation of the quality of the education, internal control of the quality of the education)
- more internships in line with the theoretical knowledge and skills
- final graduation thesis more in line with the demands of the industry
- more active job placement
- open days to present UG to potential candidates for students
- more stipends and material assistance to students
- more funds for infrastructure servicing students (hostels, cheap cafeterias)
- support for interdisciplinary PhD studies
- including industrial and social institutions in PhD studies
- job placement for PhD graduates
- more stipends for PhD students

e) social issues

- retirement plan
- retirement plans for professors
- more events of integrating nature (picnics, occasional parties)

f) Rules of management

- better cooperation of administrative units
- including everyone on problem solving activity
- transparency in decision making
- support for initiatives of different administrative units in the area of research and education
- better contact with the academic community
- including skilled and experienced persons in the process of management

The candidate stresses the necessity of changes - most profound since the 90ties, changes in the rules of funding are important. Research should better react to the demands of economy and society. Changes will create new chances to gain funds and what follows better salaries for the faculty and more aid to students. It will take the will and determination of the whole academic community, but rewards and satisfaction will be shared by all. (<http://blazejowski.ug.gda.pl/>)

The analysis of the above programs lets one infer that each candidate places his priority in the expansion of infrastructure and development of the scientific faculty. As election slogans most postulates are never implemented. The choice of prof. Lammek, previous vice rector for science does not bode any revolutionary changes. One can expect expansion of the campus, new specializations created, but nothing much in the area of gender equality. No candidate mentioned this issue with a single word, it was totally ignored. However some postulates can be analyzed as giving some future base for actions aimed at gender equality.

a) Continuation of activity to promote further integration of the educational programs with European demand.

Thanks to convergence with European programs there will be more exposure to gender issues. Possibly in a few years there will be gender studies in UG. This specialization would be able to undertake the task of preparing gender budget for UG

b) More financial support for scientific circles, self-government and students' initiatives.

Thanks to those funds it is only a matter of time when students' initiatives related to gender equality will be presented and gain financial support of UG

c) Participation of students in research projects conducted with partners outside the UG.

The idea gives a chance for creating teams consisting of students and faculty members cooperating with the outside institutions. Those teams may in future take up projects related to gender and in time they may transform into structure included in the organizational scheme of UG.

d) Creating international courses for foreign students and Polish students living abroad

International experience is a chance for more exposure to gender studies in more advanced European countries

e) new instruments of funding (e.g. commercial papers), especially in the area of investment and rules of acquiring outside funds.

New rules of funding give a chance to consider division of funds with reference to gender

FOUNDATION OF POLISH RECTOR - BASIC RULES AND PRINCIPLES OF MANAGING A UNIVERSITY

All candidates agree that the policy of financing science and academic education from the central budget should undergo profound changes and it goes not just for the UG, but for the whole country. It is a chance to introduce some legislative changes pertaining to the financing of universities. To achieve this it is necessary to build up the momentum for changes in the academic community and in the Ministry of Science and Academic Education.

Foundation of Polish Rectors might be one of the instruments promoting changes. This group consists of 80 rectors and is an independent body acting pro publico bono (<http://www.frp.org.pl/witamy.htm>).

The foundation of rectors published a set of guidelines entitled "Good Practical Principles in Academic Institutions) containing rules and requirements of good management. The rules pertain to:

- a) **public service** (the objective of academic schools is to spread knowledge and truth)
- b) **bipartisanship in public matters** (when speaking in public representatives of universities are obliged to abide by the rules of objectivity and bipartisanship)
- c) **legalism** (obligation to respect the law and spread legal culture and employing procedures respecting the law)

- d) **autonomy and responsibility** (autonomy of a university within the framework of law gives it a chance and privilege to pursue its own missions and objectives, tasks and assignments as well as the rules of self-governing)
- e) **creativity** (managing a university or its unit requires creativity. Passive adherence to existing rules and set down directions is not enough, creativity is necessary to be a good leader who sets development as his (objective))
- f) **transparency** (all procedures have to be transparent to avoid corruptions, abuse of power, ensure fair hiring, advancement of employees, financial rewards, research initiatives)
- g) **subsidiary principle** (respecting the range of competition of lower administrative units and particular employees)
- h) **universalism of research and education** (traditional and modern mission of a university imposes on it an obligation to be generally included in the efforts for the benefit of humanity)

Another principle enumerated by the rectors proclaims the respect for **human dignity and tolerance**. Universities should adhere to the principle of trust, respect and tolerance for all attitudes and life styles, which are legal. The principle of privacy is to be respected, all conflicts should be resolved by debates in the atmosphere of respect. This rule is the right place for addressing gender equality.

Sharing and balancing power also creates a place for including gender equality. This principle is meant to ensure observing the formal rules legal and culture in sharing power between the rector, Senate as a collective body, disciplinary committees, which all enjoy independence. This principle makes it possible to include a statement about the access of women to positions of power.

The guideline code includes also some more detailed recommendations, which relate to the function of the rector:

- **Responsibility for the development**
- Rector is responsible for managing of the university and planning its development. Every year he presents to the Senate the plan of activities and he is obliged to carry it out. This plan - accepted by the Senate - is a tool to resolve the most pressing problems and to further the development
- **Division of duties** Rector defines in the form of an executive order the scope of duties of vice rectors and similarly his plenipotentiaries
- **Culture of the sessions:** rector as the leader of the Senate is responsible for the etiquette and order of the meetings
- **Financial responsibility:** Rector divides financial means according to the rules of fiscal discipline. He makes other resources available according to the rules accepted by the Senate. If there are no adequate rules the rector motions for their passing. The rules of dividing the financial means should harmonize with the strategic plans of the development of the university. Rector aims at the balanced development and enables particular units more efficient ways of searching for outside funds.

- **Avoiding decisions related to himself.** Rector does not make any decisions pertaining to himself, he does not abuse the assumptions of competence and does not single out any administrative unit in a preferential way, especially the one in which he teaches classes. Rector is not bound to any group within the university.
- **Avoiding the conflict of norms and interests.** Rector is not supposed to be engaged in any forms of outside, which would put him in a conflict with his function
- **concern for the quality of the research.** Rector supports research and ensures favorable conditions for its conducting, he protects academic teachers from overburden of didactic duties, supports individual efforts for fund raising, he is concerned about the conditions of work of junior faculty and PhD students
- **Concern for the quality of education.** It is implemented through the correct choice of the faculty, the right system of control of the results, respecting ministerial demands, promoting useful and creative initiatives by faculty member
- **support for students' organizations.** Participating in circles and organizations enables students to develop active and pro-social attitudes, raise their social consciousness, learn organizational skills, pursue interests in culture and science, encourages them to forward motions and project.
- **Respect for traditions.** Rector has to resolve both typical and rare issues. He takes into account the tradition of the university and its established legal culture, he strengthens the best traditions and shuns solutions standing in flagrant violation with the tradition
- **Contacts with the academic community.:** Rector welcomes all new initiatives, providing they fit into the strategic framework of development, he is stern in demanding competence and sensitive to personal issues of employees, bipartisan inn conflict resolution, concerned for the common good and respectful of every individual member of the community
- **Election campaign.** As a candidate the rector should avoid empty or populist promises, while the campaign is going on he should only use truthful data
- **Cooperation with predecessors.** Rector is respectful of the achievements of his predecessors, is willing to heed their advice and support when it is beneficial for the university. On the other hand he does not allow for the outright or informal meddling by the previous rector
- **Rector as a representative of the university.** In all public speeches the rector is responsible for the good image of the university, is concerned for its being competitive, but without refraining to unworthy methods of competing with other universities, he does not use the prestige of the university for his own private advancement
- **concern for the right position in public life.** University should not be used or abused for political objectives and the rector makes sure it does not happen. Active politicians should only be present at the university as speakers in their own area of expertise and not as propagandists. On the other hand he should encourage students and faculty to be sensitive to social issues, participate actively in social life. All forms of xenophobia, political ideology and religious fundamentalism should be rejected.

SUMMARY

There is no doubt there are more men than women in the positions of power (rectors, deans). It is directly related to the fact that there are more men than women in the positions of independent faculty members (doctors with habilitation) and they have more chances for promotion. The new rector is a man, there is one woman among candidates for vice rector (prof. Maria Mendel – Institute of Pedagogy). Going back to the initial hypothesis we have to conclude that gender budget is not an issue of importance for the candidates. However it is expected that authorities will not block initiatives related to gender equality, but they will not pursue creating any new structures promoting gender budgeting. Prof. Mendel is the only candidate who in a detailed and systematic way raises problems of gender studies.

IV. Research among students and faculty devoted to the problem of gender discrimination at the UG

INTRODUCTION

Two groups were chosen: students and faculty members of the Department of the Social Science (sociology, psychology, pedagogy). Limiting to those two groups was self-imposed, because of financial constraints and also by the fact that this department shows most interest in gender.

It was not easy to obtain permission for the research. To interview faculty members it was necessary to obtain the permission of the rector. NEWW Polska sent a missive to the rector requesting the permission and was given his consent. To interview students the permission of the dean was required. The method chose was a questionnaire. The research is not representative of all students of the UG and the results for the whole university might be very different, so they should be interpreted with caution. More comprehensive research is needed in future.

RESEARCH AMONG THE FACULTY

The questionnaire for the faculty was shorter and more general according to the recommendation of the dean. It included the following questions.

- a) Do you think there should be a unit responsible for gender equality at the UG?
- b) Do you think the UG is concerned with the equality of men and women?
- c) Do you think women have the same chances for scientific advancement?
- d) Did you experience or witness discrimination: financial, in career, promotion to positions of power
- e) Do you think women have equal chances to become dean, rector, director of an institute?
- f) Is there a need for an imposed initiative to implement gender equality?

It is worth noticing that women were more willing to fill out the questionnaire (73% of answers). Women are in majority in the faculty in the Department of Social Science. Questionnaires were inserted into envelopes and delivered to the secretaries of particular institutes, who were supposed to put them into individual boxes. Out of 178 questionnaires only 59 were returned. The result was almost 30 %. The low return may be indicative of the low level of interest in the gender area.

- Most said they did not discern any discrimination: financial, in career, promotion to positions of power or any other.(76%) The result may reflect the situation, in which the category of sex has no significance for the faculty of the UG. It calls for a lot of promoting of gender issues and pointing to real benefits of gender budgeting
- 92% never experienced or witnesses any discrimination
- 60% has no opinion about the need to create a unit responsible for gender equality at the UG, of the remaining 405 more were against it than for it. The

idea of creating a formal unit has rather low support. Better promotion and pointing to tangible advantages might win the unconvinced ones.

- 90% agrees that the UG is sufficiently concerned with the equality of men and women
- 70% claim that a woman does not have the same chances to become dean, rector, director of an institute as a man. 63% believe that women have the same chances of scientific development. These data are contradictory. Based on the hereby research it is impossible to say if the interviewed persons would like to participate in the authorities. Interviews for WP5 show that there is no financial benefit to this and only some prestige.
- 44% were not sure if there is a need for an imposed initiative to implement gender equality and 34% thinks it is not necessary. High rate of the unconvinced points to the fact that gender issues are relatively little known. The lack of knowledge causes that the interviewed person cannot imagine what kind of initiatives are discussed. Answers would be different if the question would present particular solutions and suggestions.

To sum up one can say that the results are not encouraging for initiating changes in financial distribution and creating a formal unit to monitor gender equality. They also point to a high level of ignorance among the faculty.

RESEARCH AMONG STUDENTS

208 students were interviewed. The research was conducted during the conference ***Woman in Culture. Masculinity and Femininity Facing Changes***, which took place on March 6 2008. Some other questionnaires were returned a few days later by students who participated in the conference.

Questionnaires for students

a) Questions about discrimination:

- what manifestations of discrimination have you witnessed or experienced?
- who was affected by the case of discrimination you witnessed?
- do you think there is no gender equality at the UG?

b) Evaluation of one's own knowledge about gender:

- How much do you know about gender?
- Would you like to expand your knowledge?
- What is your source of information about gender issues?

c) Evaluation of the conference ***Woman in Culture. Masculinity and Femininity Facing Changes***,

- why do you participate?
- how do you evaluate it?

- do you think there is enough, to few or too many initiatives promoting gender equality at the UG?

d) Questions about participation in scientific events relating to gender issues

Do you participate, and if not, would you like to participate in events promoting gender equality	Do you participate?		<i>If not, go to...</i> →	Do you plan to participate?	
	Yes	No		Yes	No
1.1. Conferences	1	2		1	2
1.2. Faculties	1	2		1	2
1.3. Students' circles	1	2		1	2
1.4. Exhibitions	1	2		1	2
1.5. Projects	1	2		1	2
1.6. Lectures	1	2		1	2
1.7. Workshops	1	2		1	2
1.8. Activity in NGO	1	2		1	2
1.9. Meetings (e.g. manifestations, happenings, parades)	1	2		1	2

d) Questions about the need to create a formal unit preoccupied with gender equality

- do you think there should be a unit responsible for gender equality at the UG?
- what should be its objectives?

e) The level of readiness to take up activity related to gender equality

- would you join classes devoted to gender issues?
- would you participate in a circle dealing with gender issues?
- would you work as a volunteer in an NGO dealing with gender?
- would you participate in a European project devoted to gender?

Big majority (93%) never experienced or witnessed any discrimination including gender related. Any confirmed cases of discrimination were related to religion or sexual orientation. 75% claimed there is no problem of gender equality at the UG, 22% were not sure.

The level of knowledge about gender is rather low and students are aware of it. 56% declare they do not know enough about it, they are ready to expand their knowledge and 51% is willing to learn more. It should be expected that in other departments it would not be as many. The most common sources of knowledge are media - press, TV, internet and specialized literature.

It shows students are willing and ready to participate in gender related classes. This in turn can translate into their more pronounced sensitivity to gender problems

Participation in events popularizing gender issues is low. As the questionnaire was filled out by students of social science the level of participating in classes conferences or lectures on gender issues was relatively high (40%) However it is not always voluntary, some conferences are obligatory as part of the course. I personally asked my students to participate in the conference on March 6 and cancelled classes. Still only 8 out of 72 of my students signed the list of participants. Practically there was no noticeable participation in any outside events.

Only 5% participated in workshops, exhibitions, projects or manifestations. Still it is worth noticing that 30% are ready to participate if given a chance.

Students believe there should be more events promoting gender equality, 63% stated there were not enough initiatives in this area at the UG.

MEETING DEVOTED TO THE CREATION OF A WEB PAGE ON GENDER

A web page was meant to be one of the tools to get rid of cultural stereotypes depicting women as inferior and confined to home and children. It would also serve as an interdisciplinary and multimedia meeting place for all interested in gender quality. The page would publish comments and discussions of students, faculty members and all interested persons. There was a meeting at the UG with participations of faculty members. It was decided that the page will include:

- legal information on gender equality
- ints where to get help in cases of discrimination
- news about meetings, events, exhibitions, conferences etc. Linki do organizacji pozarządowych i stowarzyszeń zajmujących się kwestiami gender
- news about scientific events at the UG devoted to gender
- help how to apply for European funds for gender-related activities

It was assumed the page would be operated from the server of the UG and financed by it. There were two meetings held to discuss the issue - one with a computer specialist from the Institute of Philosophy, Sociology and Journalism and another one with an employee of the Computer Department of the UG.

The computer specialist from the Institute of Philosophy, Sociology and Journalism was very professional and willing to cooperate and give advice on voluntary basis. He suggested new options, like chatting, competitions etc.). Financial issues have to be agreed with the dean of the department. The meeting with the employee of the Computer Department was supposed to answer two questions:

- are there any formal obstacles for accessing the gender page from the home page of the UG (www.ug.gda.pl)
- is it possible for the UG to finance the page

Both answers were negative. The UG on its home page can only publish links to departments or units, which belong to it formally. It can link some non-scientific units, which have to be formally connected to it, like e.g. sports clubs and trade unions.

The other reason is that the Computer Department cannot modify the home page of the UG. The administrator of the gender page cannot be an employee of the Computer Department as it would require changing the scope of duties of the person. The third and also a technical reason is that a new link will slow down the home page

of the UG. And finally the kind of precedent would encourage other groups or NGOs to use the home page of the UG for their purposes.

Still there are some options to popularize knowledge about gender page in the academic community:

- free ad existing for 10 on the UG home page in the chapter "News", it is not a link, but information
- linking the gender web page to the page of a particular department or an institute, not the home page of the UG, e.g. Department of Social Science or the Institute of Philosophy, Sociology and Journalism, it would be up to the department or the institute.
- if the web page is going to be of an educational character with e-learning as an option it might be linked to the educational page for students and faculty members (generally accessible) (<http://pe.univ.gda.pl/>). Still this page is strictly for e-learning purposes and does not fully enable successful linking to the gender page.

The employee of the Computer Department stated that the UG does not finance such enterprises as gender web page. It should be financed by the owners and administrators or the institutes or departments which want to link it. It is possible to apply to the rector personally as he has some funds at his disposal, but chances are slim. Another chance is to apply for funds for outside institutions presenting the page as part of gender research.

V. Summary

All activities described above were undertaken to arrive at the recommendations. It is safe to state that gender budget is an idea, which is difficult to implement now. Some recommendations are possible to carry out. The following barriers have been identified.

MAJOR OBSTACLES BLOCKING THE IMPLEMENTATION OF GENDER BUDGET

1. Gender equality is not perceived as a problem at Gdansk University

The authorities of the university, departments, institutes as well as the faculty do not perceive this problem as an important one. After the analysis of electoral programs one can see that none of the candidates for the new rector addresses gender issues in financial aspect. All candidates stressed infrastructure development, building of the new campus, wages of the faculty and scientific development. There have been 129 interviews conducted among faculty and they clearly confirm that gender issues in financial aspects are of secondary importance. Most members of the faculty see no financial, scientific or any other discrimination because of gender. One of the questions was formulated as follows: do you see the need to create a unit monitoring gender equality. More than 60% responded they had no opinion and among the remaining 40 % more were against it than for it. More than 90% were of the opinion that the university takes good care of gender equality.

2. Authorities of the UG seem to remain "politically correct" as far as gender equality is concerned

There are no orders or suggestions from the authorities to make particular departments and institutes to initiate any programs aiming at gender equality

or addressing women. What is even more significant one can hardly expect such suggestions to appear any time soon. There is a law in Poland formulated in the Code of Employees' Rights. One of the articles (183a, Chapter IIa) states that there should be no discrimination because of sex and that men and women are equal.

„§ 1. All employees should be treated equally as far as hiring and terminating employment is concerned, as well as conditions of work, advancement, access to training and education, there should be no discrimination because of sex, age, race, ethnicity, political beliefs, union membership, sexual orientation, time of employment". Still gender issues are not much discussed or raised.

3. Authorities are not mentally prepared to change the existing methods of financing

One can firmly state that as of today the authorities of the UG on every level are not mentally ready to think about the budget of their units in gender perspective. Actually the problem is over centralization of financial distribution and too much concentration in the hands of the rector. Even if there are some ideas to support women through financial programs the money goes to maternity leaves and needs of children (holiday fund e.g.) and they result from the contracts with insurance companies.

4. The lack of external mechanisms on the national level to address gender equality

It is necessary to bear in mind that the budget of the UG depends to a great extent on the state and central budget. The Polish state does 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. UG has to struggle with irregular financial flow from the Ministry, because of that some objectives have to be constantly postponed or changed and UG slowly falls into debt. So far the government did not work out any recommendations or suggestion for the beneficiaries of funds to consider gender in their respective budgets.

5. The lack of already implemented European program devoted strictly to gender equality

In spite of impressive scientific development enabled by big impact of European funds directed at research, so far there has been no single project implemented devoted to gender equality. It is important to indicate that most projects which have been realized, had been initiated from below by the faculty. Those initiatives are welcome and supported by the authorities, only the strategic ones, like infrastructure of the UG are initiated by the authorities.

6. The lack of cooperation between UG and non governmental organization dealing with gender issues

During the last five years there has been growing interest among students about gender issues. There are conferences, seminars, lectures devoted to this area on regular basis. There have been studies comprising 208 students and they clearly indicate that the interest will only be growing. Students are ready to participate and also organize gender meetings, conferences etc. Most students do not have any classes or lectures touching gender equality, because they are not available. but would be willing to participate if there were any offered. However most students give negative answer if questioned if they ever faced, witnessed or experienced gender discrimination. Student confirmed this problem is marginal and not an issue really. Cooperation with NGO dealing with gender is very limited. One of the reasons is also the scarcity of such NGO in the Gdansk area.

7. Unfavorable stereotype of a feminist

One of the barriers in promoting gender equality is stereotypic thinking about the role of women in public life, in position of authority etc. Women who strive to advance their position are labeled as "feminists" and that sounds pejorative in Polish. It may be another reason why the whole area of gender equality is often skipped in public discussion in the UG, including financial issues, or even ignored or just misunderstood by the authorities.

8. The lack or insufficient number of initiatives by the faculty in creating new structures with gender balance

There are many initiatives promoting the issues of gender equality and women at the UG. They are mostly organized from below. They are not blocked or controlled by the authorities, they are supported as much as other initiatives. Conferences and seminars are popular among students, especially those from the Department of Social Sciences. Topics pertaining to women were undertaken by the faculty and researchers from the institutes of pedagogy, psychology, philosophy and sociology. There is scientific group of students dealing with gender studies in Gdansk, it is one of the scientific circles grouping students interested in a given area. As far the scientific area is concerned there are numerous initiatives, 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.

The barriers as indicated above are the main obstacles putting a brake on the development of gender budgeting. One can speculate that in the near future gender equality in financial perspective will be omitted in public discussion and nothing will be done. Still it is necessary to think what can and should be done to overcome the obstacles. The following questions will help to formulate recommendations

WHAT ASSUMPTIONS SHOULD BE FULFILLED TO ARRIVE AT GENDER EQUALITY IN BUDGETING

To talk about gender equality in budgeting process one should consider two perspectives:

1. Preparatory perspective:

a) the main assumption that has to be fulfilled is pointing to the problem and making authorities notice it and realize its existence.

It is a basic priority. Pointing to the problems of gender equality in budgeting is necessary both within authorities of all levels, faculties and students, but even more so it is necessary with regard to institutions and persons responsible for financing of the university. These are agencies within the Ministry of Science and Academic Education. If those agencies start perceiving gender and its role in budget it will enforce parallel actions by the university. As for now this problem is perceived as pure fiction.

b) another way to attract the attention to the problem is a professional diagnosis. It should reveal the actual area and scope of the problem of gender equality and factual discrimination in financing. This diagnosis should contain the presentation of the problems, interpretation of all possible financial documents, both internal and external and also an attempt at finding solutions. This diagnosis should also look closely at the whole process of budgeting of the UG and pointing to its weakest links in gender perspective, which can lead both to the loss of financial fluidity or gender discrimination.

c) preparing the right ground for the implementation of gender budgeting one should further stress the popularizing of the issues among students, faculty, authorities and local authorities as well as the whole society. The UG has made some progress in this area, there are more and more events, conferences etc., devoted to gender equality. Still it is worth to go outside to the society at large and local politician. It is important for the Pomeranian region to create more NGOS dealing with gender equality and engage the existing ones in this area into common social and scientific projects

d) it is significant to show good practical solutions from somewhere else, that is from other universities in the EU. IF the authorities understand the benefits from gender budget for all they would be more willing and more interested in doing it here

2. Executive perspective

What is meant here is basically creating the right tools and mechanisms to implement gender equality in the budget. One of the tools could take the form of a commission,

convened by the rector and responsible for all sorts of equalities, e.g. race, sex, religion, ethnicity etc. The commission would be a formal instrument of the UG and its activity would focus on representing the interests of all minority groups. Its close cooperation with the Senate Committee for Equality would guarantee the systematic approach to the equality issues, not only through gender perspective

- a) executive perspective entails working out some procedures, both internal and external, which would include gender equality in the budget. There should be some permanent procedures created, legally binding, comprehensive and obligatory. They should not be created for their own sake, but should lead directly to the improvement of the financial condition of women working at the UG. New procedures pertaining to budget should also be created outside of the UG, on the ministerial level. Recommendations from above would enforce that some funds are used to address the issues of gender equality
- b) monitoring is equally important. A system of monitoring should be created, which would continuously control how the financial decisions are implemented. It should also deal with legal issues and check if the internal procedures do not stand in conflict with external procedures and legal acts and check if new ideas are well implemented. Monitoring system should react to all threats resulting from the financial assistance rendered by the university (e.g. financial fluidity, controversial cases of financial aid, observing the rules of rendering aid, etc.)

WHICH ELEMENTS SHOULD BE TAKEN INTO CONSIDERATION BY POLAND WHEN IMPLEMENTING GENDER BUDGETING AT UNIVERSITIES?

a) concordance with existing legal acts:

implementing of gender budgeting cannot contradict the existing rules regulating the university (e.g. The Act on Academic Education), both internal and external legal acts have to be observed. Surely some changes will be also required to ensure the concordance of the law with new regulation on the central level and on the level of the university

b) diagnosis of the needs in the area of gender equality

gender budgeting must be based on the diagnosis of the financial conditions and identifying needs. Putting it simply gender budgeting must be according to the means and needs. The needs should be named and external institutions should be aware of them. The comprehensive diagnosis of the financial conditions of the university should disclose the scope of discrimination and point to possible solutions to advance to position of women, not only in material terms. This in turn should lead to the unification or the procedures of financial flow between the university and the external institution of the Ministry of Science and Academic Education

c) diversity of the academic institution

We focus on gender budgeting in Polish academic institutions, but it is important to take into account differences between them. There are public and private institutions of academic education and this fact alone may cause that some of them may be more willing to implement gender equality in budget. Geographical situation is also of importance, schools for students from small towns or rural areas may have other priorities, not necessarily including gender perspective

d) availability of European funds aiming at ensuring gender equality

Poland should be more active to take advantage of the chances created by the EU. Implementation of gender programs may be vital for finding some extra financial

means to assist women both working and studying. Additional scholarships, social assistance, child care, maternity leave are all possible through European funds as well as financing efforts to improve the position of women in the university

e) internal financial situation

gender budgeting depends to a great extent on internal priorities of the university and its financial condition. Most academic institutions in Poland suffer from the chronic lack of funds to ensure the basic tasks and keep the necessary activity going. There are constant problems with the timely flow of funds from the Ministry to the university and the funds are insufficient. Gender budgeting should consider the financial condition of the university and its impact on the implementation of programs

WHICH INSTRUMENTS SHOULD BE GENDER SENSITIVE?

There is no doubt that the implementation of gender budgeting should be based on "friendly ground" in the academic milieu. Analyzing the barriers mentioned above one can identify the instruments which should be gender sensitive

- a) Ministry of Education: to introduce any gender programs to Polish universities they have to be accepted by the Ministry of Education. It is the Ministry who should come up with ideas on how to create and carry out principles of financing considering gender
- b) Ministry of Science and Academic Education: if rectors are to be obliged to implement gender budgeting it has to be initiated from above on the level of ministry. Executive orders from the ministry would have to be given together with particular programs and projects. One cannot expect it will happen in the near future out of the initiative of particular universities.
- c) authorities
- d) It is the authorities who define directions of the development and ultimately control the budget. They give consent to implement programs and ideas requiring financing, they decide on the distribution of finances. Authorities on every level - rector, deans, directors of the institutes make those decisions. Considering financial woes and centralization of fund distribution one can infer that a broad coalition is necessary to ensure gender equality
- e) d)faculty
- f) the faculty of the UG are actively initiating gender related programs, lectures, seminars etc. From year to year there are more and more gender related studies. The faculty members have the most significant contribution into giving the students knowledge about gender issues. Faculty members should be the ones who try to create formal structures dealing with gender equality.
- g) e)students
- h) students are an important community which should be sensitive to gender discrimination. It is the students who are very often creative and giving ideas in this area. The education process should also stress gender sensitivity as well as all inequalities resulting from discrimination and be directed at creating broad social values, e.g. social trust, willingness to help tolerance. Gender classes should be of more obligatory than complementary character.
- i) local authorities
- j) it is beyond any doubt, that the implementation of gender budgeting calls for lobbying on the level of local authorities by the academic circles and also through politicians. Common position and working on locally doable programs

with regard to gender sensitive financing can attract the attention of the Ministry. Good examples from European universities are of great help.

k) society

l) the large society is not bound directly with the university and its issues, but is should be more gender sensitive and the efforts are well worth trying. Society provides and endless list of examples of gender based discrimination, stereotypes on the role of women etc. IT can also provide good examples of gender budgeting from business, companies, institutions, etc.