THE PROJECT "GENDER EQUALITY IMPLEMENTATION IN RESEARCH INSTITUTIONS: COLLABORATIVE APPROACH "(GEIRICA) UNDER THE 2009-2014 EEA AND NORWAY GRANTS NATIONAL BILATERAL COLLABORATION PROGRAM NR. EEE-NOR-LT01-FM-TF-001

Means of inducement of motivation for starting structural change on national and on institutional levels

REPORT

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CONTENT

Introduction

Why a study on structural change in Lithuanian science system?

Aiming to create an empirical-informative background for introduction of gender equality focused structural change in Lithuanian science institutions and, correspondingly, contribute to implementation of EU science policy priorities in the country, the empirical study *„Structural changes in Lithuanian science system: requirements, possibilities and challenges"* has been designed under the project GEIRICA framework as an extra activity after a period of implementation of the project had been extended by donors.

The empirical study was designed responding to several EU level political initiatives denoting that gender equality – as EU science policy aim – has been a significant challenge for transformations of national policies in EU member states for more than 15 years. More concretely, these were the EC communication *Incorporating equal opportunities for women and men into all community policies and activities*[1], which had proclaimed a strategy for integrating gender equality question[2] into all areas of EU policy – i.e. gender mainstreaming – in 1996; EC communication *Women and Science. Mobilising women to enrich European research*[3] in 1999, by which gender mainstreaming was actualized in EU science and research policy proclaiming that efforts to induce women' s participation in European research should come from both European and national levels. Moreover, in 2012, EC communication

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[1] EC Communication from the commission *Incorporating equal opportunities for women and men into all community policies and activities,* Brussels, 21.02.1996, COM(96) 67 final [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:51996DC0067&from=EN].

[2] Marchetti, Marina; Raudma, Tiia; eds. 2010. *Stocktaking 10 years of "Women in Science" policy by the European Commission 1999-2009*. Luxembourg: Publications Office of the European Union [http://ec.europa.eu/research/science-society/document_library/pdf_06/stocktaking-10-years-of-women-in-science-book_en.pdf] p. 16.

[3] EC Communication from the Commission *Women and Science. Mobilising women to enrich European research*, 17.02.1999. COM (99) 76 final [http://aei.pitt.edu/13321/1/13321.pdf]

A Reinforced European Research Area Partnership for Excellence and Growth[4] highlighted gender equality and gender mainstreaming in research under a calling "to end the waste of talent which we cannot afford and to diversify views and approaches in research and foster excellence" [5]. Following this document, it is important to notice that[6]:

- All EU member states have been invited to „Engage in partnerships with funding agencies, research organisations and universities to foster cultural and institutional change on gender – charters, performance agreements, awards";
- All research stakeholder organisations have been invited to „Implement institutional change relating to HR management, funding, decision making and research programmes through Gender Equality Plans ";
- EC undertakes responsibility to "Foster gender equality and the integration of a gender dimension in Horizon 2020 programmes and projects from inception, through implementation to evaluation, including through the use of incentives" and "Propose in 2013 a Recommendation to Member States with common guidelines on institutional change to promote gender equality in universities and research institutions". Also, gender equality and gender dimension in content of research and innovation are to be operationalized in more systematic way at different stages of Horizon 2020 programs[7].

In this context, it is important to notice that EU gender equality policy, which was focused on modelling of exclusively women's situation in science since 1999, did not bring the expected results. However, the initiatives created a background for new trends in EU science

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[4] EC Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions *A Reinforced European Research Area Partnership for Excellence and Growth,* Brussels, 17.7.2012, COM(2012) 392 final [http://ec.europa.eu/euraxess/pdf/research_policies/era-communication_en.pdf]

[5] EC Communication .... 2012, p. 3-4.

[6] EC Communication .... 2012, p. 12-13.

[7] EC. 2013. *European Research Area Progress Report 2014 accompanied by Facts and Figures*. Luxembourg: Publications Office of the European Union [http://ec.europa.eu/research/era/pdf/era_progress_report2013/era_progress_report2013.pdf] p. 7-8.

policy and brought to the focus research organizations and structural barriers for women's careers which were created in the organizations. This was called *structural change*[8] at universities and research institutes – a systemic, integral long-term approach, which means increasing institutional awareness about gender and, thus, modernization of organizational culture. In general, it is projected that the structural change brings significant implications for equal opportunities, full realization of talents, attractiveness of scientific careers and total science quality[9]. Hence, in the realm of integration of gender equality and gender aspect into science policy, necessity for stronger united effort and development of systematic strategy, targeted at long-term institutional changes in European science system, remains rather strong[10].

Furthermore, results of empirical evaluations of gender equality policies in science and research since 1999 show that the policies had rather weak effect on institutions and scientific cultures. The measures, which were tackled at improving women's scientific careers, had especially good effect in individual cases; however, institutional obstacles and implicit norms and values usually remained unchanged by such measures. The same could be said about existence of gender bias in research methods, techniques and epistemologies[11]. Hence, there is a lack of systematic discussion about interrelation between individual profit and structural change; there is no systematic – neither theoretical nor empirical – approach in this realm; larger scope studies evaluating interrelation between the individual

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[8] Sanchez de Madariaga, Ines (Chairperson); Raudma, Tiia (Rapporteur). 2012. *Structural change in research institutions: Enhancing excellence, gender equality and efficiency in research and innovation*. Report of the Expert Group on Structural Change. Luxembourg: Publications Office of the European Union [http://ec.europa.eu/research/science-society/document_library/pdf_06/structural-changes-final-report_en.pdf] p. 10, p. 15.

[9] Marchetti, Raudma, 2010, Ibid., p. 13, p. 23-25.

[10] EC. 2014. *European Research Area Progress Report 2014 accompanied by Facts and Figures*. Luxembourg: Publications Office of the European Union [http://ec.europa.eu/research/era/pdf/era_progress_report2014/era_facts&figures_2014.pdf] p. 6.

[11] Caprile, Maria (coord.) and Elisabetta Addis, Cecilia Castaño, Ineke Klinge, Marina Larios, Danièle Meulders, J rg Müller, Síle O' Dorchai, Mária Palasik, Robert Plasman, Seppo Roivas, Felizitas Sagebiel, Londa Schiebinger, Núria Vallès, Susana Vázquez-Cupeiro, eds. 2012. *Meta-analysis of gender and science research*. Synthesis report. Luxembourg: Publications Office of the European Union. p. 20.

profit and structural change are lacking[12].

Paying particular attention to Lithuanian context, it should be noted that belonging to EU community means to be bound by political responsibilities to implement gender equality in science ensuring measures, striving to change existent situation, which, in general, is worse than in many other EU member states[13]. However, regardless several international and national scope projects tackled at gender equality in science were implemented in Lithuania recently[14], in general, discussion about and exploration of science policy and gender in science issues are rather fragmental in the country. Hence, there is still lack of data and information which could be used as a factual background for assessment of the situation and, following that, its transformation on the national level. It is expected that the study *„Structural changes in Lithuanian science system: requirements, possibilities and challenges"* will bring significant contribution to elucidation of political and organizational dispositions regarding the structural change and gender equality in general in Lithuanian science system.

[12] Caprile, 2012, Ibid., p. 179, p. 194.

[13] EC. 2012. *She Figures 2012. Gender in Research and Innovation. Statistics and indicators.* Luxembourg: Publication Office of the European Union.

[14] „Lyčių lygybės moksle skatinimas " (LYMOS), No. VP1-3.2-ŠMM-02-V (In Lithuanian "Inducement of gender equality in science"); BASNET; SAPGERIC.

1. Methodology of the empirical study

Ways of measuring attitude towards structural change

Defining the main conceptual construct of this study – the *structural change* – it shall be noted that it is EC[15] initiated and supported long-term wide-ranging change in research organization activities; the change which is aimed at increasing attractiveness of research and creating conditions for sustainable and attractive careers in science. For reaching this aim, it is necessary to develop regulatory frameworks and institutional standards as well as develop guidelines for recruiting and retaining women in research organizations. Realization of the main elements of the *structural change*[16] – i.e. knowing the research institution; gaining support from the top level management of the research institution; ensuring efficient management practices at the research institution – creates preconditions for achieving the essential transformations in the research organizations: ensuring of transparency in decision making; removal of unconscious stereotypical approaches form institutional procedures; sustaining quality of management and research by inducing and supporting diversity of ideas and opinions; improvement of empirical studies by integrating gender aspect; modernization of human resource management and work environment; etc. Moreover, successful implementation of the structural change on the national level is possible only with united efforts of different science system constituting (i.e. science policy making; science quality ensuring; research conducting) institutions.

Questionnaire survey[17] was decided to be the main data collection method in the study in

[15] Avramov, Dragana (rapporteur). 2011. ***Initiating and sustaining structural change. Reflection on the outcomes of the workshop on Structural Change in order to improve Gender Equality in Research Organizations in Europe.*** Towards Recommendation to the Member States 30 June – 1 July 2011. p. 9, p. 11.

[16] EC. 2012. ***Structural change in research institutions: Enhancing excellence, gender equality and efficiency in research and innovation***. Report of the Expert Group on Structural Change. Luxembourg: Publications Office of the European Union [http://ec.europa.eu/research/science-society/document_library/pdf_06/structural-changes-final-report_en.pdf] p. 26-29, p. 30-40.

[17] The method has been described in number of books and used for ages in different empirical studies in social sciences. See e.g. Blaikie, N. 2000. ***Designing Social Research. The Logic of Anticipation*** Cambridge: Polity

Lithuania. Considering issues which were emphasized in the previously presented conception of the structural change, following principles of targeted expert sampling[18], 3 groups of respondents were defined: representatives of science policy making institutions (national Parliament, Ministry of Education and science) (n=24); representatives of research quality ensuring (controlling) institutions (Lithuanian research Council, Agency for Science, Innovation and Technology, etc.) (n=20); representatives of top management at Lithuanian research organizations (including universities) (n=323) (full lists of experts (respondents) are presented in Annex 1). It was expected, the highest level experts, who posses exceptionally deep knowledge and information about Lithuanian science system and have professional background for making its development prognosis as well as evaluations of potential risks, were selected. The respondents' contact information was collected from the official websites of Lithuanian science system institutions and organizations.

Correspondingly, three questionnaires[19] for separate groups of the respondents were developed (see Annexes 2). All questionnaires involve questions targeted at description and explanation of factual situation in Lithuanian legislation, science quality controlling institutions and research institutions (including universities). More specifically, on conceptual level, the questionnaires were created using EC *Gender Equality Strategy*[20] as a background. That is, the Strategy statements addressing separate groups of the research and innovations stakeholders were treated as highlighting the main issues and reformulated into questionnaire statements. Formulation of each question asked not only for clear statement (i.e. yes/no/don't know), but also for commentares on any answer. Thus, the questionnaires were designed for collecting both quantitative data (defining the situation in

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Press; Babbie, E. 2013. *The Practice of Social Research*, 13th ed. Belmont, etc.: Wadsworth Publishing Company; Frankfort-Nachmias, Ch.; Nachmias, D. 1993. *Research Methods in the Social Sciences*, 4th ed. London: Biddles Ltd.; other.

[18] More information about the chosen sampling method and other ones can bee found in may sources. See e.g. Blaikie, N. 2000. *Designing Social Research. The Logic of Anticipation* Cambridge: Polity Press.

[19] Good instructions for development of survey questionnaire can be found in Frankfort-Nachmias, Ch.; Nachmias, D. 1993. *Research Methods in the Social Sciences*, 4th ed. London: Biddles Ltd.

[20] EC, 2012, *Structural change in research institutions ...,* Ibid., p. 42-45.

terms of answering the question "how?") and qualitative information (describing contextual issues in terms of answering questions "why?").

Data collection procedure was planned to be accomplished in December 2014 – January 2015 in several stages. First, aiming to collect factual information and explore prevailing approaches to the study, the questionnaires were to be sent by official e-mail addresses to the respondents asking them to fill in the questionnaire and return it to the research group. Second, striving to complement and specify already collected information, series of interviews was to be accomplished after completion of the e-mail survey. It was planned, that smaller sub-sample of experts would be drawn from the previously created samples for interviews and the same questionnaires would be used[21].

Correspondingly, employment of traditional methods and procedures applied in qualitative and quantitative data analysis (i.e. descriptive statistics, content analysis, etc.) were foreseen for analysis of the collected information.

Finally, as the data collection procedure restricted possibilities of guaranteeing respondents' anonymity, specific procedures of preserving confidentiality of the provided information were undertaken by the research group. That is, first, the collected data and information were analysed only by research team; each member of the team undertakes responsibility not to disseminate any information related to concrete person (or persons). Second, only generalized information will be accessible for wider public; the information will be presented without any references to a particular respondent but only to general groups (i.e. policy makers, science quality controllers, university managers).

In addition to analysis of materials collected during the survey in Lithuania, descriptive comparative review of situation in the project partners' countries is provided further. The

[21] N.B. The interviews were not accomplished because received questionnaires demonstrated existence of rather homogenious opinions and provided rather clear picture of the situation.

information in the project partners' countries was selected using same questionnaires as in Lithuanian survey (i.e. they were translated in English). Thus, in general, the information is comparable. However, because of sampling restrictions and impossibility to develop required samples in the project partners' countries, the camparison of situations in Lithuania and Iceland, Norway and Liechtenshten is just of review nature; any scientific data analysis methods were not employed.

2. Survey results

Knowledge and opinions about structural change

The invitations to present opinion concerning structural change in Lithuanian science system were sent to all selected experts (respondents) on the 29 of December 2014. After the given deadline for filling the questionnaires (i.e. the 5th of January 2015) only very small number of answers was received. That is, it was received 2 answers from policy makers (N=24, resp. rate 8%); 7 answers from representatives of science quality ensuring (controlling) institutions (N=20, resp. rate 35%); and 15 from representatives of universities and research institutes (N=230, resp. rate 6,5%). Therefore the invitation to take part in the suvey was sent to the selected respondents who did not respond to the first invitation repeatedly. Also some respondents were asked personally to pay attention to the survey and fill in the questionnaires. Hence, after the second invitation to take part in the survey on the 19 of January 2015, it was received 45 additional responses (i.e. 4 from group of policy makers, 3 from science quality controlling group, and 38 from university managers).

In result, the final distribution of the respondents was as follows:

- **24 respresentatives of science policy making institutions (i.e. mebers of the Parliament, responsible officers from Ministry of education and science) were selected for participation in the survey. Only 6 of the selected experts (response rate 25%) responded to the invitation to take part in the survey by filling the questionnaire. The filled questionnaires were received from both some members of the parliament and officers of the Ministry.**

- **20 represnetatives of science quality ensuring (controlling) institutions (i.e. responsible officers from Lithuanian research council, Lithuanian academy of science, Research and higher education monitoring and analysis center (MOSTA), Agency for**

Science, Innovation and Technology (MITA)) were selected as experts for the survey. 9 of the selected officers (response rate 45%) responded to the invitation by filling the questionnaires. It was received 2 and more filled questionnaires from all institutions, excluding MOSTA.

- 230 top-managers (i.e. vise-deans and deans, heads of strategic planning departments, heads of ethics committees, etc.) from universities and research institutes were selected as experts for participation in the survey. 53 manegers from 22 science organizations (response rate 23%) respondend to the invitation and sent filled questionnaires. It was received from 1 to 10 filled questionnaires from each organization.

On the one hand, relatively low response rate (excluding in the science quality controlling group) could be explained by poor development of list of experts (i.e. respondents) (See appendix). However, it would be hardly believable that, for example, members of the Committee on education, science and culture at the Parliament of the Republic of Lithuania would be not competent in evaluating implementation of EU science policy in Lithuania, or, for example, that deans would have no knowledge about gender equality ensuring measures which are implemented in their faculties. Hence, on the other hand, the situation suggests other explanation for the low response rates: ignoration of the gender equality issues in the country or lacj of knowledge and awareness which is "natuarally" covered by lack of time, interest, etc.

Notwthstanding, detailed review of the received answers is described in following parts of the report.

2.1. Policy making level

Four policy makers, who responded to the invitation, confirmed that there are *legal requirements to implement structural change, targeted at establishment of gender equality, in science institutions in the national legislation in your country*. More specifically, three references were given: (i) the *Law on Equal Opportunities for Women and Men* and its chapters 3 and 4, which require that science and education institutions would implement women's and men's equal rights; (ii) 23-12-2014 Order No. V-1265 of Lithuanian Minister for education and science passing *Recommendations for ensuring equal opportunities for women and men in Lithuanian* science and education institutions (https://www.e-tar.lt/portal/lt/legalAct/c221f5c0902611e4bb408baba2bdddf3), which encourage the institutions to implement structural change; (c) the *Law on Educaiton and Science*. However, on the other hand, as the highlighted documents are of rather general content (i.e. the laws) and of merely recommendatory nature (i.e. the Recommendations), it would be hard to believe that the science organizations could easy follow them implementing the gender equality directed structural changes.

Moreover, one of the science policy makes declared that the legal definition is absent. Such opinion is grounded on the conviction that gender equality is "the basic constitutional principle" and the doubt that "there is a need for for specific legal documents in the field of science".

Also just one of the respondents in this group stated that there is no any *established national organization (or department at some of the highest political institutions) responsible for establishment of gender equality in science in your country*. Also the doubt about need for such organization was expressed, because despite importance of the problem, such "activities could be accomplished by other institutions in the field – ministry of education and science, Lithuanian research council, Lithuanian academy of science, public sicnetists' organizations".

Meanwhile some other respondents reported that such organization exists. More specifically, "implementation of the Law on Equal Opportunities for Women and Men is supervised by the Ombudsperson for equal opportunities"; the Ombudsperson's office is responsible for implementation of particular measures and control of implementation of the Law at state institutions (including science institutions and research organizations). In addition, the Ministry of education and science, science and education institutions are accomplishing such functions because "it is a luxtury [to have entire] department; but there are experts who take responsibility of that in the departments".

In general, policy makers tended to avoid concretization and tried to transfer problematic emphasies into other fields while giving *general opinion about structural change aimed at implementation of gender equality in science organizations*. For example, noting that "legal documents prohibit gender discrimination de jure, but there is no absolute guarantee for gender equality de facto", the gender equality in science issue was ignored entering broader and less defined fields: "it is needed to change stereotypical attitudes towards gender equality in the society". Other example is general note that "the changes are positive; ... there are discussions on the topic, there is a separate project, etc."

Notwithstanding, a categorical attitude towards the structural change was not presented: even expressing a doubt the "disposition that there should be women's and men's balance 50/50% in all fields is right" and that such disposition "simply contradicts progressive and generally accepted principle of specialization and of person's possibilities to realize his/her strong features" as well as defining a risk that "striving for realization of the principle by imperative legal norms may be even contra-productive" (what is denied by Norwegian example – report authors), it was acknowledged that "the general untidiscriminatory principle is right"; "particulae measures inducing women's and men's possibilities (e.g. flexible working hours, provided possibilities to improve professional and general skills, etc.)

should be improved". Following this answer, the question – what possibilities and how? – remains open. However, the positive disposition of the science policy maker gives optimism: this suggest potentially absent resistance to related initiatives in the field.

More over, several problematic aspects revealed in the answers of the science policy makers. The one is cooperation between science policy making institutions and research organizations (including universities). More specifically, the respondents claimed that "we have no information that structural changes would be implemented in any of Lithuanian science and education organizations". Meanwhile the fact is that the II stage of the project "Family planet" was accomplished in Siauliai university in 2005. During the project, the university's structure had been amended by implementing special measures targeted at more efficient reconcialiation of professional activity and family duties.

Another problematic aspect is "lack of reliable statistical data which culd be used at ministerial level for evaluation of women's and men's representation at academic and administrative positions in Lithuanian science and research organizations". On the one hand, that is true: there is a lack of up-to-date exhaustive statistical information about gender in science (notwithstanding yearly publications of Lithuanian Department of Statistics and periodical publications of EU such as *She Figures*). However, on the other hand, the information is absolutely sufficient to be aware about existence of gender disbalance in different fields of science and strongly gendered academic hierarchies as well as to comprehend that changes are very slow (even if they are). In this context, it is interesting to bring to attention response of one of the science policy makers: noting that "i am not familiar with situation", s/he claimed that "any esseantial changes are not going on".

Summing up here, it should be noted that in general policy makers tend to transfer all responsibility about gender equality establishment directed structural change to science and

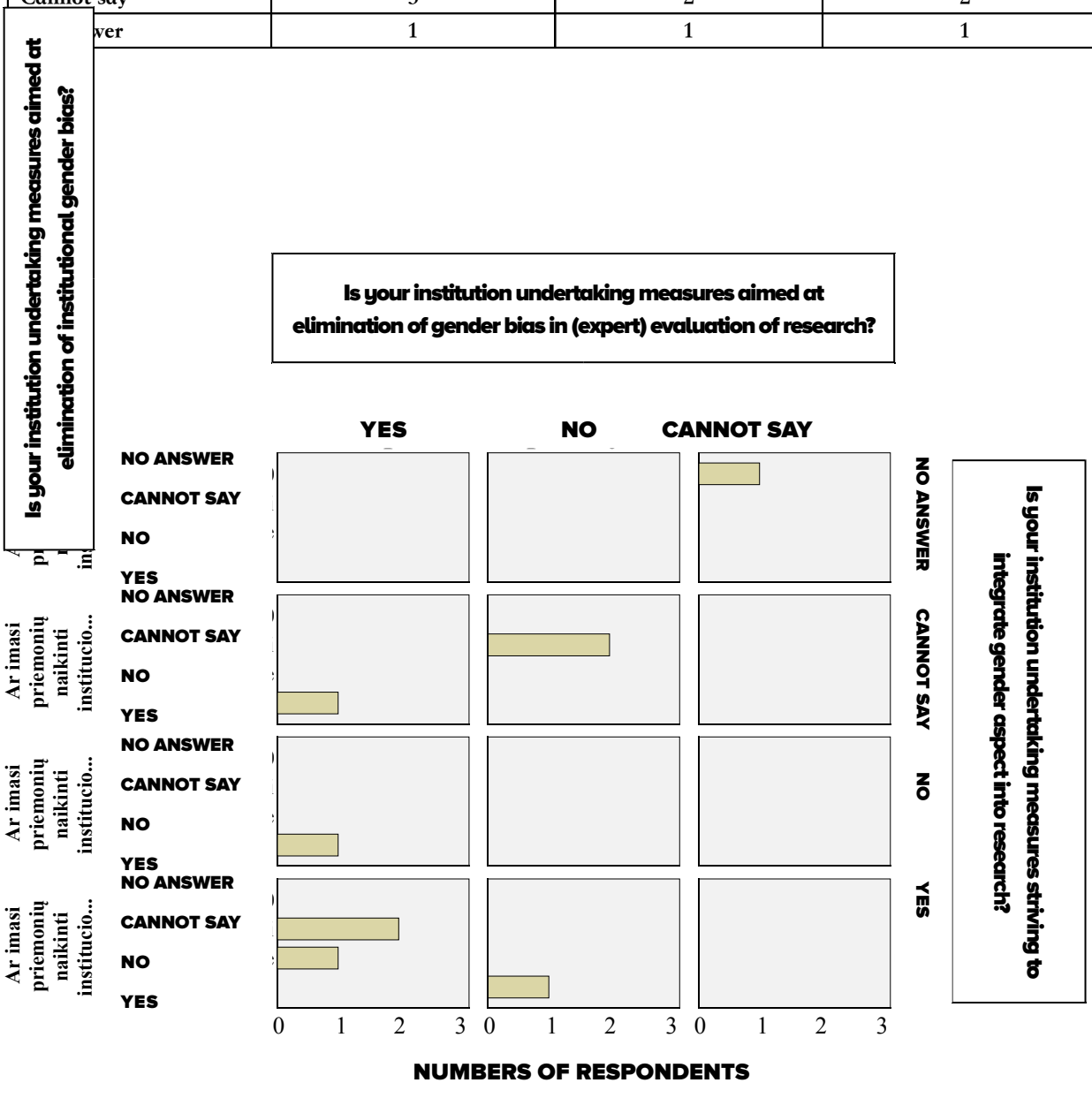
education institutions: they say that "in this stage, the organizations are suggested to decide themselves about necessity of implementing any measures".

2.2. Science quality ensuring (controlling) level

4 questions were asked representatives of science quality ensuring (controlling) institutions. Quantitative distribution of their answers is given in the Table 1 and picture below.

Table 1. ***Distribution of answers of representatives of science quality ensuring (controlling) institutions.***

	Is your institution undertaking measures aimed at elimination of institutional gender bias?	Is your institution undertaking measures striving to integrate gender aspect into research?	Is your institution undertaking measures aimed at elimination of gender bias in (expert) evaluation of research?
Yes, it is	3	3	5
No, it is not, but they are being prepared	0	0	0
No, it is not	0	2	0
Cannot say	3	2	2
wer	1	1	1



Getting into more details, answering question *Is your institution undertaking measures aimed at elimination of institutional gender bias,* 4 representatives' of science quality ensuring (controlling) institutions were not able say because they either lacked knowledge about definition of the concept (i.e. what is "institutional gender bias") or claimed that it is not possible to answer the question because institutional gender bias "is not identified and is not noticed" in the represented institution thefore we "are not planning elimination or develop instutionalized bias towards gender". In this context, it would worth mentioning, that *gender bias* is defined as being "often unintentional and implicit differentiation between men and women by placing one gender in a hierarchical position relative to the other in a certain context, as a result of stereotypical images of masculinity and femininity" [22].

Notwithstanding, other 3 representatives claimed that their institutions are undertaking such measures: "it is required to guarantee gender antidiscriminatory principle in all new projects". Moreover, as it was claimed by other respondent, "representatives of both genders participate in all stages of [institution's] activities equally, [institution's] regulations are same [for both women and men], there are no any exceptional conditions related to gender in procedures of election of new members [of the institution]." Finally, it was noted that "there are no any restrictions for persons of any gender to apply for funding [in the institution]". However, in addition to that, it was acknowledged that statistical data reflecting gender equality situation in field of the institution's responsibility were not collected (or collected fragmentary) till now. Only after same particular order was issued in autumn 2014, some details about applicants' gender have been started collecting. Hence, "collec-

[22] EC, 2012, *Structural change in research institutions ...,* Ibid., p. 8.

tion of various statistical data will be obligatory and it will create a background for analysis of situation" .

Further, answering the question *Is your institution undertaking measures striving to integrate gender aspect into research?,* two of respondents were not able to give precise information because "[the represented institution] does not accomplish research itself" and because "there are enough of equality and special measures are not needed" . Other respondent claimed that such measures were not undertaken: "gender equality problems were not analyzed; therefore any measures were not undertaken" . However four other respondents claimed that such measures were undertaken in their institutions: not counting repeated reference to application of the antidiscriminatory principle in all projects, it was drawn attention to that that all competitions are open to all regardless of their gender. Second mentioned measure was support to initiative legally define alterations of minimal requirements for researchers' qualifications, i.e. eliminate periods of maternity/paternity leave from entire period of attestation. Third, it was noticed that undiscriminatory principle is compulsory in all new projects. Finally, the efforts to involve representatives of both genders into all new commissions and committees were also mentioned. Moreover, also was mentioned participation in implementation of LYMOS project among commentaries to this question. However, according to opinion of one respondend in this group, "there is enought of gender equality and special measures are not needed" .

Unfortunately, the answers suggest presupposition that there is a lack of understanding what integration of gender aspect in research means. On the other hand, it is obvious, that such experience (and knowledge) comes together with EU requirements for newly accomplished research projects. Hence, it is believable that current situation will change soon.

The third question - *Is your institution undertaking measures aimed at elimination of gender bias in (expert) evaluation of research?* - was answered by 2 respondents claiming that they "cannot say" because "experts of both genders are in the experts' database; for evaluations their are selected according to their competence and research topics, but not gender" and that "the requirements for competitions are same for everybody"; "bias cases were not noticed". However, the respondents did not pay attention to such questions as double blind evaluation, the experts' qualification in realm of gender equality, etc.

Notwithstanding, five other respondents stated "yes, it is". For example, it was noted that "for expert work, scientists are invited not considering their gender, but their competence and research field; gender priorities or discrimination are absent". Moreover, the experts "have to sign a commitment by which they take responsibility accomplish evaluation without bias" (2014.05.26 No. VIII-21). In addition to that, applicants "have a right to appeal if they think that evaluation was biased (including gender bias)" (2012.01.30 No. VII-94).

Finally, general approach towards structural change in Lithuanian science system among survey participants is positive: "there are same conditions for participation in research for representatives of both genders; however, some disparities remain because different involvement of women and men in education". According to opininion of respondents, "there are some disparities in attitudes of some leaders still, therefore the issues shall be discussed, recommendations for elimination of such practices shall be prepared". Especially, because there "too few of information about changes in other institutions".

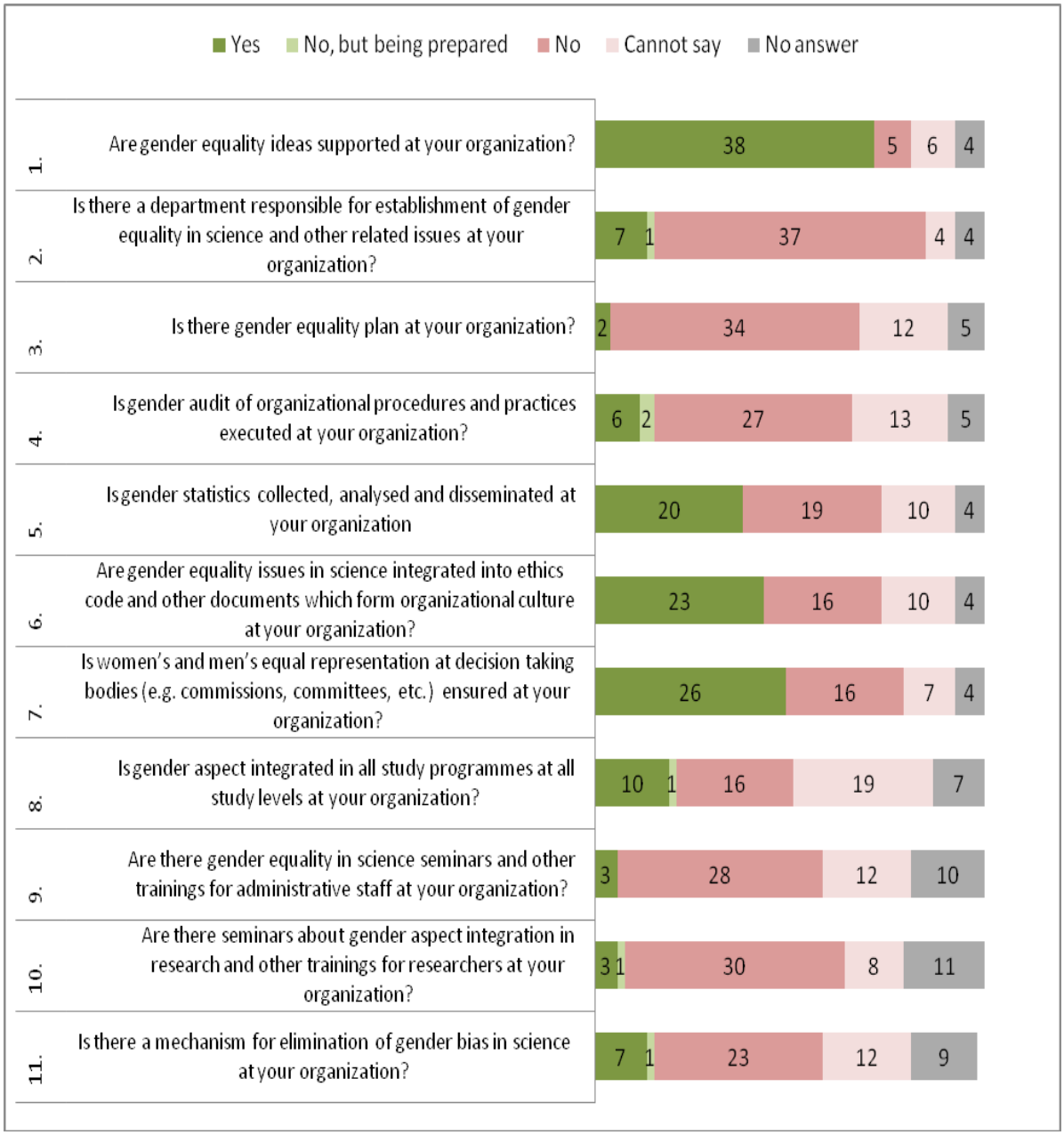
Moreover, according to opinion of one respondent, "gender equality problem does not receive complex resolution on the state level; it remains a matter of separate persons or

groups". Also collection of statistical data on gender is just started and analysis is not possible on the state level still. In this context, it is a paradox, that none of the respondents noted that such measures are being prepared at the moment at the institutions they represent. On the other hand, it should be mentioned that some respondent expressed criticism claiming that "the questions were formulated having a priory disposition that there is discrimination in an institution".

2.3. University and research organization level

Representatives of universities and research institutes were asked 12 questions. Distributions of their answers are presented in Picture 2.

Pictutre 2. ***Distribution of answers of representatives of universities and research institutes.***



Question 1. Are gender equality ideas supported at your organization?

The received responses suggest that the idea of gender equality is supported in respondents' organizations (n=38). However, additional comments to the received answers show that the respondents possess quite different opinions about what equality is in general and how it is supported. More specifically, justifying the argument that gender equality ideas are supported in their organizations, respondents presented relatively abstract meanings, as if it is happening just by itself: *"We are not even thinking about unequal rights. Everything is natural and equal"*. Most often, the positive answer to the question was followed by an argument saying that competence but not gender is the most important criteria determining the position of employee at their institution: *"We choose staff according to their talents and results obtained, regardless of what sex they are"*. As a proof of equality, distribution of staff by sex in their institutions was mentioned: *"We have similar number of men and women"*; *"there are also women in managing positions"*. Additionally, disproportion related to the lack of men was also mentioned by the respondents. However, this disproportion was not linked to the inequality because *"Feminine team takes care of those few men, protect them"*.

Only part of the respondents indicated specific measures related to the maintenance of gender equality – institutional unit or regulation: "*Gender equality as a priority is embedded in Statute and other documents and is in compliance with professional activities and communication", "There is a gender studies center, INTEGER project, during which the existing practices of gender inequality are being publicized"*. Participation in the EU-funded projects, where gender equality is one of the horizontal priorities, has also been perceived as evidence of support for equality: "*By implementation of FP7 projects and H2020"*. Only very few of the respondents claiming that gender equality idea is supported in their institution mentioned proactive action or approach towards gender equality in their comments. That is, they wrote that equality had been sought or at least they wanted to achieve it, even

without indicating specific measures because *"Discrimination towards gender is not tolerated", "The idea of gender equality is recognized in all spheres of the institution".*

In general, most of the respondents stated that equality in their institutions has been already naturally established and/or gender inequality simply does not exist there. In these comments, the equality was depictured as leveling-off the gender category itself, the denial of its existence in institutional practices. For example, as it was written: *"We do not distinguish or give prominence to any sex against each other", "I see no difference between a man or a woman scientist*". This conception of the equality is incompatible with the concept of equality enshrined in the EU structural change strategy[23], which aims at making science institutions more aware of gender dimension and its expression in institutional practices, i.e., increase the sensitivity of institutions to the gender category but not to deny its existence or influence.

The respondents who claimed that the idea of gender equality is not supported in their institution (n=5) commented on it in different ways. On the one hand, it was expressed that there is no consensus in the institution of what gender equality is, what it needs to be fulfilled and how to integrate it into research. Also *"There is no gender studies program, making it difficult to form an intellectual environment that would support and implement gender equality in VU";* just "*nobody cares*", "*comes out as it is, and remains so*". On the other hand, the equality is not supported not only because the lack of consensus about it, but also because "gender equality is often mocked at rather than being discussed in a constructive way in various formal and informal discussions" and in general there are no problems in the field of equality: "*this idea is irrelevant, because there are no inequality caused problems", "this idea has never even been discussed".*

[23] Sánchez de Madariaga, Inès (Chairperson); Raudma, Tiia (Rapporteur). 2012. *Structural change in research institutions: Enhancing excellence, gender*
equality and efficiency in research and innovation. Report of the Expert Group on Structural Change. Luxembourg: Publications Office of the European
Union [http://ec.europa.eu/research/science-society/document_library/pdf_06/structural-changes-final-report_en.pdf] p. 42-45.
Sánchez de Madariaga, Inès (Chairperson); Raudma, Tiia (Rapporteur). 2012. *Structural change in research institutions: Enhancing excellence, gender*
equality and efficiency in research and innovation. Report of the Expert Group on Structural Change. Luxembourg: Publications Office of the European
Union [http://ec.europa.eu/research/science-society/document_library/pdf_06/structural-changes-final-report_en.pdf] p. 42-45.

Question 2. Is there a department responsible for establishment of gender equality in science and other related issues at your organization?

Only 7 of the respondents indicated that their institution has a department dealing with equality issues in science. Academic ethics commission, human resources department and gender studies centre were mentioned as examples of such units. However, it was also mentioned that gender studies center is not *„the mechanism of monitoring and control, all the observations, response and so on raise from a personal initiative".*

Far more respondents (i.e. 37) claimed that there is no such unit in their organization and that there is no need to have it for several reasons. First, inequality problem is irrelevant, because *"we do not discriminate anyone";* second, the institution itself is quite small, so additional administrative units are surplus; third, inequality is understood only as insufficient proportion of women, for which there is no need to worry about, because *"this is the most feminine academy in Europe";* fourth, there is no requirement to establish such institutions in institutional regulations. Finally, any form of discrimination, including the gender based one, is the responsibility of ethics commission and other existing bodies as "*These issues have been included in the Scientific Council's, Ethics Commission's and other organization's documents and heads of these units tackle these issues their responsibility".*

Question 3. Is there gender equality plan at your organization?

Only 2 out of all the respondents stated that there is a gender equality plan in their institution. In one case, equality plan is implemented in two faculties; in other case, the respondent identified equality plan as the equal proportion of female and male researchers in the institution.

Meanwhile majority of the respondents (i.e. 34) indicated that there is no gender equality plan in their institution; even more: there is no need to create it. These answers were complemented by similar comments as in the case of commentaries about need for gender equality unit in the organization. That is, the equality plan is not relevant, because the employees are evaluated solely by the criterion of excellence, rather than gender and *"existence of the plan would provide unequal conditions between the sexes, as employees are chosen only according to their talents and the results obtained"*. Also, according to the respondents, simply gender inequality is absent in their institution and *"as there are no problems, this plan is not needed"*. As an argument for there is no need to create the equality plan was brought up the fact that proportion of women is higher than men in the organization; also it was noted that there is no institutional requirement to develop such a plan; even having decided to create such plan, there is not enough human resources with expertise in this area: *"There are not enough scientists, having a specific (gender equality) knowledge"*.

Question 4. Is gender audit of organizational procedures and practices executed at your organization?

Majority of the respondents (i.e. 27) claimed that gender audit is not performed in their institution and there is no need to organize it, because – again – there are no problems of gender equality. It was also mentioned that there is no initiative from the administration of an institution in this regard and also there are no financial possibilities for accomplishing it. Also, according to one respondent, there is a doubt not only about the need for an audit, but for the content of the process itself: *"Because there is even not known what the procedures should be, also, it isn't thought to be necessary"*. Couple of the respondents noted that the audit is not carried out, but being prepared and *"will be carried out, if necessary; there is an audit office in the institution"*. Also a couple of respondents (from the same institution) referred to the audit in terms of gender audit as it is described in the EC Strategy, but in the framework of the project. Finally, one respondent referred to recommendations issued by the Ministry of Education which adopted new guidelines for equal opportunities for men and

women in science and research institutions to ensure the implementation; these recommendations were not enough explored in the respondent's unit though.

Meanwhile six of the respondents indicated that gender audit is carried out at their institutions. However, the comments show that the respondents have been perceiving concept of the gender audit differently. In one case, usual audit was thought to be the same audit as the gender audit; in other case, sociological studies on sex and gender in the institution were presented as examples of the gender audit; in just other case, collection of statistical data on staff distribution by gender was considered as the gender audit. In general, only a couple of respondents (from the same institution) referred to the audit within the framework of the project in terms of gender audit as it is described in the EC Strategy. Finally, just one respondent indicated that institution has not yet considered the newly adopted guidelines for equal opportunities for men and women in science and research institutions of Ministry of Science and Education, where gender audit is mentioned among other measures.

Question 5. Is gender statistics collected, analysed and disseminated at your organization?

Most of those respondents who have expressed agreement to the statement that gender statistics collected, analyzed and disseminated at your organization (i.e. 20) noted that "classical-statistical" information is presented to the department of statistics ("report MDV-01") or other concerned organizations and it is presented in annual institutional reports. However, most frequently it was not indicated precisely which statistical information is collected; only the distribution of employees by sex was mentioned. Again, one respondent referred to sociological studies carried out by the institution's scientists in the field of gender in science. Additionally, in the comments extending answers to this question, gender studies centre was mentioned as contributing to the collection, analysis and spread of statistical information on gender. However, many other respondents reported that either there was no information about publication of such data or publication was very weak: *"The data is not secret, but at*

the same time there is no special spread of it", "Everyone knows everything without the publication of data".

Respondents who chose negative answer (i.e. 19) claimed that there is no need to collect, analyze and publicize information about men and women in institution, because either the gender equality is not important as a problem, or there is no such a problem at all. Small size of the organization and limited resources also was highlighted in the comments: ***"institution is small, so the situation is obvious enough, limited number of posts, each year the budget deficit does not allow creating non-productive structures".*** **One respondent referred to the previously raised opposition between expertise and gender by noting that** ***"Data in the institution is analyzed according to qualification and performance, but not by gender".*** **Another respondent repeated again that the institution has not yet considered the new adopted guidelines for equal opportunities for men and women in science and research institutions of Ministry of Science and Education, where gender statistics is mentioned among other measures.**

In this context, it also should be noted that one opinion strictly contradicted all previous: explanation for the institution' s unwillingness to collect and analyze gender statistics sounded like ***"Apparently, due to the fact that men dominate, this situation is suitable for them".***

Question 6. Are gender equality issues in science integrated into ethics code and other documents which form organizational culture at your organization?

Again, majority of those respondents who claimed that gender equality issues are integrated into organizational documents (n=23) indicated that gender equality is enshrined in the institution 's code of ethics as the prohibition to discriminate against a person 's sex. However, as it was noted by one respondent, "*there haven't been received a single complaint concerning the violation if women's or men's rights or discrimination.*" In addition, among the organizational culture shaping documents which have integrated gender

equality topic, such documents as the collective agreement, program documents, statute, long term strategy, trade-union were mentioned. However, it was also noted, that gender equality questions are raised by individual initiatives most frequently.

Finally, 16 respondents claimed that the gender equality issues are not integrated into documentation at their organizations. Commenting their answers they repeatedly claimed that such a problem is irrelevant, because either the gender equality problem does not exist or current regulation at national level is sufficient; some others just stated that nobody cares about it.

Question 7. Is women's and men's equal representation at decision taking bodies (e.g. commissions, committees, etc.) ensured at your organization?

Most of the respondents agreed that women 's and men 's equal representation at decision making bodies is ensured in their institution: institutions represent nearly equal proportion of men and women in commissions, committees. However, many of them did not specify the particular measures; it happens „naturally " as (already repeating previously given considerations) ***"people are chosen regardless of gender, but only according to their competence".***

Those who reported that their institution does not ensure equal representation at decision making bodies (i.e. 16) also mentioned competence as the only determining criterion. Principle of formation of the decision making bodies – election – was mentioned as one of the reasons for absence of insurance of equal representation; other presented reason – lack of common understanding of the equality in the institution, also at the level of decision-making, lack of initiative on the matter. One the hand, some respondents also raised the issue of lack of men in decision making bodies. Notwithstanding, in general, the distribution of the answers could be explained by different interpretations of the question. That is, seemingly, the „equal representation " was interpreted as equal opportunity

for both men and women take part in decision making bodies in the former group, while it was understood as equal proportion of women and men in the decision making bodies (which is not present at their institutions though) in the latter group.

Question 8. Is gender aspect integrated in all study programmes at all study levels at your organization?

Again, despite 10 respondents reported that "yes, gender aspect integrated in all study programmes at all study levels at your organization", as the provided comments suggest, the question was understood in different ways. That is, commenting the answers to this question it was just stated that gender equality is embedded in university. Meanwhile other comment referred to the organization's researches exploring topic of gender in general. Some other comments claimed that gender aspect is integrated in all study programs, because "The University has a Centre for Gender Studies, offering relevant courses for all graduate students or departments", or it is integrated partly, only in particular programs.

Just one respondent reported "no, but is being prepared" and mentioned lack of input from national policy in this matter: "the project BP7 FESTA had been started but abandoned later due to the national science policy strategy not to contribute to the maintenance of the EC Coordination and Support Action model in Lithuania".

The comments of the negative opinion regarding the integration having respondents (i.e. 16) revealed several lines of thinking in this realm. That is, the one line depictured the issues in rather general terms: *"Every scientist is treated the same way regardless of gender, the gender aspect is not emphasized, there are no limits, all are equal, there is no discrimination"; "We are running only the third cycle studies and incoming brightest, regardless of gender".* The other line of thinking raised opposition between the gender

and science as such: *„We are integrating the scientific knowledge [but not gender equality issues]“.*

In technical terms, again, absence of formal requirement to accomplish the integration was mentioned also in this context.

Finally, wide range of different interpretations and big number of respondents who were not able to answer this question (i.e. 19) suggests presupposition that there is a lack of knowledge about the principles of integration of gender dimension in study programmes in the science organizations.

Question 9. Are there gender equality in science seminars and other trainings for administrative staff at your organization?

Only 3 respondents reported that *„gender studies center conducted a series of trainings and workshops for different audiences”*, that *„At the beginning of each school year, under the programme „Introduction to the studies“ training is organized for administrators about non-discrimination, inclusion, gender equality matters“*. Meanwhile other 28 respondents claimed that there are no such trainings in their institutions. Most of them commented that there is no need for such training – either without further explanation or with the argument that inequality just does not exist, the proportion of researchers is favorable for women in their institution; or they stated that “the problem is unclear” . Additionally and again the size of the institution was also mentioned among the answers: *“It is too small for such training”*. Also other priorities and a lack of funding were enumerated in the comments: *“there is a need for training in other areas”; “such training could be organized, but it would require additional funding, which the Institute does not have"*. Moreover, gender equality training was associated even with artificial pressure by noting that „Equality – equal opportunities without a pressure, without artificiality “. However, „If demand for such courses would

occurred, they would be held ".

Question 10. Are there seminars about gender aspect integration in research and other trainings for researchers at your organization?

Again, only 3 respondents reported that *„gender studies center conducted a series of trainings and workshops for different audiences", „This is done among researchers of gender studies".* Meanwhile other respondents, who reported absence of such seminars, presented rather similar arguments as in the previous commentaries: there is no need for such trainings in their institutions as there are no problems in this field; gender aspect integration is not seen as an object of science; there is *„need for training in other fields"*; the problem itself is not clear. It was also noted lack of funding for such trainings and partly existing informal training, which is done by employees having competence in this field: *„Faculty has qualified researchers, who may consult in this field. It is likely that individual informal consultations occur".* Some other respondents reported that such training is not needed because *„researchers actively integrate gender dimension in research"* or that the researchers *"get familiar with this issue then applying for particular research programmes".* Thus, once again the responses indicate lack of basic knowledge about the principle of gender dimension integration in research among the respondents.

Question 11. Is there a mechanism for elimination of gender bias in science at your organization?

Majority of the 7 respondents who reported existence of gender bias eliminating mechanisms in the organizations named institution 's ethics commission which ensures compliance of all activities carried out in the organization with code of ethics. Although it was noted that there were no cases of violations identified, the following units would take care of them if it would occur: the central ethics commission, department 's ethics

commission, disputes commission, science council, administration, head of department. In addition, the state laws were mentioned by some respondents as the mechanisms.

Notwithstanding, 23 respondents reported that their institution does not have any mechanism for elimination of gender bias in science. Repeatedly, the majority of them noted absence of need for such mechanism because there is no problem, there is not enough funding for such mechanism and requirements for such a mechanism are not legally stated: *„this practice should be documented“*. Again, for some respondents the problem was simply unclear.

Question 12. What is your opinion about structural change targeted at establishment of gender equality in science in your country in general?

In general, the organizations representing respondents expressed rather different opinions towards structural change in Lithuanian science system. More concretely, some of them were rather positive: *“it is obvious that practice of absolute men's domination is defeated gradually”*. Even after saying that *“have no opinion still”* , it has been noticed that *“men's world does not open door for women scientists promptly”*. On more moderate level, it was noticed that *“structural change is needed in general, not only directed towards establishment of gender equality, but also directed towards elimination of other evils”*. However, *“systemic activity is not noticed; if it is at all, it lacks of promotion”*. In general, it is expected that state research institutions will draw attention towards unequal distribution of women and men (as women are in majority among PhD students) and *“will undertake gender equality inducing measures”.*

Other respondents expressed rather sceptical approach towards structural change: *“unequal position of women in science is predetermined by mentality and low level of domestic facilities and conservative politics of returning of woman to kitchen, but not structural things”*. According to this opinion, because of peculiarities of women' s position in post-soviet soci-

ety, *"mechanical transferring of western social practices is misunderstanding"*. Moreover, *"such social engineering"* would bring *"additional bureaucratization of science"*, but not gender equality.

On the other hand, some respondents claimed that gender equality is *"exaggerated, not existent problem"*: *"in Lithuania, a scientist's achievements are assessed according to his/her works and results, but not gender";* gender balance exists (at least in some organizations) and *"any strategic documents tackled at gender equality had not been prepared and would not be in future"*. In other words (again), gender equality is not a problematic issue: "everything goes fluently, gender discrimination is absent", "i think, such problem is absent in Lithuania".

Finally, it should be noted that some of respondents expressed hesitation by saying that *"as the Miniter's Recommendations of the 23 December 2014 is a new document, we cannot comment this question".* Hence, as it was note by some respondents, „structural change aimed at implementation of gender equality in science goes together with changes in the society and are effected by number of other social and political factors". In general, it is more important to strive for changes in the society's mentality: "i would like more not structural change, but changes in mentality" because "unequal women's position is predetermined not by structural things, but by mentality and low level of services".

2.4. A comparative review: situation in project partners' countries/organizations

All project partners presented their answers to the questionnaire which had been prepared for research organizations (including universities). Bellow is detaled review of provided information.

In all project partners' organizations the gender equality ideas receive strong support. That is, the Norwegian University of Technology (NTNU – hereinafter) has its own Gender equality plan with annual gender budget supported by the university leadership for many years; the University of Iceland (UI – hereinafter) has certain policies (such as equal opportunities programmes); the University of Liechtenstein (UL – hereinafter) nominated a Commission for Gender Equality (later called Gender and Diversity) with the mandate to ensure equal opportunities for men and women in science, teaching, and learning in 2005. The just mentioned commission is the organizational body responsible for establishment of gender equality in science and other related issues at UL. Meanwhile an equal opportunities officer accomplishes these functions at UI. At NTNU, all the Departments leaders are responsible for better gender balance in higher positions; the NTNU's leaders are responsible for implementing the activities defined in the gender equality plan. The gender equality plan has been accomplished since 1997 and the last one is developed for period of 2014-2016 at the NTNU. At UI, an equal opportunities programme for the whole university as well as for each of the five schools has been developed and the rector of the university and the university council are formally responsible for the overall programme; the deans of the five schools are formally responsible for the programmes of the schools.

The gender statistics is collected, analysed and disseminated at NTNU because it is treated as necessary to show the status and historical view when making the gender

equality plans. At this university, the gender equality adviser is responsible for this execution. Little bit differently, statistics of the UI is gender disaggregated to a large extent and the respective units that produce statistics are responsible for their own data. At UL, statistics is also collected, analysed and made public since 2005, but depending on request (internal or external).

Furthermore, gender equality issues in science are integrated into NTNU's Ethical Guidelines, the Gender Equality Action plan, and the HR strategy for the researchers which is based on the EU Charter and Code. Meanwhile it is different in other two partner universities: at the UI the issues are not integrated; the Code of Ethics is gender neutral, also the UI's policy does mention gender equality. At the UL, a (superficial) awareness of the issue exists, but it is not anchored as part of the organizational culture, and hence, not part of any decision making process.

At the NTNU, the leadership is responsible for equal representation of both women and men in commissions, committee's, and other institutional bodies. But at the UL just the Commission for Gender and Diversity holds one seat in the appointment committee for new professors. Meanwhile at the UI the Icelandic Act on Equal Status and Equal Rights of Women and Men is followed: the law specifies that no lower than 40% of each sex shall be represented in government and municipal committees, councils and boards. For this reason all bodies at the University are more or less gender balanced.

Again, at the NTNU, gender aspect is integrated in the study programmes at the different study levels, but only when gender is academically relevant for the study programme. For example, in male dominated programmes in technology and natural science, there is a female support programme like "welcome day", special study hall, special seminars and networking. Meanwhile at the UL integration of gender aspect into study programmes is even not under discussion. As the project partners suggest, the reasons may be different:

lack of awareness, not on the agenda, too few females teaching, not desired, etc. Situation is similar at the UI: the aspect is not integrated despite the requirement is stated in the equal opportunities programme. Possible reason for that – lack of political support as well as resources.

In context of trainings in field of gender issues, the leadership program is organized by the HR Department in association with administrators in strategic positions at the Faculties of the NTNU. Meanwhile neither at the UI nor at the UL such trainings are organized. That is, question of such trainings is not under discussion at the UL because of current strategic priorities and factual budget cuts. At the UI, although education in gender equality issues is mentioned in the equal opportunities programme, this has still not been implemented more than arbitrarily and not specifically addressing gender equality in science. Similarly, the seminars about gender aspect integration in research and other trainings for researchers are organized when gender are academically relevant only at the NTNU, but not other partne universities. The NTNU also is a university which is running a mentoring programme for women researchers (PhD, post doctors and associate professors).

Finally, the mechanism for elimination of gender bias in science at the NTNU is defined by implementing gender equality plans and activities combined with gender budget aiming at elimination of the gender bias; also the university' s leadership is involved in this important work. In this context, the gender equality committee and equal opportunities programme work at the UI; they both are established at the University level and at the school level. However, they have not managed to mainstream gender issues in to the activities of the UI. However, the issue is not under discussion at the UL.

Conclusions

How the motivation for structural change could be induced in Lithuanian science system?

In general, participation in the survey was rather passive. Notwithstanding, several string insights concerning knowledge and attitudes towards structural change in Lithuanian science system can be drawn from the responses.

First, standing on opinion of the respondents representing policy making level, there is legal background for the structural change in Lithuanian science institutions. However, lack of reliable detailed statistical data and other information restricts politicians' possibilities to formulate concrete requirements in the realm. Therefore decision concerning starting the structural change is treated as belonging to realm of the research institutions' autonomy.

Second, information provided by respresentatives of science quality ensuring (controlling) institutions support the politicians' opinion: there are some measures implemented; more statistical data and other information are needed. However, the enlightenment comes from EU: all newly initiated projects involve gender equality aspect (at least – in form of formal requirements). Meanwhile other measures – e.g. education of experts in field of gender equality, raising their consciousness in gender issues, etc. – are not undertaken on this level.

Third, representatives of universities and research institutes reported about existence of support for gender equality ideas, but absence of specific measures tackled at strengthening gender equality in their organizations. The prevailing explanation of such situation is that gender equality exists in reality and it is not a problematic issue; thus, special measures are not needed. Notwithstanding, some of the respondents expressed strong positive approach

which insits need of implement gender equality (and other social issues) targeted structural changes at Lithuanian science organizations.

Notwithstanding, it is important to note some of dissymmetry of expectations: the politicians express expectation that the organizations will take initiative introducing teir needs corresponding structural changes; meanwhile organizations express expectation that the initiative will come from science policy making level. Hence, the very first action for inducement of motivation to start the changes would be a discussion of all stackeholders aiming to harmonize the expectations.

Additionaly, the survey results reveal lack of information and knowledge as the main obstacles for getting close to idea of change. The lack of the knowledge is obvious on all – policy making, science quality ensuring (controlling) and research accomplishing – levels. Hence, it is believable, that both – (a) education in realm of gender equality and its management in science organizations and institutions and (b) collection and analysis of statistical data and information – would lead to initial improvements of the situation.

For comparative purposes and aiming to shed a light on Lithuanian results from international perspective, some relative information form the project GEIRICA partners was collected asking the partners to fill in the questionnaires. The comparative review suggests that, in general, situation in Lithuania is significantly different from the situation in Norway and more or less in Iceland, but rather similar to the situation in Liechtenshtein. That is, despite gender equality idea is supported by very concrete actions/measures (i.e. policies, plans, etc.) and the highest level managers (i.e. rectors, deans) undertake responsibility for implementing the gender equality tackled measures in the all partner universities, most of the activities acquire practical accomplishement and monitoring only in NTNU, where gender budget is afforded. All issues are resolved to some extent but only on formal level of legislation and university' s policy in UI. However, as it was reported by the project partners, there is a lack

for political will and factual action. Meanwhile at the UL most of activities in the realm of gender equality tackled structural changes are not under discussion. In this context, the situation in Lithuania might be seen as even better than in Liechtenshtein.

Annexes

Respondentų grupė 1
Įstatymų leidėjai ir mokslo politiką formuojančių ir į institucijų atstovai

	Atstovaujama institucija	Atstovavimas (komitetai, komisijos, kt.)	
		Org. darinys	Pozicija/pareigos
1.	LR Seimas	Europos reikalų komitetas	Narys
2.			Narys
3.		Švietimo, mokslo ir kultūros komitetas	Pirmininkė
4.			Narys
5.			Narė
6.		Žmogaus teisių komitetas	Pirmininkas
7.	LR Švietimo ir mokslo ministerija	Vadovybė	Viceministrė
8.		Vadovybė; Mokslo ir studijų įstatymo tobulinimo ir siūlymų rengimo darbo grupė	Viceministras
9.			Viceministrė
10.			Viceministrė
11.			Kancleris
12.		Lietuvos nuolatinė atstovybė Europos Sąjungoje	Švietimo ir mokslo atašė
13.		Lietuvos nuolatinė atstovybė Europos Sąjungoje	Švietimo ir mokslo atašė
14.		Strateginių programų biuras	Vedėjas
15.		Studijų, mokslo ir technologijų dept.	Direktorius
16.		Universitetinių studijų skyrius	Vedėja
17.		Mokslo skyrius	Vedėja
18.		Mokslo skyrius	Vyresnioji specialistė
19.		Technologijų ir inovacijų skyrius	Vedėjas
20.		Europos Sąjungos paramos koordinavimo departamentas	Direktorius
21.		ES paramos valdymo skyrius	Vykdo vedėjo funkcijas
22.		ES paramos įgyvendinimo skyrius	Vedėja
23.		Tarptautinio bendradarbiavimo skyrius	Vedėja
24.	LMT		Tarybos pirmininkas

Respondentų grupė 2
Mokslo kokybę užtikrinančių (kontroliuojančių) institucijų atstovai

	Atstovaujama institucija	Atstovavimas (komitetai, komisijos, kt.)	
		Org. darinys	Pozicija/pareigos
1.	LMT	Valdyba	Pirmininko pavaduotoja, Humanitarinių ir socialinių mokslų komiteto pirmininkė
2.			Pirmininko pavaduotojas, Gamtos ir technikos mokslų komiteto pirmininkas

3.		Mokslo fondas	Direktorė
4.		Mokslo politikos ir analizės skyrius	vedėjas
5.		Tarptautinių programų skyrius	vedėja
6.		Visuotinės dotacijos skyrius	vedėja
7.		Mokslo programų skyrius	vedėja
8.	MITA	Administracija	Direktorius
9.		Technologinės plėtros komitetas (UAB Lietuvos energija)	Pirmininkas
10.		Aukštųjų technologijų plėtros 2011-2013 metų programos taryba (VU Chemijos fakultetas)	Pirmininkas
11.		Pramoninės biotechnologijos plėtros Lietuvoje 2011-2013 metų programos taryba (VU Biotechnologijos institutas)	Pirmininkas
12.		Inovacijų paramos ir technologijų perdavimo skyrius	Vedėjas
13.		Tarptautinių programų skyrius	Vedėjas
14.	MOSTA		Direktorė
15.	LMA		Prezidentas
16.		Humanitarinių ir socialinių mokslų skyrius	Pirmininkas
17.		Matematikos, fizikos ir chemijos mokslų sk.	Pirmininkas
18.		Biologijos, medicinos ir geomokslų skyrius	Pirmininkas
19.		Žemės ūkio ir miškų mokslo skyrius	Pirmininkas
20.		Technikos mokslų skyrius	Pirmininkas

Respondentų grupė 3
Mokslo organizacijų ir universitetų vadovai

	Atstovaujama institucija	Org. darinys	Pareigos
1.	VU	Senatas	Primininkė
2.		Centrinė akademinės etikos komisija	Pirmininkė
3.		Rektoratas	Mokslo reikalų prorektorius
4.		Rektoratas	Strateginių reikalų prorektorius
5.		Mokslo ir inovacijų direkcija	Direktorė
6.		Plėtros direkcija	Direktorė
7.		Chemijos fakultetas	Dekanas
8.		Ekonomikos fakultetas	Dekanas
9.		Filologijos fakultetas	Dekanas
10.		Filosofijos fakultetas	Dekanas
11.		Fizikos fakultetas	Dekanas
12.		Gamtos mokslų fakultetas	Dekanas
13.		Istorijos fakultetas	Dekanas
14.		Kauno humanitarinio fakultetas	Dekanas
15.		Komunikacijos fakultetas	Dekanas
16.		Matematikos ir informatikos fakultetas	Dekanas
17.		Medicinos fakultetas	Dekanas
18.		Teisės fakultetas	Dekanas
19.		Orientalistikos centras	Direktorius
20.		Religijos studijų ir tyrimų centras	Direktorė
21.	Generolo Jono Žemaičio Lietuvos karo akademija	Rektoratas	Prorektorius mokslui ir studijoms
22.		Universitetinių studijų institutas	Direktorė
23.	VGTU	Senatas; Aplinkos inžinerijos fakultetas	Pirmininkas; Dekanas
24.		Mokslo komisija; Fundamentinių mokslų fakultetas	Pirmininkas; Dekanas
25.		Teisės ir etikos komisija	Pirmininkas
26.		Rektoratas	Mokslo prorektorius
27.		Rektoratas	Plėtros prorektorius
28.		Kokybės vadybos skyrius	Vedėjas
29.		Mokslo direkcija	Direktorius
30.		Antano Gustaičio aviacijos institutas	Direktorius
31.		Architektūros fakultetas	Dekanas
32.		Elektronikos fakultetas	Dekanas
33.		Kūrybinių industrijų fakultetas	Dekanė
34.		Mechanikos fakultetas	Dekanas
35.		Statybos fakultetas	Dekanas
36.		Transporto inžinerijos fakultetas	Dekanas
37.		Verslo vadybos fakultetas	Dekanė
38.	MRU	Senatas	Pirmininkas
39.		Etikos priežiūros komisija	Pirmininkas

40.		Rektoratas	Mokslo ir tarptautinių ryšių prorektorė
41.		Rektoratas	Plėtros prorektorius
42.		Socialinių technologijų fakultetas	Dekanė
43.		Viešojo saugumo fakultetas	Dekanas
44.		Politikos ir vadybos fakultetas	Dekanas
45.		Ekonomikos ir finansų valdymo fakultetas	Dekanas
46.		Teisės fakultetas	Dekanė
47.	VDA	Senatas	Pirmininkė
48.		Rektoratas	Prorektorius mokslui
49.		Rektoratas	Strateginės raidos prorektorius
50.		Aukštųjų studijų fakultetas	Dekanas
51.		Vilniaus fakultetas	Dekanas
52.		Klaipėdos fakultetas	Dekanas
53.		Kauno fakultetas	Dekanas
54.		Telšių fakultetas	Dekanas
55.	LEU	Senatas	Pirmininkas
56.		Mokslo komitetas	Pirmininkė
57.		Kokybės užtikrinimo komitetas	Pirmininkas
58.		Rektoratas	Mokslo ir plėtros prorektorius
59.		Mokslo ir inovacijų direkcija	Direktorius
60.		Plėtros ir ryšių direkcija Strateginės plėtros skyrius	Vedėjas
61.		Filologijos fakultetas	Dekanas
62.		Gamtos, matematikos ir technologijų fakultetas	Dekanas
63.		Istorijos fakultetas	Dekanas
64.		Lituanistikos fakultetas	Dekanė
65.		Socialinės edukacijos fakultetas	Dekanas
66.		Sporto ir sveikatos fakultetas	Dekanas
67.		Ugdymo mokslų fakultetas	Dekanė
68.		Aukštaitijos regiono edukacinis centras	Direktorė
69.	KU	Senatas	Pirmininkas
70.		Mokslo ir meno komisija	Pirmininkė
71.		Reglamentų ir etikos komisija	Pirmininkas
72.		Rektoratas	Mokslo ir meno prorektorė
73.		Rektoratas	Infrastruktūros ir plėtros prorektorius
74.		Kokybės valdymo skyrius	Vedėja
75.		Akademinės etikos komitetas	Pirmininkė
76.		Mokslo ir meno skyrius	Vedėja
77.		Gamtos ir matematikos mokslų fakultetas	Dekanas
78.		Humanitarinių mokslų fakultetas	Dekanas
79.		Jūrų technikos fakultetas	Dekanė
80.		Menų fakultetas	Dekanas
81.		Pedagogikos fakultetas	Dekanas
82.		Socialinių mokslų fakultetas	Dekanas
83.		Sveikatos mokslų fakultetas	Dekanas
84.	KTU	Senatas	Pirmininkas
85.		Studijų ir akademinės kultūros komitetas	Pirmininkė

86.		Mokslo ir plėtros komitetas	Pirmininkas
87.		Mokslo departamentas	Direktorius
88.		Strateginio planavimo ir kokybės departamentas	Direktorius
89.		Cheminės technologijos fakultetas	Dekanas
90.		Ekonomikos ir verslo fakultetas	Dekanė
91.		Elektros ir elektronikos fakultetas	Dekanas
92.		Informatikos fakultetas	Dekanas
93.		Matematikos ir gamtos mokslų fakultetas	Dekanė
94.		Mechanikos inžinerijos ir dizaino fakultetas	Dekanas
95.		Panevėžio technologijų ir verslo fakultetas	Dekanė
96.		Socialinių, humanitarinių mokslų ir menų fakultetas	Dekanė
97.		Statybos ir architektūros fakultetas	Dekanas
98.		Lietuvos regioninių tyrimų institutas	Prezidentas
99.	LMTA	Senatas	Pirmininkas
100.		Mokslo komisija	Pirmininkas
101.		Etikos ir procedūrų komisija	Pirmininkas
102.		Rektoratas	Mokslo prorektorė
103.		Kokybės vadybos skyrius	Vedėja
104.		Mokslo centras	Vyresnioji mokslo darbuotoja
105.		Muzikos fakultetas	Dekanė
106.		Teatro ir kino fakultetas	Dekanė

107.	LSMU	Senatas	Pirmininkas
108.		Mokslo ir studijų komisija	Pirmininkas
109.		Teisės ir etikos komisija	Pirmininkas
110.		Rektoratas	Prorektorė mokslui
111.		Mokslo centras	Vadovė
112.		Plėtros tarnyba	Plėtros tarnybos vadovė (pavaduojanti)
113.		Farmacijos fakultetas	Dekanas
114.		Medicinos fakultetas	Dekanas
115.		Odontologijos fakultetas	Dekanas
116.		Slaugos fakultetas	Dekanė
117.		Visuomenės sveikatos fakultetas	Dekanė
118.		Elgesio medicinos institutas	Direktorė
119.		Endokrinologijos institutas	Direktorė
120.		Kardiologijos institutas	Direktorius
121.		Neuromokslų institutas	
122.	ASU	Senatas	Pirmininkas
123.		Mokslo komitetas	Pirmininkas
124.		Mokslo skyrius	Vedėjas
125.		Strateginio valdymo ir investicijų skyrius	Vedėjas
126.		Akademinės etikos komitetas	Pirmininkė
127.		Agronomijos fakultetas	Dekanas
128.		Ekonomikos ir vadybos fakultetas	Dekanė
129.		Miškų ir ekologijos fakultetas	Dekanas
130.		Vandens ūkio ir žemėtvarkos fakultetas	Dekanas
131.		Žemės ūkio inžinerijos fakultetas	Dekanas
132.		Matematikos, fizikos ir informacinių technologijų centras	Direktorė
133.		Kultūrinės komunikacijos ir edukacijos centras	Direktorius
134.	LSU	Senatas	Pirmininkaas
135.		Rektoratas	Mokslo prorektorius
136.		Doktorantūros ir mokslo skyrius	Laikinai einanti vedėjos pareigas
137.		Strateginio valdymo skyrius	Vadovė
138.		Sporto edukologijos fakultetas	Dekanas
139.		Sporto biomedicinos fakultetas	Dekanas
140.	VDU	Senatas	Pirmininkas
141.		Mokslo komitetas	Pirmininkė
142.		Kokybės valdymo komitetas	Pirmininkė
143.		Rektoratas	Mokslo prorektorius
144.		Rektoratas	Plėtros prorektorė
145.		Kokybės ir strategijos tarnyba	Direktorė
146.		Mokslo tarnyba	Direktorė
147.		Etikos komisija	Pirmininkas
148.		Ekonomikos ir vadybos fakultetas	Dekanas
149.		Gamtos mokslų fakultetas	Dekanas
150.		Humanitarinių mokslų fakultetas	Dekanė
151.		Informatikos fakultetas	Dekanė
152.		Katalikų teologijos fakultetas	Dekanas
153.		Menų fakultetas	Dekanė
154.		Politikos mokslų ir diplomatijos fakultetas	Dekanas
155.		Socialinių mokslų fakultetas	Dekanas
156.		Teisės fakultetas	Dekanė
157.			
158.	ŠU	Senatas	Pirmininkas
159.		Mokslo ir meno komisija	Pirmininkas
160.		Rekoratas	Mokslo ir meno prorektorė
161.		Šiaulių universiteto darbuotojų ir studentų etikos komisija	Pirmininkė
162.		Mokslo ir meno tarnyba	Direktorė
163.		Strateginio ir kokybės valdymo tarnyba	Direktorė
164.		Edukologijos fakultetas	Dekanė

165.		Informatikos, matematikos, e. studijų institutas	Dekanas
166.		Socialinės gerovės ir negalės studijų fakultetas	Dekanė
167.		Technologijos ir gamtos mokslų fakultetas	Dekanas
168.		Humanitarinis fakultetas	Dekanas
169.		Menų fakultetas	Dekanas
170.		Socialinių mokslų fakultetas	Dekanas

Universitetų institutai

171.	VU	Biochemijos institutas	Direktorius
172.		Biotechnologijos institutas	Direktorius
173.		Taikomųjų mokslų institutas	Direktorius
174.		Tarptautinių santykių ir politikos mokslų institutas	Direktorius
175.		Teorinės fizikos ir astronomijos institutas	Direktorius
176.		Užsienio kalbų institutas	Direktorius
177.	KTU	Aplinkos inžinerijos institutas	Direktorius
178.		Architektūros ir statybos institutas	Direktorius
179.		Biomedicininės inžinerijos institutas	Direktorius
180.		Gynybos technologijų institutas	Direktorius
181.		Maisto institutas	Direktorius
182.		Mechatronikos institutas	Direktorius
183.		Medžiagų mokslo institutas	Direktorius
184.		Metrologijos institutas	Direktorius
185.		Prof. K. Baršausko ultragarso mokslo institutas	Direktorius
186.	KU	Tęstinių studijų institutas	Direktorė
187.		Baltijos regiono istorijos ir archeologijos institutas	Direktorė
188.		Jūros mokslų ir technologijų centras	Tarybos pirmininkas
189.	VGTU	Termoizoliacijos mokslo institutas	Direktorius
190.	ŠU	Informatikos, matematikos, e. studijų institutas	Dekanas
191.		Tęstinių studijų institutas	Direktorė
192.	VDU	Užsienio kalbų institutas	Direktorė
193.		Energetinio saugumo tyrimų centras	Vadovas

Valstybiniai mokslinių tyrimų institutai

194.	Lietuvos energetikos institutas		Direktorius
195.		Mokslo taryba	Pirmininkas
196.	Lietuvos agrarinių ir miškų mokslų centras		Direktorius
197.		Mokslo taryba	Pirmininkas
198.		Etikos priežiūros komisija	Pirmininkas
199.		Miškų institutas	Direktorius
200.		Sodininkystės ir daržininkystės institutas	Direktorius
201.		Žemdirbystės institutas	Direktorius
202.	Lietuvos teisės institutas		Direktorė
203.		Mokslo taryba	Pirmininkas
204.	Lietuvos agrarinės ekonomikos institutas		Direktorė
205.		Mokslo taryba	Pirmininko pavaduotoja (pirmininkas nenurodytas)
206.		Akademinės etikos komisija	Pirmininkas
207.	Lietuvių kalbos institutas		Direktoriaus pavaduotoja mokslo reikalams
208.		Mokslo taryba	Pirmininkė
209.	Lietuvių literatūros ir tautosakos institutas		Direktoriaus pavaduotoja mokslo reikalams
210.		Mokslo taryba	Pirmininkė
211.	Lietuvos istorijos institutas		Direktoriaus pavaduotoja mokslo reikalams
212.		Mokslo taryba	Pirmininkas
213.		Akademinės etikos komisija	Pirmininkė
214.	Nacionalinis vėžio institutas		Direktoriaus pavaduotojas mokslui ir mokymui
215.		Mokslo taryba	Mokslo tarybos pirmininkas
216.		Etikos komisija	Pirmininkas
217.	Lietuvos kultūros tyrimų institutas		Direktorė
218.		Mokslo taryba	Pirmininkė
219.		Akademinės etikos komisija	Pirmininkas
220.	Lietuvos socialinių tyrimų centras		Direktoriaus pavaduotoja mokslui
221.		Mokslo taryba	Pirmininkas
222.		Darbo rinkos tyrimų institutas	Direktorius
223.		Sociologijos institutas	Direktorė
224.		Visuomenės geografijos ir demografijos institutas	Direktorius
225.		Etninių tyrimų institutas	Direktorius
226.		Etikos komisija	Pirmininkė

Kvietimas dalyvauti Vilniaus Universiteto koordinuojamo Europos ekonominės erdvės ir Norvegijos dvišalio bendradarbiavimo fondo projekto „Lyčių lygybės įgyvendinimas mokslinių tyrimų institucijose – bendradarbiavimo po iūris “ (Nr. EEE-NOR-LT01-FM-TF-001) tyrime „Struktūriniai pokyčiai Lietuvos mokslo sistemoje: poreikiai, galimybės, iššūkiai “.

Gerb. Kolegės ir Kolegos,

Lyčių lygybė moksle yra vienas iš ES mokslo politikos prioritetų, įgyvendinant kurį siekiama pagerinti lyčių balansą moksle sukuriant palankią darbo kultūrą ir užtikrinti palankias sąlygas ir moterims, ir vyrams siekti akademinės karjeros ir maksimaliai išnaudoti savo talentus. Šis procesas, vadinamas „struktūriniu pokyčiu, skatinančiu lyčių lygybę mokslo organizacijose “, tampriai siejasi su universitetų ir mokslo institucijų modernizacija ir efektyvesniu aukštai kvalifikuotų žmogiškųjų resursų panaudojimu moksliniuose tyrimuose ir inovacijose. Tai yra ilgalaikis pokytis, reiškiantis mokslo reguliacinių struktūrų tobulinimą ir institucinių standartų skaidrinimą, atsižvelgiant į lyties aspektą. Struktūrinio pokyčio įgyvendinimas mokslo institucijose įmanomas tik sutelkiant visų suinteresuotų institucijų – įstatymų leidėjų ir mokslo politiką formuojančių institucijų; mokslo kokybę užtikrinančių (kontroliuojančių) institucijų; mokslo organizacijų ir universitetų administracijų – jungtines pajėgas.

Vykdant VU Rektoriaus 2014 m. gruodžio 18 d. įsakymą Nr.R-654 kviečiu Jus, kaip minėtų institucijų atstovus, disponuojančius išskirtine informaciją apie esamą situaciją Lietuvos moksle ir galinčius profesionaliai prognozuoti potencialias Lietuvos mokslo plėtros galimybes, išsakyti savo nuomonę apie lyčių lygybę įvirtinti moksle Lietuvoje skirtą struktūrinį pokytį dalyvaujant tyrime, kurio koncepciją galite rasti projekto GEIRICA tinklapyje.

Prašau užpildyti prie šio laiško prisegamą klausimyną ir grąžinti jį tyrimo grupei iki 2015 m. sausio 5 d. el. paštu GEIRICA@tfai.vu.lt .

PASTABA: Kadangi apklausa nėra anoniminė, tyrimo grupė garantuoja gautos informacijos konfidencialumą: (a) informacija bus analizuojama tik tyrimo grupės dalyvių, kurie įsipareigoja jokiais būdais neviešinti jokios tyrimo eigoje surinktos informacijos siejant ją su konkrečiu asmeniu (ar asmenimis); (b) viešai bus skelbiama tik apibendrinta informacija, nenurodant jokios kitos informacijos apie ją pateikusius asmenis kaip tik jų priklausomybę vienai iš išskirtų socialinių veikėjų grupių (t.y. įstatymų leidėjai ir mokslo politiką formuojančios institucijos; mokslo kokybę užtikrinančios (kontroliuojančios) institucijos; mokslo organizacijų ir universitetų vadovybė).

Tikintis Jūsų teigiamo sprendimo dalyvauti apklausoje

Pagarbiai,

VU Pro-rektorius
Prof. Eugenijus Butkus

Survey

The structural change in science system: requirements, possibilities, challenges

QUESTIONNAIRE

Answering the following questions, please, underline the answer corresponding the situation and write more specific details.

Implementing current EU science policy and striving for achievement of EC priorities in science, there should be introduced improvements of national legislation by formulating legal requirements for implementation of structural changes, targeted at establishment of gender equality, in science institutions.

1. Are there legal requirements to implement structural change, targeted at establishment of gender equality, in science institutions in the national legislation in your country?

1.1.	YES, there are →	*Specify, what requirements and in which legal documents (write →*	
1.2.	No, there are not, but they are being prepared →	*Specify, what requirements and for which legal documents (write →*	
1.3.	NO, there are not →	*Specify the reasons why there are still not (write →*	
1.4.	Cannot say		

2. Is there established national organization (or department at some of the highest political institutions) responsible for establishment of gender equality in science in your country?

2.1. YES, there is → ***Specify, what*** ***(write →***

2.2. No, there is not, but it is being prepared → ***Specify, what and who took an initiative*** ***(write →***

2.3. NO, there is not → ***Specify the reasons why there is still not*** ***(write →***

2.4. Cannot say

3. What is your opinion about structural change targeted at establishment of gender equality in science in your country in general? ***(write your opinion)***

Survey

The structural change in science system: requirements, possibilities, challenges

QUESTIONNAIRE

Answering the following questions, please, underline the answer corresponding the situation and write more specific details.

Implementing current EU science policy and striving for achievement of EC priorities in science, there should be initiated structural changes, targeted at establishment of gender equality, in science institutions and research organizations.

1. Is your institution undertaking measures aimed at elimination of institutional gender bias?

1.1. YES, it is → ***Specify, what*** ***(write →***

1.2. No, it is not, but measures are being prepared → ***Specify, what*** ***(write →***

1.3. NO, it is not → ***Specify the reasons why it is still not*** ***(write →***

1.4. Cannot say

2. Is your institution undertaking measures striving to integrate gender aspect into research?

2.1. YES, it is → ***Specify, what*** ***(write →***

2.2. No, it is not, but measures are being prepared → ***Specify, what*** ***(write →***

2.3. NO, it is not → ***Specify the reasons why it is still not***

(write → ☐

2.4. **Cannot say** ☐

3. Is your institution undertaking measures aimed at elimination of gender bias in (expert) evaluation of research?

3.1.	**YES, it is** →	***Specify, what***	***(write →***	
3.2.	**No, it is not, but measures are being prepared** →	***Specify, what***	***(write →***	
3.3.	**NO, it is not** →	***Specify the reasons why it is still not***	***(write →***	
3.4.	**Cannot say**			

4. What is your opinion about structural change targeted at establishment of gender equality in science in your country in general? ***(write your opinion)***

Survey

The structural change in science system: requirements, possibilities, challenges

QUESTIONNAIRE

Answering the following questions, please, underline the answer corresponding the situation and write more specific details.

Implementing current EU science policy and striving for achievement of EC priorities in science, there should be implemented structural changes, targeted at establishment of gender equality, in research organizations.

1. Are gender equality ideas supported at your organization?

1.1. YES, they are → ***Specify, what, how and by whom*** ***(write →***

1.2. NO, they are not → ***Specify the reasons why they are still not*** ***(write →***

1.3. Cannot say

2. Is there a department responsible for establishment of gender equality in science and other related issues at your organization?

2.1. YES, there is → ***Specify, what, on what level and with what functions*** ***(write →***

2.2. No, there is not, but it is being prepared → ***Specify, what, on what level and with what functions*** ***(write →***

2.3. NO, there is not → ***Specify the reasons why there is still not*** ***(write →***

2.4. Cannot say

3. Is there gender equality plan at your organization?

3.1.	YES, there is →	*Specify, since when and who is responsible for its implementation* *(write →*	
3.2.	No, there is not, but it is being prepared →	*Specify, when is it planned to be introduced and who will be responsible for its implementation* *(write →*	
3.3.	NO, there is not →	*Specify the reasons why there is still not* *(write →*	
3.4.	Cannot say		

4. Is gender audit of organizational procedures and practices executed at your organization?

4.1.	YES, it is →	*Specify, since when and who is responsible for its execution* *(write →*	
4.2.	No, it is not, but it is being prepared →	*Specify, when is it planned to be started and who will be responsible for its execution* *(write →*	
4.3.	NO, it is not →	*Specify the reasons why it is still not* *(write →*	
4.4.	Cannot say		

5. Is gender statistics collected, analysed and disseminated at your organization?

5.1.	YES, it is →	***Specify, since when, what, in what forms and who is responsible for its execution*** ***(write →***	
5.2.	No, it is not, but it is being prepared→	***Specify, when is it planned to be started and who will be responsible for its execution*** ***(write →***	
5.3.	NO, it is not →	***Specify the reasons why it is still not*** ***(write →***	
5.4.	Cannot say		

6. Are gender equality issues in science integrated into ethics code and other documents which form organizational culture at your organization?

6.1.	YES, they are →	***Specify, what documents and what issues, who is responsible for the integration*** ***(write →***	
6.2.	No, they are not, but they are being prepared →	***Specify, when is it planned to ingrate and who will be responsible for the integration*** ***(write →***	
6.3.	NO, they are not →	***Specify the reasons why they are still not*** ***(write →***	
6.4.	Cannot say		

7. Is women' s and men' s equal representation at decision taking bodies (e.g. commissions, committees, etc.) ensured? at your organization?

7.1.	YES, it is →	*Specify, by what measures and at what bodies*	*(write →*	
7.2.	No, it is not, but it is being prepared→	*Specify, when is it planned to be implemented, at what bodies and by what measures, who is responsible*	*(write →*	
7.3.	NO, it is not →	*Specify the reasons why it is still not*	*(write →*	
7.4.	Cannot say			

8. Is gender aspect integrated in all study programmes at all study levels at your organization?

8.1.	YES, it is →	*Specify, what programmes/levels and by whom*	*(write →*	
8.2.	No, it is not, but it is being prepared→	*Specify, when is it planned to be implemented, in what programmes/levels and by whom*	*(write →*	
8.3.	NO, it is not →	*Specify the reasons why it is still not*	*(write →*	
8.4.	Cannot say			

9. Are there gender equality in science seminars and other trainings for administrative staff at your organization?

9.1.	YES, there are →	*Specify, what and who is responsible* *(write →*	
9.2.	No, there are not, but they are being prepared→	*Specify, when is it planned to be implemented, what and who will be responsible* *(write →*	
9.3.	NO, there are not →	*Specify the reasons why there are still not* *(write →*	
9.4.	Cannot say		

10. Are there seminars about gender aspect integration in research and other trainings for researchers at your organization?

10.1.	YES, there are →	*Specify, what and who is responsible* *(write →*	
10.2.	No, there are not, but they are being prepared→	*Specify, when is it planned to be implemented, what and who will be responsible* *(write →*	
10.3.	NO, there are not →	*Specify the reasons why there are still not* *(write →*	
10.4.	Cannot say		

11. Is there a mechanism for elimination of gender bias in science at your organization?

11.1. YES, there is → ***Specify, what*** ***(write →***

11.2. No, there is not, but it is being prepared → ***Specify, what, when is it planned to be implemented and who will be responsible*** ***(write →***

11.3. NO, there is not → ***Specify the reasons why there are still not*** ***(write →***

11.4. Cannot say

12. What is your opinion about structural change targeted at establishment of gender equality in science in your country in general? ***(write your opinion)***