

Enwise follow-up activities in Slovenia: Whose problem?

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| | |
|---|----|
| 1 Introduction..... | 2 |
| 2 Methodology..... | 4 |
| 2.1 Data collection..... | 4 |
| 2.2 Data analysis..... | 5 |
| 3 State policy and implementation of gender equality principle in R&D..... | 6 |
| 3.1 Knowledge of the present state..... | 6 |
| 3.2 Assessment of gender position in Slovenian society..... | 6 |
| 3.3 Viewpoints on gender inequality..... | 7 |
| 4. Science and research..... | 7 |
| 4.1 Knowledge of the present state..... | 7 |
| 4.2 Assessment of gender position in institutions within R&D..... | 7 |
| 4.3 Viewpoints on gender inequality..... | 8 |
| 5 Public media..... | 9 |
| 5.1 Decision makers in media – lack of knowledge..... | 9 |
| 5.2 Does anything need to be changed..... | 9 |
| 5.3 Viewpoints on gender inequality..... | 10 |
| 6 Summary of conclusions and recommendations for taking measures in individual areas..... | 10 |
| 6.1 Summary of conclusions..... | 10 |
| 6.2 Recommendations..... | 12 |
| References..... | 16 |
| Acknowledgement..... | 16 |
| Appendix – Questionnaires: A, B, C..... | 17 |
| QUESTIONNAIRE "A"..... | 17 |
| QUESTIONNAIRE "B"..... | 20 |
| QUESTIONNAIRE "C"..... | 24 |

1 Introduction

In Europe, we can notice that attention directed to gender equality in science and research is increasing. This is particularly true for science policy. In 1998 the European Commission set up an expert group on women in science (ETAN – European Technology Assessment Network). Its members came from ten Member States of the European Union: Belgium, Denmark, Finland, France, Germany, Great Britain, Italy, the Netherlands, Spain and Sweden. The group submitted a report on women in science in the European Union (Osborn et al., 2000) which primarily discusses the position of women scientists in Western Europe (European Commission, 1999). At the end of 1999 the Helsinki Group on women and science was set up. Its representatives came from 25 European and 7 associated countries. In 2002 the group prepared a report (European Commission, 2002) based on the national reports discussing the national policy on promoting women in science in the member states of the group.

The attempts to generalise the findings of the ETAN Expert Group over the countries outside Western Europe exposed the need for additional studies. Thus in 2002 the European Commission established the Enwise Expert Group (Enwise – Enlarge Women In Science to East) with members from Central and Eastern Europe and the Baltic States. The main objective of the group was to prepare recommendations on how to raise awareness of the need for gender equality in scientific research in the Enwise countries, how to improve the place and role of their women scientists in the European scientific research, as well as how to increase their participation in the Community Research Framework Programme (Blagojević et al., 2004). On the basis of the national contributions delivered by the members the expert group prepared a report on women and science in the Enwise countries (Blagojević et al., 2004). The report highlights the perception that for women becoming a scientist means accepting an underfunded position within the scientific community, a double burden in maintaining a healthy work-life balance and an implicit expectation that all this hindrances form part of the private sphere without any public recognition or remedy. It discusses the main structural factors defining the ways in which gender equality issues have evolved in the Enwise countries from pre-communist times, through the communist regime and until the transition to the market economy. Furthermore, it describes the respective research and development systems and their evolution, as well as the position of women scientists. It gives an overview of the participation of women from the Enwise countries in the European Research Area. The report also contains recommendations on how to strengthen the role and place of women scientists from the Enwise countries in the European Research Area (Blagojević et al., 2004). These recommendations are addressed to the relevant stakeholders: the European Parliament, the European Commission, the EU Member States, the national parliaments of the Enwise countries, policy makers, universities and scientific communities, media and society, women scientists and women's associations, as well as international networks.

The Central European Centre for Women and Youth in Science is a project funded by the European Commission. The consortium brings together partners from the Czech Republic, France, Hungary, Italy, Romania, Slovakia and Slovenia. The project is based on the report delivered by the Enwise Expert Group. Its main objective is to

sensitize, empower, generate and disseminate knowledge on gender equality in science and to support women and youth in science. In order to achieve that a database of women in science was set up. In this way women's visibility and participation in the European research activity and within the European Commission can be increased. Furthermore, several international meetings were organized including a workshop on expert evaluators of European project proposals, an interdisciplinary seminar on conducting science and training on including gender in European project proposals. Relevant information is published on the official website of the project including regularly updated news related to the project content. Recommendations made in the framework of the project should contribute to the development of research policy in individual countries (taking into account the principle of equal gender opportunities).

In its vision (CEC-WYS, 2004) the CEC-WYS project calls to attention that women in Central and Eastern Europe face double marginalisation. On their way to the top they face social and institutional barriers stemming from the traditional roles of women in society and family and stereotypically perceived qualities of women and men. Despite, or even because of, state socialist equal treatment policy, the traditional division of roles and labour, both outside and inside the family, has not changed. In the post-socialist context many women (as well as men) scientists are faced with the consequences of isolation and exclusion from western R&D development, resulting in a lack of networking, required skills and self-confidence necessary for participation in international research projects. Young scientists as well face the consequences of the communist legacy and new demands of the present in the R&D sector. The low investment in R&D results in low salaries and limited technological horizons, encouraging people to brain drain, especially to the commercial sphere.

This report is a part of an international mapping of the situation of women in science conducted as a part of EU project on Central European Centre for Women and Youth in Science - CEC-WYS. Four countries were involved in the mapping Czech Republic, Hungary, Slovakia and Slovenia. The holders of the highest leading positions were included in the survey covering three areas: national policy, science and research, and public media. The rest of this report focuses on the mapping conducted in Slovenian. **The first investigation was directed at the holders of national politics** (questionnaire A): we included people working in decision-making positions at three relevant ministries (Ministry of Higher Education, Science and Technology, Ministry of Education and Sport, Ministry of Labour, Family and Social Affairs), as well as the responsible governmental representatives working in the Commission for Education, Science and Technology, Commission for Culture and Sport, Office for Equal Opportunities, and Public Relations and Media Office. **At the same time the investigation at the media** was conducted representatives (questionnaire C): there were the decision-making representatives of the public influential press (Delo, Večer, Dnevnik, Primorske novice), national radio and television (RTV SLO). **Finally – in the autumn - the investigation in the field of science and research** was conducted. In the list of R&D representatives (questionnaire B) we included senior representatives of the higher education institutions (rectors and vice rectors of universities, deans of faculties, directors of research institutes and public infrastructure institutes), representatives of the Slovenian science foundation and the academy.

2 Methodology

2.1 Data collection

Since a possible outcome of the elections at the University of Ljubljana was the replacement of the rector, we decided to divide our research into two time periods. Initial research was done between 26 May and 23 June 2005. The questionnaires were sent through the regular mail service, in some cases we had to send them again through e-mail. Altogether we sent 81 questionnaires to people occupying the highest positions at the governmental level; the response portion has been 21% - 17 persons: 12 women and 5 men. In the field of public media the questionnaire was sent to 95 holders of the highest positions and the response portion has been 20% - 19 persons: 12 men and 7 women. From 3 November until 1 December 2005 the second part of the survey was undertaken at Slovenian universities, institutes and other institutions supporting the research activity. The questionnaires were again sent through the regular mail service, in some cases we had to send them again through e-mail. Altogether we sent them to 168 people occupying different positions at the three Slovenian universities. Among them 38 (23% - 15 women and 23 men) completed the received questionnaire. Together with the questionnaire we prepared a short description of the purpose and importance of our research. We also explained that the addressees can either complete the questionnaire themselves or leave this to our colleague who contacted them over the telephone a few days after they had received the questionnaire. During this call they were also able to clear any possible ambiguities. Since these addressees were holders of the highest leading positions, we can view the results as a relatively reliable approximation of the actual state and as a foundation for the possible measures ensuring changes. However, even though all the relevant players were invited to participate, it may be the case that there is a bias in the obtained data introduced by the subset of addresses that have responded to the invitation and returned the questionnaire.

Already through the telephone contact with the addressees or their business secretaries we were able to collect the first relevant responses to our topic. They can be summarised in the following findings: many times we were said not to expect completed questionnaires from ministers and secretaries, and also not from directors of media houses and rectors, since they had too many other obligations and they simply did not have time – which is, of course, to a certain extent perfectly substantiated, although we believe that at least some of them could find some time to complete the questionnaire. Quite often the statement that the addressee does not have time was accompanied by an additional explanation or, better to say, apology, which is shown by one of the following instances: after several telephone calls the business secretary of one of the working committees of the National Assembly informed us that they find the topic of the questionnaire completely legitimate and politically correct, however, after a longer period of indecisiveness their president decided that due to the lack of time he will not be able to complete the questionnaire after all. “Lack of time” is used as an acceptable justification of those who were not ready to respond; actually this justification can be seen as an indicator of the marginal treating of the gender equality in science and research at some people occupying the decision making positions. Such a ranging of this issue is a hidden source for other very ramified “reasons” for non response on the questionnaire, that are illustrated in the continuation.

Besides that, many addressees (men) stated that the questionnaire is too difficult and that they do not know the topic well enough, which is why their answers would mostly be negative. Furthermore, they found the questionnaire unreasonable since their employees are not facing discrimination and at some parts even illogical. Thus the chief editor of one of the editorial departments within RTV Slovenia confidently insisted that the questions are formulated in such a way that one cannot answer them logically since, for example, none of their employees (neither women nor men) can take up further education and training. According to him, the questions should be more general. He concluded the conversation by saying that he will not complete the questionnaire because its overall result would due to the previously mentioned illogical questions be completely negative since almost every answer would be negative. Another one again explained that he will not complete the questionnaire because it is not consistent with his worldview. He – as he expressed himself – does not think of himself as a chauvinist and acts according to this also in the sphere of his work. There were even situation in which we had to deal with outright mockery and cynicism. For example, the dean of one of the members of the University of Ljubljana said that in the past two years he had done very much for the women at their faculty. Quite many were offered employment, however, all of them as secretaries. In this way he revived the old belief that women are not capable of independent and innovative thinking but instead are only good at writing down, repetition and implementation of what men think of.

It seems as if our male conversational partners wanted to indicate that the questionnaire which was apparently compiled by women does not fulfil the desired scientific criteria and that one is again dealing with latent chauvinism indicating inferiority of women.

2.2 Data analysis

Our data analysis was based on general statistical analysis about individual questions and on machine learning methods which enabled us to identify the interdependence of the answers to different question. For instance, people who answered one question in a certain way are likely to provide a certain answer to the other question – like identifying groups of respondents based on some criterion. We decided to use decision trees (Mitchell, 1997) which are a generally accepted machine learning method. In many applications from different areas this method proved to be very successful, not only in the accuracy of the summarised data but also regarding the possible explanation of the compiled model. The questionnaires were analysed with one of the versions of decision trees implemented in the system Magnus Assistant, the system that was already successfully used with a number of real-world applications (Mladenič et al., 2004; Piliš et al., 1997).

Each questionnaire contains three sets of questions: questions regarding the respondent's knowledge on the existing bodies and the development strategy connected with gender equality, questions about personal opinions and experience, and general questions about age, education, etc. The questions are formed as open (verbal) and closed (selection) questions. When the answers were analysed with machine learning techniques we mostly used the closed questions. In the interpretations of the results we additionally used verbal. Closed questions mostly

have two possible values (yes and no). The only questions that do not belong to this group refer to the situation of women in science, age, education, age of the respondent's children and the level of agreement with some viewpoints. Open questions were used in interpretation of the answers from sociological view point.

When analysing data with machine learning techniques we used subsets of question: the questionnaire A has 4 questions in the first set, 5 in the second and 5 in the third; the questionnaire B has 4, 12 and 4 questions in each set; the questionnaire C has 9, 5 and 5 questions in each set. At the end of each questionnaire there are also 10 viewpoints for which the respondent has to state his level of agreement. These viewpoints are somehow radical. They are adopted from international studies and thus enable comparison between countries.

3 State policy and implementation of gender equality principle in R&D

3.1 Knowledge of the present state

1. Almost **everybody knows** that the Republic of Slovenia has the Office for Equal Opportunities (established in 1992); women know the details about the activity of this office better than men.
2. There is only one exception among the ministries which in general **do not have a special unit** (or person) for monitoring the presence of the gender inequality issue in education (at all levels) and research.
3. The two ministries (Ministry of Education and Sport and Ministry of Higher Education, Science and Technology) which are primarily responsible for the development of sensitivity to occurrences of (latent) gender discrimination and other ministries **do not cooperate** and are not connected.
4. **Most** respondents (more men than women) believe that the development strategy of the Republic of Slovenia in the area of R&D includes also the assurance of equal gender opportunities.
5. **Most** respondents **do not know** any non-governmental organisations dealing with the question of women in R&D. Some of them know other non-governmental organisations dealing with the elimination of discrimination in different areas (e.g. prevention of violence).

3.2 Assessment of gender position in Slovenian society

1. **Most women** chose the answer "**neither bad nor good**" whereas most men chose "**good**".
2. **Three quarters** of the respondents – more women (83%) than men (60%) – believe that with regard to the assurance of equal gender opportunities **changes are necessary**. Detailed recommendations for changes concern the areas of culture, employment, family and housework, as well as wider social conditions (strengthening the power of women in policy, etc.).
3. **Two fifths** of the respondents (equal share of women and men) **know a document** dealing with discrimination of women in R&D – relatively limited knowledge on activity in the European Union and at home.
4. **More than half** of the respondents do not have any experience with the question of women in R&D. This is particularly true for men.
5. **No man** knows at least one way of dealing with gender inequality in other countries; only few women know them.

3.3 Viewpoints on gender inequality

All respondents (of both genders) in all aspects exceed the average **equality orientation** in Slovenia. This can be seen from several viewpoints.

1. All men and women reject **the one-bread-winner ideology** of the family and do not agree with the viewpoint that women primarily want home and children.
2. More than **four fifths** of all respondents do not agree with the viewpoint that women have to choose between family and work, as well as the viewpoint that men are more likely to get work when there is little possibility of employment.
3. **Four fifths of women** (and 60% of men) refuse to accept the viewpoint that a **pre-school child suffers** when his mother is employed; almost nine tenths of all respondents do not agree that family life suffers if the mother is employed.
4. Almost all (94%) respondents agree that men should do more housework and that they should devote more time to taking care of their children.

4. Science and research

4.1 Knowledge of the present state

1. **Almost all** (37 out of 38) respondents report that **no institution (institute) has a special body** (or person) responsible for the implementation of equal opportunities policy; the main reason for that is the lack of need for such body. At one university, a special body was established at the time when we were preparing our report.
2. Apart from two exception, the question of **equal rights was not addressed at the meeting** of the most important management body (e.g. at the senate meeting) at the time when the respondent has a decision-making position.
3. According to **one fifth** of the respondents the implementation of equal gender opportunities **is integrated into the strategy of the institution** (with legal arrangements, with content orientation of study programmes, and rarely – with special courses); **four fifths** try to justify the absence of special attention with the conviction that **this orientation is an inherent part of the institute's activity**, that the problem is **not evident** and noticed, and that **the need** for special attention does not exist at all. Only three respondents mention that this issue is kept in the background.
4. Apart from one respondent, **no one knows a women's network** dealing with the question of women in science.

4.2 Assessment of gender position in institutions within R&D

1. **Twice as many women** as men are convinced that the **position of women is worse**; only one man believes that the position of women is better.
2. **No one** believes that the **position of men is worse**; a far **greater share of women** than men thinks that the **position of men is better** (40% of women and 9% of men).
3. More than **four fifths** of all respondents estimate that men and women at their institution **have equal opportunities for promotion**. Only (three) women believe that they do not have equal opportunities.
4. **Half of all women and only 17% of men** perceive a tendency towards **feminisation of inferior positions** otherwise the majority deny the existence of such tendency (although according to the statistical indicators it is quite obvious).

5. A great **majority** of leading personnel at academic institutions **do not follow special measures** for the creation of gender balance in establishing bodies for recruitment and promotion since there is no need for that. Only three respondents gave a positive answer to this question.
6. Almost **two thirds** of all respondents believe that there **is no need for any changes** regarding a balanced participation of women in important bodies because equality has already been achieved and only expert measures are respected, as well as because the position of women is gradually improving anyway. The **advocates of changes** (one third of women and one fifth of men) give priority to recommendations regarding **the changes of organisational situation**. On the second place are recommendations on how to harmonise occupational and family roles.
7. When asked to propose possible measures for **better coordination of occupational/scientific and family roles women are more efficient than men in giving the concrete suggestions** and primarily support **equal distribution of family and housework responsibilities between both partners**, more **flexible organisation** of childcare and **better economic position of those working in R&D**. More **than half** of the respondents speak for **symmetry** in the implementation of **parental roles**. In comparison to men, women have on the average devoted considerably more attention to children in all age periods (in the pre-school period, for example, three times as many as their partner).
8. More than **four fifths do not know at least one document** dealing with discrimination of women in science; only 6 (out of 38) know such documents. The results of the question about **practices of eliminating discrimination** show a similarly low **level of knowledge**.
9. **Most respondents** (over four fifths) **did not receive any recommendations** regarding the assurance of equal opportunities for women and men in R&D.
10. Almost **nine tenths** of the respondents state that (at their institution) **no special attention is directed to encouraging girls** to decide for those study programmes in which women are markedly in a minority. Only five respondents can confirm positive practice regarding this question.
11. **87% of all men** and only 40% of all women believe that **there is no bias against or favouritism towards one gender** and refer to neutral measures and the structure of the committees; on the other hand **60% of all women** believe the **possibility of bias does exist**.
12. **Most respondents** (a greater share of women than men) have established that the proposal of candidates for different **awards does not try to achieve a proportional share of women** in research activity.

4.3 Viewpoints on gender inequality

1. **Most respondents** (four fifths) **do not agree with the one-bread-winner ideology** and reject the reduction of women's wishes only to motherhood. Women are in this case more determined.
2. **For most** (84%, without any essential differences between genders) employment is the basis for women's independence. The same share objects to giving preference to men in the case of lower employment opportunities.
3. **More than half** of all respondents **do not agree** that a pre-school child suffers when his mother is employed; however, **almost one fourth** of all respondents are **undecided** on this issue (particularly men). Men are also more inclined to believe that family life suffers in all aspects when the woman has a full-time job. One

third of all respondents are convinced that this is true. However, most respondents (53.3%) disagree with this viewpoint.

4. Almost **two thirds** agree that **men should do more housework**, however, women are more determined. Men are in a majority among those who disagree.
5. **80% of women and 52% of men** believe that **men should devote more time to taking care of their children**. Over one third of men (35%) do not agree with this viewpoint.

5 Public media

5.1 Decision makers in media – lack of knowledge

1. **More than half** of all the respondents stated that the strategy of their media includes statement related to importance of **increasing the presence of science** in media activity.
2. According to an unanimous conclusion **no media has a special body** responsible for the implementation of policy of equal opportunities for men and women.
3. The majority believe (63% of all respondents) that **the share of women and men among the responsible leading personnel** in individual media is **approximately the same** as the share of women and men among the journalists.
4. **No one has ever received a recommendation** (from the competent government body) on how to present gender inequality in the sphere of R&D.
5. **No media** (according to the majority of respondents) **gives special attention** to the unequal gender position in science and no campaign for the benefit of women in science is planned for the future.
6. **Almost half** of the respondents believe that their media **respects the principle** of a (relatively) balanced presentation of women and men in science.

5.2 Does anything need to be changed

1. **More than half** share the opinion that **nothing needs to be changed** regarding the presence of men and women in different manners of representing science; **the minority** (39%) **suggests (particular) changes**.
2. With **the minority** of respondents **stereotypic understanding of science and gender** is evident from the apology for the absence of changes.
3. **Most respondents** (apart from two) **do not know any documents** dealing with the question of discrimination of women in media activity and/or in R&D.
4. **Four fifths** also **do not know any research institutions** (and/or non-governmental institutions) dealing with the question of women in science and also do not cooperate with them.
5. Considering the fact that for now the "feminist point of view" is carried forward mostly by women, one of the important conclusions is that **three fourths of the respondents** named different possibilities for **diminishing problems in overcoming the occupational and family burdens** of women (mother) journalists.
6. **Most** of the respondents are in favour of a more **symmetrical involvement of both genders** in parental responsibilities; on third is convinced that this development has already begun.

5.3 Viewpoints on gender inequality

1. **Two thirds of men and all women** reject the one-bread-winner ideology of the family.
2. **Almost all respondents** (95%) disagree with the viewpoint that women primarily want home and children.
3. **Over four fifths** of all respondents (84%) agree with the viewpoint that **employment is the best way for women to achieve equality**; even more of them (95%) disagree with the viewpoint that men are more likely to get work when there is little possibility of employment.
4. **Almost nine tenths** (more women than men) **disagree** with the viewpoint that a **pre-school child suffers** when his mother is employed; just as many do not agree that family life suffers due to this.
5. **Most** respondents (16 out of 19) agree that **men should do more housework**; even more of them (17 out of 19) believe that men should devote more time to taking care of their children.

6 Summary of conclusions and recommendations for taking measures in individual areas

6.1 Summary of conclusions

Answers to the first set of questions determining *the respondents' knowledge on the existing bodies and the development strategy related to equal gender opportunities in science* show that in Slovenia this issue is present at the state level and that political circles are relatively well informed. Within political circles almost half (47%) of the respondents confirmed that the Slovenian development strategy also includes a viewpoint on ensuring equal gender opportunities in the area of R&D. On the other hand, only one fourth of the respondents from the scientific sphere (24%) answered that this viewpoint forms a part of the development strategy in their institution. However, when interpreting our findings we should keep in mind that our sample of respondents is positively biased, as from all the addressed respondents selected to cover all the main functions about one fourth responded.

Answers to the second set of questions related to personal opinions and experience show that most respondents from political circles agree that the position of women is *neither bad nor good*. Those who are outliers from that neutral position are mostly the ones who are not informed and from this point of view it would be advisable to provide political as well as scientific and media circles with more information on documents and associations dealing with the issue of women in science. The prevailing opinion in scientific circles is that the position of men and women is equal although quite a few respondents expressed doubts about equal opportunities for promotion and pointed out the tendency towards feminisation of inferior positions and the disregard of a proportional participation of women in scientific activity when candidates for different awards need to be proposed. Among those who recognise the disproportional participation of women among those proposed for awards one group calls for changes whereas the other group believes that changes are not necessary. The difference in opinions indicates the need for a more accurate study taking into account the opinions as well as the actual state in scientific circles. **The answers show that despite a relatively high awareness, political circles do not give recommendations on the implementation and presentation of gender inequality in the sphere of**

science and research to scientific and media circles. In scientific circles we have noticed the need for encouraging girls to decide for those study programmes in which women are markedly in a minority.

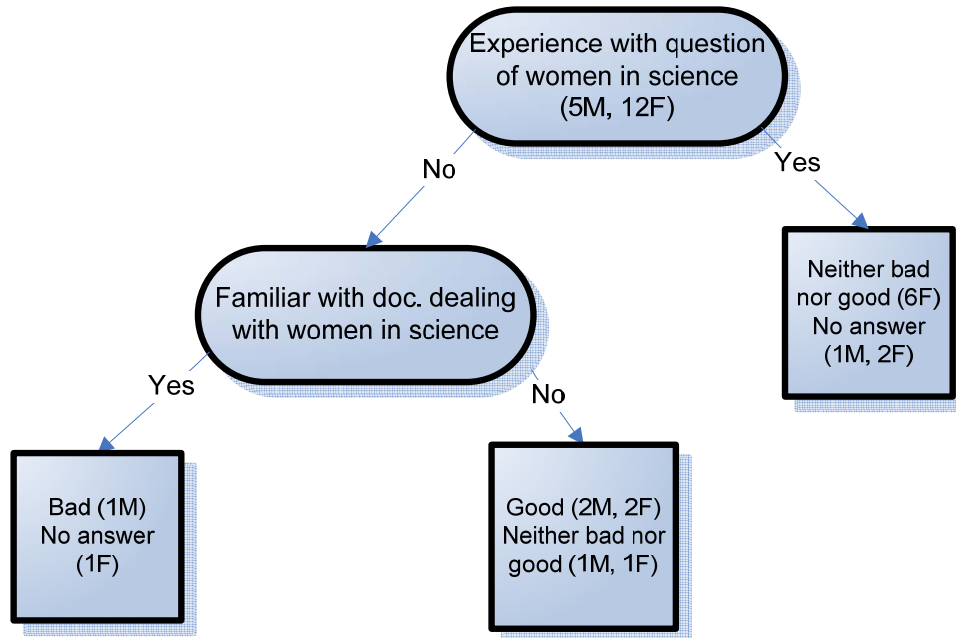


Figure 1. Decision tree representing the division of respondents from political circles (questionnaire A) according to their view of *the position of women and men in Slovenia* (question 2.1).

Most respondents from political circles (questionnaire A) (8–47%, 7 of them are women) believe that *the position of women and men in Slovenia* (question 2.1) is neither bad nor good. No one evaluates the position as very good or very bad, however, 4 respondents (24%) chose the answer good. What is also interesting with this question is the interdependence of answers. We were able to analyse it with the help of machine learning methods. The result is schematically represented in Figure 1. We defined the problem as differentiation between groups according to their answers to the above question. It turned out that statistically the result was primarily dependant on whether the respondents *have any experience with the question of women in science* (question 2.7) or *not*. If they do, they mostly believe that the position is *neither bad nor good*. If they do not, but know at least one *document dealing with the issue (discrimination) of women in science* (question 2.5), then they believe that the position is *bad* (one male respondent) or they did not answer the question 2.1 (one female respondent); both respondents share the opinion that *changes are necessary* (question 2.2). The respondents who think the position is good gave a negative answer to both mentioned questions (2.7 and 2.5). If, for example, we wanted to establish whether the respondent believes that the position is *good*, we could say that this opinion is shared by most of those who have not yet been faced with the issue – 67% of those who **do not have any experience** with the question of women in science and **do not know any documents** dealing with the issue of women in science. This indicates existence of link between knowledge/experience and sensitivity to the question of women in science, **additionally pointing out importance of information dissemination.**

Answers to the third set of questions related to personal data and viewpoints have shown that most respondents from political circles (53%) are aged between 30 and 44. Most respondents from scientific (50%) and media (53%) circles belong to the age group 45 to 60. The questionnaires sent to the addressees from political (71%) and scientific (61%) circles were completed by far more women than men, whereas in media circles the respondents were mostly men (63%). The majority of respondents have a high or higher level of education (59% in political and 84% in media circles) and an employed partner (76% in political, 81% in scientific and 79% in media circles). Most respondents are unanimous in (dis)agreeing with the given viewpoints. The respondents have divided opinions about the viewpoint that the family and child suffer when the mother is employed. **The majority of respondents agree with the viewpoint that for women being employed means being independent, which indicates the need for support in the family life of employed parents.**

Machine learning methods have additionally shown that respondents from political circles who completely agree with the viewpoint that *men should do more housework* (question 3.7i) (all of these respondents are women) mostly have *experience with the question of women in science* (82%, i.e. 9 out of 11 respondents). Based on our limited sample size we could conjecture that to predict the answer to the question about *the experience with the question of women in science* (question 2.7) we foremost need the answer to the above question (question 3.7i), then the opinion on *the position of women and men in Slovenia* (question 2.1), and after that comes the *education* of the respondent. Only in the ninth place according to its importance is *gender* of the respondent. We also see that in our sample on political circles, a positive answer to the question about *the integration of gender equality into the strategy of scientific development* (question 1.8) enables us to speculate that the respondent completely agrees with the viewpoint (89%, i.e. 8 out of 9 respondents) that *being employed is the best way for a woman to achieve independence* (question 3.7c); 58% of all female respondents and 40% of all male respondents are convinced of that. If we wanted to describe the group which does not agree with this viewpoint, we could say that these respondents believe that *gender equality is not integrated into the strategy of scientific development in Slovenia* (question 1.8), that they have *a higher level of education or a master's degree* (question 3.2), and that they are employed at a ministry which *has a body for monitoring the presence of gender issue in educational programmes*. At the same time we see that in our data the respondents who do not agree with the above statement at all, also believe that gender equality is not integrated into the strategy of scientific development and they have PhD. However, larger collection of data is needed to test these claims and conjectures.

6.2 Recommendations

To briefly summarize the findings, we can say that in the scientific circles knowledge on the Slovenian development strategy in the area of science and research, as well the integration of the viewpoint on ensuring equal gender opportunities need to be improved. Appropriate ministries could give recommendations on consideration (in science) and presentation (in media) of gender inequality in the area of science and research. It would also be advisable to launch a campaign which would provide political and media circles with more information on documents and associations dealing with the issue of women in science.

The fact that in scientific circles the opinions on the position of women in science are mixed indicates the need for a more detailed study with questions focusing on opinions as well as on the actual state in scientific circles. In scientific circles another need is quite evident: the need for encouraging girls to decide for those studies in which women are under represented.

Most respondents agree with the viewpoint that for women being employed means being independent of male bread-winner (husband, father). In a modern society which supports individuals this indicates the need for supporting work-life balance, for example in direction of financially supporting parents in getting help with everyday chores (housework, shopping) which can be done by someone else.

The following recommendations are formed taking into account recommendations of the corresponding European committee bodies, the current public opinion in Slovenia regarding equal opportunity and the findings regarding current obstacles for fully implementing the equal gender opportunity policy in science and research. The recommendations are addressing the key players of political power at decision making positions, as well as practical implementation of relationships in society at the level of state bodies (Section 6.2.1), organizations in the area of science and research (Section 6.2.2) and, public media (Section 6.2.3).

6.2.1 State organs

The recommendations for state organs are based on recognizing:

- the lack of the adequately qualified professional staff responsible for the implementation of the gender equality policy in the field of science and research (these are “gender equality co-ordinators”),
- the lack of the cooperation among the key competent state organs (ministries, agencies) regarding the regulation and the control of various activities needed for assuring the equal treatment of women and men in general as well as in science;
- the lack of the transfer of new knowledge (including gender dimension) from scientific institutions to the governmental (and other state) bodies, and
- the lack of ties between nongovernmental organizations and competent state organs, for the amelioration of the existing situation and for the (more) efficient implementation of gender mainstreaming policy.

a) Coordinators at individual ministries should have **the possibility of regular further education and training**. Furthermore, they **should be informed about the new** standard-setting (and wider political) EU documents and the findings of different sciences researching the social aspects of gender inequality; the intermediary between the research institutes and the coordinators at ministries (and other political/administrative bodies) should be the Office for Equal Opportunities. On the basis of participation in further education and training the coordinators should act as **multipliers** of knowledge. In this way those who are in decision-making positions at individual ministries would have the latest information on the strategy of balancing the opportunities for men and women. Special attention should be directed to men who are less informed about this aspect of guiding social development.

b) Coordinators at individual ministries **should search for actual (and potential) sources of unequal gender opportunities** and try to eliminate them with the help of appropriate expert services at individual ministries. This activity should be directed at all levels – from passing laws to monitoring the implementation of individual measures whose aim is the elimination of gender discrimination in wider social area under the responsibility of individual ministries as well as at the ministries themselves

(e.g. assurance of equal opportunities in acquiring expert knowledge and in promotion, as well as in coordination of family and occupational responsibilities).

c) Coordinators at individual ministries should **co-operate** in solving those problems which appear at intersections of individual areas of operation (e.g. economy/education/research).

d) It would be advisable for coordinators to establish a contact and co-operation with the appropriate non-governmental organizations, particularly in the search for actual problems of latent discrimination. At the same time coordinators could have influence on public media to which they could point out the need for presenting individual occurrences indicating bias against or favoritism towards one gender.

6.2.2 Science and research

The recommendations for science and research are based on the following findings:

- equal opportunity principal is in the majority of academic and research organizations already included in everyday functioning and most of the respondents point out that the most important is to work on fully implementing the existing regulations rather than influencing the gender balance of decision-making bodies,
- but a considerable proportion of women (two fifths) believe that men in science and research are in better position than women,
- more women than men pointed out the hidden barrier in organization conditions and in connection of professional and family role of women,
- there is weak communication between the state organs and key decision making people in scientific and research organizations regarding implementation of gender equality in this field,
- there is no special targeted activity on encouraging women to decide for men-dominated study programs,
- that participation of women in some scientific disciplines is not taken into account by the proposing of candidates for awards,

one fourth of participants recognize a need for improving the current situation and alleviating “glass ceiling” effect.

a) Encourage **the information flow at the state level** (appropriate ministry, offices) and try to enable regular acquaintance of those who are in decision-making position in R&D with the EU policy regarding the assurance of equal opportunities for women and men in this area.

To establish a **special body** responsible for co-ordination and finding answers to all questions referring to the assurance of equal opportunities in the area of R&D.

To encourage **interdisciplinary research** of complex occurrences of gender discrimination and direct special attention to disclosure and elimination of (gender) bias when assessing the quality of work.

A regular transfer of findings on unequal gender opportunities from the area of research (at universities and institutes) to co-coordinators at individual ministries.

b) To increase the sensitivity to gender inequality at **the level of academic institutions** and **to inform those occupying decision-making positions in the personnel department** about measures ensuring equal gender opportunities and to increase their responsibility for acting according to the principle of equal share of different parental responsibilities within a family.

Consistent **implementation of the existing standard-setting solutions** regarding the leveling of opportunities, for example the regard of the active research time in the assessment of the quality of work in the framework of promotion (extension of the elective period due to maternity leave/parental vacation), granting scholarships (higher age limit, for example in granting scholarships for post-graduate programs) and in some other cases (competitions and selections).

To encourage the emergence of social **networks for self-help** intended for young parents who should be aided (when needed) with an organized childcare in their working environment.

6.2.3 Public media

The recommendations for the public media are based on the following findings:

- that in the public media science is in general underrepresented and consequently no special attention is devoted to the question of women in science,
- there is a lack of corresponding recommendations from the responsible state bodies,
- almost a half of the respondents is convinced that the changes are necessary,
- the majority of respondents are not familiar with politically important documents - that could contribute to the awareness raising of decision making holders in media on the need for better media coverage of the question of women in/and science.

a) State organs should take care of constant information flow to the leading staff in media houses regarding political recommendations and the needed activities related to the integration of equal opportunity principle into the science and research. **At the state level the information blockage** preventing new information to reach the citizens **needs to be eliminated**. This means that the appropriate ministries (and offices) should ensure regular transfer of information about adopted documents at the EU level (and other organizations, such as UNO and UNESCO) and at the level of the Slovenian state to public media organizations.

What is more, **public media should be given different kinds of encouragement and support** in presenting appropriate information. This is why it is necessary to organize different forms of further training supported at the state level (e.g. workshops and seminars) for those who are in a position of authority.

b) As far as **research** on the issue of gender inequality in general and in science and research in particular is concerned, **a mutual center intended for collecting research data should be ensured**. We should establish a centre which would at the same time be an **archive** and a **documentary and informational centre**. In this centre members of media organization would get the required information on findings in Slovenia.

The role of media as mediators between activity in the area of science and research and general public should also be increased by **networks of researchers** (and other forms of association). A list of these networks would be available in this centre.

c) In **media organizations** it would be useful to **establish a separate body or name a person** responsible for transferring the issue of unequal opportunities into media activity.

In the media organization itself it would be useful to systematically **encourage the assurance of equal opportunities in all aspects of internal work organization**,

especially the assurance of balanced occupational and family responsibilities and in this framework particularly the division of work between both partners in the family/household.

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Acknowledgement

This work was supported by the Slovenian Research Agency and the IST Programme of the European Community under CEC-WYS (SAS6-CT-2004-003582). We would also like to thank CEC-WYS Expert Evaluators Marina Blagojevič, Maca Jogan and Dagmar Lorenz-Meyer for valuable comments and support.

Appendix – Questionnaires: A, B, C

QUESTIONNAIRE "A"

1.

1.1 Is there any special governmental body (council, committee, ministry) in your country who's main concern is implementing equal opportunities policies in science and research?

1- yes

2- no

1.2 If yes, please specify:

- name: _____

- year of establishment: _____

- founded by: _____

- name of the person who initiated the founding: _____

- competences: _____

- way of financing: _____

- position in the administration (council, office) _____

1.3 If no, please name the main reason

1.4 Is there a unit or person in your Ministry (Council) especially signed for monitoring presence of gender issues in educational programs (from kindergarten to primary school and forward) and in research?

1- yes

2- no

1.5 If yes, please specify:

- competences: _____

- way of working (modes of activities): _____

1.6 How is this unit or person financed?

1.7 If no, please name the main reason

1.8 Does the development strategy of science and research in your country also include a standpoint in the assurance of equal opportunities for both genders?

1- yes

2- no

1.9 If yes, how is it done?

1.10 If no, please name the main reason

1.11 Are you familiar with any non-governmental organization in your country which is dealing with women in science issue?

1.12 If yes, which one do you know and how do you estimate the activity of such organization?

2.

2.1 How would you in general estimate gender equality in your country?

1- very bad

- 2 – bad
- 3 – neutral
- 4 – good
- 5 – very good

2.2 Do you think that there should be some changes made in this area?

- 1- yes
- 2- no

2.3 If yes, what do you think should be done (specify three most important actions to be taken)?

2.4 If no, why not?

2.5 Are you familiar with any kind of document which refers to discrimination against women in science and research (in Europe or worldwide)?

- 1- yes
- 2- no

2.6 If yes, please name the document.

2.7 Have you ever before had any experience with the issue of women and science?

- 1- yes
- 2 - no

2.8 If yes, please explain:

2.9 Are you familiar with the regulations referring to gender in/equality (and abolishing discrimination against women) in general in any other country?

- 1- yes
- 2- no

2.10 If yes, please name the country.

3. Can you please answer the following (additional) very last biographical questions?

3.1 Your age?

- 1- less than 30
- 2- 30 to 45
- 3- 45 to 60
- 4- over 60

3.2 What is the highest level of your education?

- 1- high school
- 2- university
- 3- master or specialization
- 4- doctorate

3.3 Sex

- 1- male
- 2- female

3.4 Is your partner employed?

- 1- yes
- 2- no
- 3- do not have a partner

3.5 Do you have any children and how old are they?

- 1- I have children under school age: number (____), age (____)
- 2- I have children in elementary school: number (____), age (____)
- 3- I have children in high school: number (____), age (____)
- 4- I have children at the university: number (____), age (____)
- 5- I have economically independent children: number (____), age (____)
- 6- I do not have any children

3.6 If you have (had) children, how many hours weekly approximately do (did) you dedicate to them when they are (were):

- 1- in kindergarten _____
- 2- in elementary school _____
- 3- later on _____?

3.7 Now we would like to ask you if you can indicate the level of your agreement or disagreement with the following statements:

(1 = I totally agree, 2 = I agree, 3 = I do not have an opinion, 4 = I do not agree, 5 = I do not agree at all)

- a) 1,2,3,4,5 " In a marriage a man should earn money and a woman should take care of the household and family"
- b) 1,2,3,4,5 " It is ok if women go to work but what they really want are home and children"
- c) 1,2,3,4,5 "Being employed is the best way for a woman to become independent"
- d) 1,2,3,4,5 " For a woman it is just as fulfilling being a housewife as it is being employed and earn money"
- e) 1,2,3,4,5 " Both a man and a woman should contribute to a family income"
- f) 1,2,3,4,5 " A child under school age would probably suffer if mother is fully employed"
- g) 1,2,3,4,5 " In general family life suffers if a mother is fully employed"
- h) 1,2,3,4,5 " When there are little chances for employment, men should have priority over women"
- i) 1,2,3,4,5 " Men should be more involved in housework then they actually are"
- j) 1,2,3,4,5 " Men should be more involved in taking care of children then they are now"

Would you add something?

Thank you for your kind cooperation!

QUESTIONNAIRE "B"

1.

1.1 Is there any special representative body (council, committee, commission) at your university (institute) whose main concern is implementing equal opportunities policies in science research?

1- yes

2- no

1.2 If yes, please specify:

- name: _____

- year of establishment: _____

- who initiated the founding _____

- position within the university hierarchy _____

- competences: _____

- way of financing: _____

1.3 If no, please name the main reason

1.4 Was there during your mandate at the university senate/board meeting (or at the other equally important meeting) discussed the issue of gender inequality in science and research?

1- yes

2- no

1.5 If yes, please specify:

1- which problems _____

2- why _____

1.6 Does the development strategy of your institution also include a standpoint in the assurance of equal opportunities for both genders?

1- yes

2- no

1.7 If yes, how is it done?

1.8 If no, please name the main reason

1.9 Are you familiar with any women network or organization, as a part of your institution, which is dealing with women in science issue?

1- yes

2- no

1.10 If yes, which one do you know and how do you estimate the activity of such a network or organization?

2.

2.1 How would you in general estimate the position of men and women at your institution?

2.2 Do women and men at your university (institute) have equal chances for the promotion?

1- yes (please explain) _____

2 – no (please explain) _____

2.3 In many countries there is a tendency towards the feminization of lower university (hierarchical) posts; does this tendency exist at your university (institute)?

1 - yes

2 - no

2.4 When forming the bodies for recruitment and promotion do you take any measures to make gender balance?

1 - yes (please give the example) _____

2 - no (explain why not) _____

2.5 Do you think that there should be some changes made in this area?

1- yes

2- no

2.6 If yes, what do you think could be done to promote gender equality at your university (specify three most important actions to be taken)?

2.7 If no, why not?

2.8 Results of various investigations show that family duties represent a very important obstacle for the promotion of women (mothers) scientists. What do you think could be done for the diminution of this obstacle (at your university and/or in the broader social environment)?

2.9 How do you estimate the possibility of men and women (a mother and a father) equally sharing parental leave (after the first few months of maternity leave) and dividing all the parental duties and responsibilities?

1- this is absurd, a child needs a mother

2- it is an interesting idea, but the time is not right yet

3- it would be a fair distribution, but the time is not right yet

4- it would be a fair distribution, and it should be implemented as soon as possible

5- it is a fair distribution which is already in realization

6- it is possible to implement this idea in other areas but not in science and research

2.10 Are you familiar with any kind of document which refers to discrimination against women in science and research (in Europe or worldwide)?

1- yes

2- no

2.11 If yes, please name the document.

2.12 Are you familiar with the regulations referring to gender in/equality (and abolishing discrimination against women) in any other comparable institution in your country or abroad?

1- yes

2- no

2.13 If yes, please name the institution.

2.14 Have you ever received any kind of recommendations from the competent Ministry (agency, office) on how to assure equal opportunities for men and women in science and research areas?

1- yes

2- no

2.15 If yes, please specify which recommendation?

2.16 Does your institution try in any way to encourage young women to follow the courses in which women are being extremely under-represented?

- 1- yes
- 2- no

2.17 If yes, please specify which programs and how?

2.18 Are there any special actions taken in your institution to exclude gender bias in the evaluation of academic work?

- 1- yes
- 2- no

2.19 If yes, please specify how the impartiality is assured?

2.20 When nominating candidates for different awards is the relative (uneven) participation of women in scientific jobs(activities) taken into consideration?

- 1- yes
- 2- no

3. Can you please answer the following (additional) very last biographical questions?

3.1 Your age?

- 1- less than 30
- 2- 30 to 45
- 3- 45 to 60
- 4- over 60

3.2 What is the highest level of your education?

- 1- high school
- 2- university
- 3- master or specialization
- 4- doctorate

3.3 Sex

- 1- male
- 2- female

3.4 Is your partner employed?

- 1- yes
- 2- no
- 3- do not have a partner

3.5 Do you have any children and how old are they?

- 1- I have children under school age: number (____), age (____)
- 2- I have children in elementary school: number (____), age (____)
- 3- I have children in high school: number (____), age (____)
- 4- I have children at the university: number (____), age (____)
- 5- I have economically independent children: number (____), age (____)
- 6- I do not have any children

3.6 If you have (had) children, how many hours weekly approximately do (did) you dedicate to them when they are (were):

- 1- in kindergarten _____

2- in elementary school _____
3- later on _____ ?

3.7 Now we would like to ask you if you can indicate the level of your agreement or disagreement with the following statements:

(1 = I totally agree, 2 = I agree, 3 = I do not have an opinion, 4 = I do not agree, 5 = I do not agree at all)

- b) 1,2,3,4,5 " In a marriage a man should earn money and a woman should take care of the household and family"
- b) 1,2,3,4,5 " It is ok if women go to work but what they really want are home and children"
- c) 1,2,3,4,5 "Being employed is the best way for a woman to become independent"
- d) 1,2,3,4,5 " For a woman it is just as fulfilling being a housewife as it is being employed and earn money"
- e) 1,2,3,4,5 " Both a man and a woman should contribute to a family income"
- f) 1,2,3,4,5 " A child under school age would probably suffer if mother is fully employed"
- g) 1,2,3,4,5 " In general family life suffers if a mother is fully employed"
- h) 1,2,3,4,5 " When there are little chances for employment, men should have priority over women"
- i) 1,2,3,4,5 " Men should be more involved in housework then they actually are"
- j) 1,2,3,4,5 " Men should be more involved in taking care of children then they are now"

Would you add something?

Thank you for your kind cooperation!

QUESTIONNAIRE "C"

1.

1.1 Is there any body related to the promotion of science in your institution?

1 - yes

2 - no

1.2 Does the development strategy of your institution also include a standpoint how to increase the presence of science in media activity?

1- yes

2- no

1.3 If yes, how is it done?

1.4 If no, please name the main reason

1.5 Is there any special representative body (council, committee, commission) in your institution who's main concern is implementing equal opportunities policy?

1- yes

2- no

1.6 If yes, please specify:

name: _____

- year of establishment: _____

- who initiated the founding _____

- competences: _____

- position in the organizational hierarchy _____

- way of financing: _____

1.7 If no, please name the main reason

1.8 Is the share of men and women among the leading staff at your institution approximately the same as the corresponding share among journalists?

1- yes

2- no

1.9 Inside your institution, when dealing with the science and research area, is there any special attention given to the women in science issue?

1- yes

2- no

1.10 Was there during your mandate at the council/board meeting (or at the other equally important meeting) discussed the issue of science and research presentation in regard to the unequal opportunities of men and women in this area (respectively regarding the case of discrimination against women in science and research)?

1- yes

2- no

1.11 If yes, please specify:

1- which problems _____

2- why _____

1.12 Do you remember, has been the special situation of women in science ever the topic of your medium (during the last five years)?

1- yes

2 - no

3 - I can not remember

1.13 Do you know, are the journalists in your medium directed at the principle of the (relative) balanced representation of men and women scientists?

1- yes (they respect this principle)

2 – no

3 – I do not know

1.14 Do you have any kind of plans to prepare campaigns in favour of women and science in your medium?

1 – yes

2 - no

2.

2.1 How would you estimate in general the presence of women and men figures (represented through various genres/types/kinds of communication) in the science and research presentation in your medium?

a) in daily news

b) in documentaries

c) in other

2.2 Do you think that there should be some changes made in this area?

1- yes

2- no

2.3 If yes, what do you think could be done (specify three most important actions to be taken)?

2.4 If no, why not?

2.5 Are you familiar with any document referring to the issue of women (or to the discrimination against women) in media and/or in science and research area (in Europe or worldwide)?

1- yes

2- no

2.6 If yes, please name the document.

2.7 Are you familiar with any research unit/centre and/or (nongovernmental) women network or organization, which is dealing with women in science issue?

1- yes

2- no

2.8 If yes, which one do you know and how do you estimate the activity of such a unit/centre and network or organization?

2.9 Does your medium collaborate with some of these units, organizations?

1- yes

2- no

2.10 If yes, please name the collaborator and estimate the collaboration!

2.11 Have you ever received any kind of recommendations from the competent Ministry (agency, office) concerning the presentation of (and the dealing with) the gender inequality in the science and research areas?

- 1- yes
- 2 – no

3. Can you please answer the following (additional) very last biographical questions?

3.1 Your age?

- 1- less than 30
- 2- 30 to 45
- 3- 45 to 60
- 4- over 60

3.2 What is the highest level of your education?

- 1- high school
- 2- university
- 3- master or specialization
- 4- doctorate

3.3 Sex

- 1- male
- 2- female

3.4 Is your partner employed?

- 1- yes
- 2- no
- 3- do not have a partner

3.5 Do you have any children and how old are they?

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- 5- I have economically independent children: number (____), age (____)
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3.6 If you have (had) children, how many hours weekly approximately do (did) you dedicate to them when they are (were):

- 1- in kindergarten _____
- 2- in elementary school _____
- 3- later on _____?

3.7 Now we would like to ask you if you can indicate the level of your agreement or disagreement with the following statements:

(1 = I totally agree, 2 = I agree, 3 = I do not have an opinion, 4 = I do not agree, 5 = I do not agree at all)

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- c) 1,2,3,4,5 " Being employed is the best way for a woman to become independent"
- d) 1,2,3,4,5 " For a woman it is just as fulfilling being a housewife as it is being employed and earn money"
- e) 1,2,3,4,5 " Both a man and a woman should contribute to a family income"

- f) 1,2,3,4,5 " A child under school age would probably suffer if mother is fully employed"
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- i) 1,2,3,4,5 " Men should be more involved in housework then they actually are"
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