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### **Women in Education (Decision-making positions)**

In the 12<sup>th</sup> e-bulletin published by the Observatory for Gender Equality (November 2017), reference was made to women that hold decision-making positions in three different fields of power (political, social and economic). The field of education was deliberately omitted, so that it can be presented separately and more thoroughly in the present e-bulletin.

Generally, it is not uncommon to come across gender inequalities in the field of Education. Indicatively, in this e-bulletin we will examine the following cases: the transition to the higher levels of academic ranks of Teaching Research Staff in the Greek Universities, the decision-making positions held in the Greek public high schools, the Boards of Directors in the Educational Unions and Federations, as well as in the administration of the Ministry of Education, Research and Religious Affairs.

In the modern Greek society there still exist scientific fields and occupations that are dominated by either men or by women. Indicatively below we present the percentages of students per gender in the Engineering Faculty in the Polytechnic School as well as in the School of Education, Department of Early Childhood Education of the National and Kapodistrian University of Athens.

Figure 1: Student rates in the School of Naval Architecture and Marine Engineering of the National Technical University of Athens per gender (Greece, academic years 2008-2009 to 2015-2016)

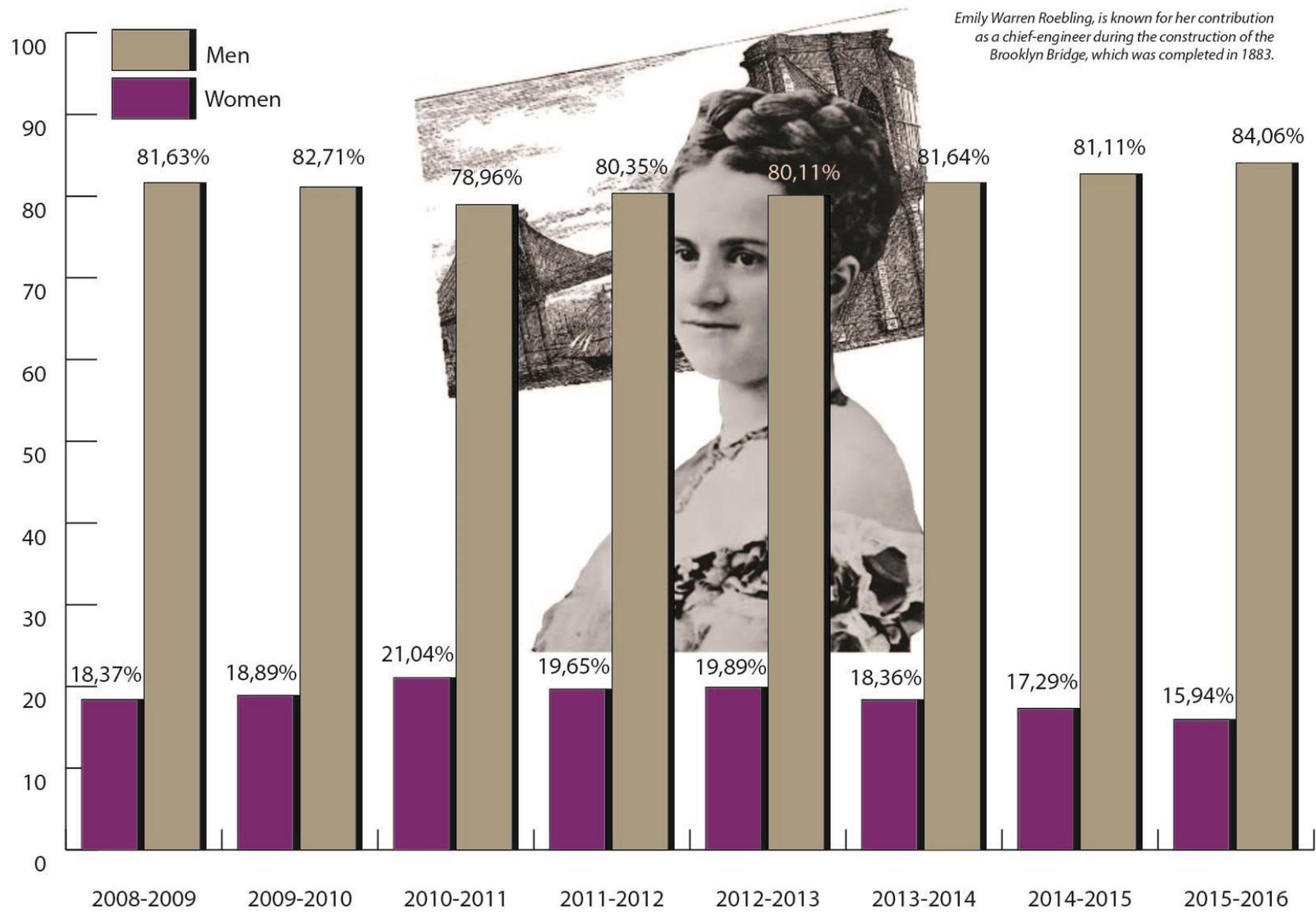
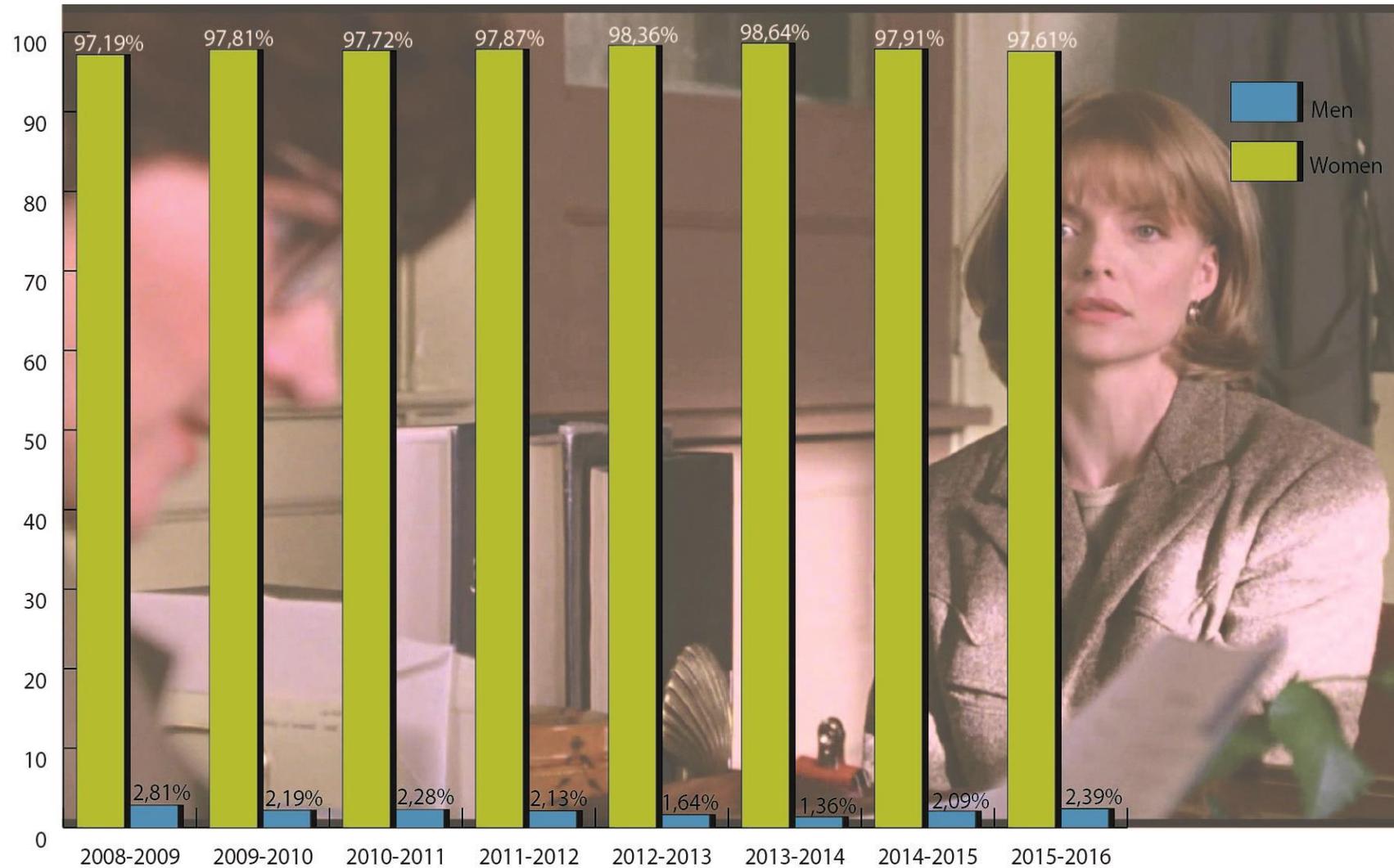


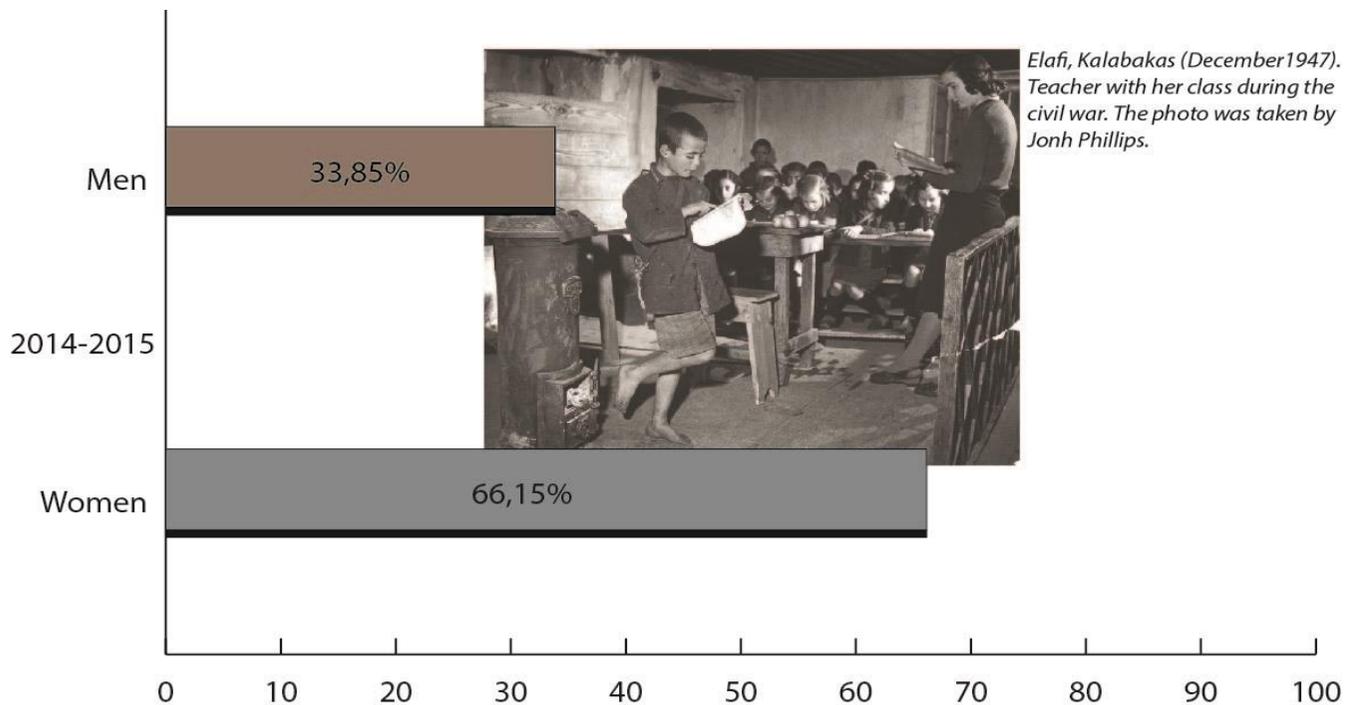
Figure 2: Student rates in the School of Education, Department of Early Childhood Education of the National and Kapodistrian University of Athens (academic years 2008-2009 to 2015-2016)



Scene from the movie *Dangerous Minds* (1995) that was focused on education with Michelle Pfeiffer as a leading actor.

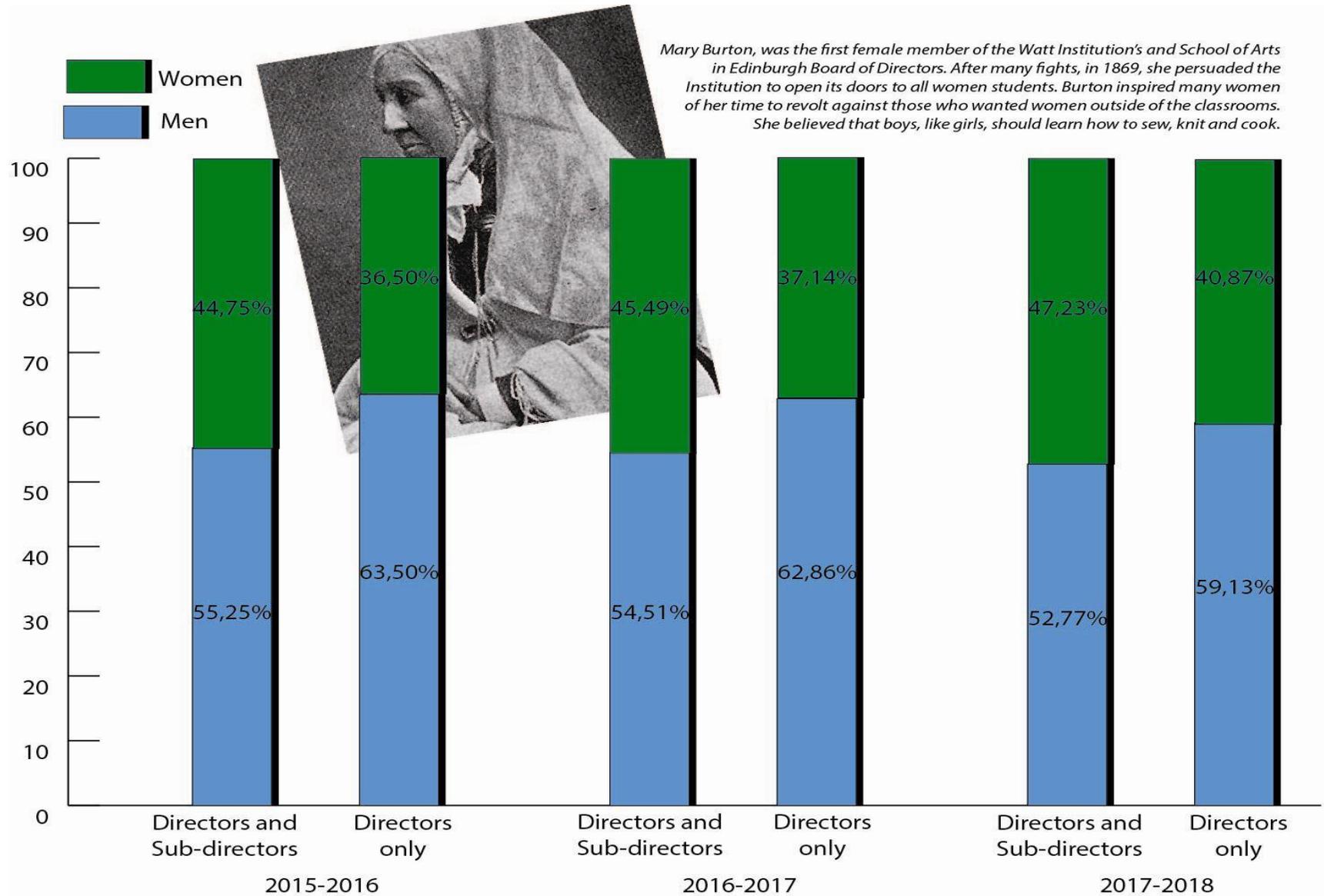
In the early stages of education (years 2-5), the majority of the pedagogues are women. A similar situation can be observed in Primary and Secondary Education, but to a lesser extent. Indicatively, according to the Hellenic Statistical Authority for the years 2014-2015, women make up 2/3 of the educational body in public high schools (Figure 3).

Figure 3: Educational personnel rates in public high schools per gender (Greece, academic year 2014-2015)



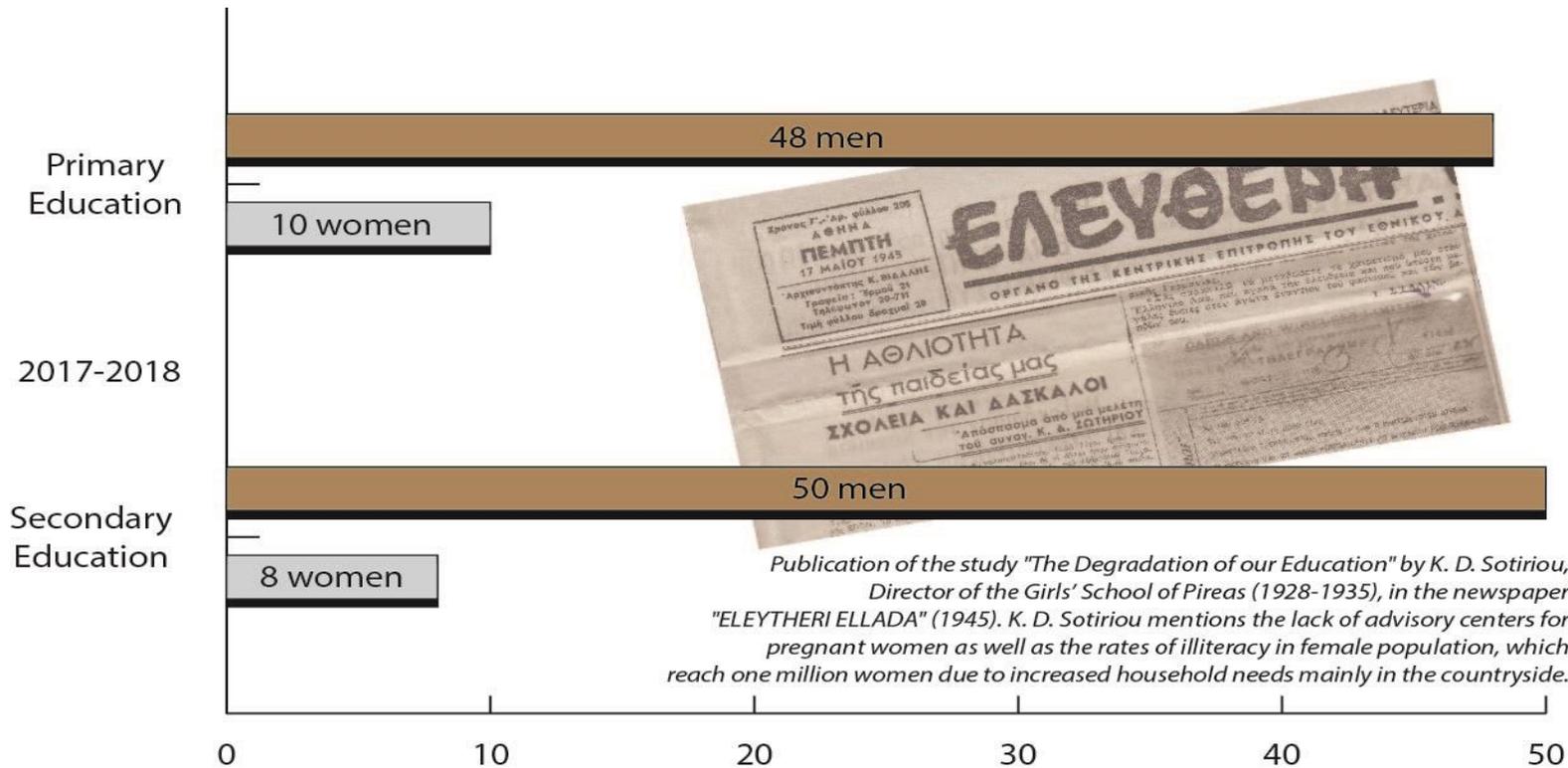
Even though 2/3 of the educational personnel consists of women, the rates of women at Director level positions are below 50% (the rates become even smaller if we don't consider women sub-directors). However, it is a positive fact that during the last few years the rates of women occupying these positions have been increased.

Figure 4: Director and sub-Director rates in public high schools per gender (Greece, academic years 2015-2016 to 2017-2018)



The figures of women in decision-making positions in Educational Directorates around Greece are much lower than these above (18 women in a total of 116 men and women). (Figure 5)

Figure 5: Number of men and women in decision making positions in Educational Directorates (Greece, academic year 2017-2018)



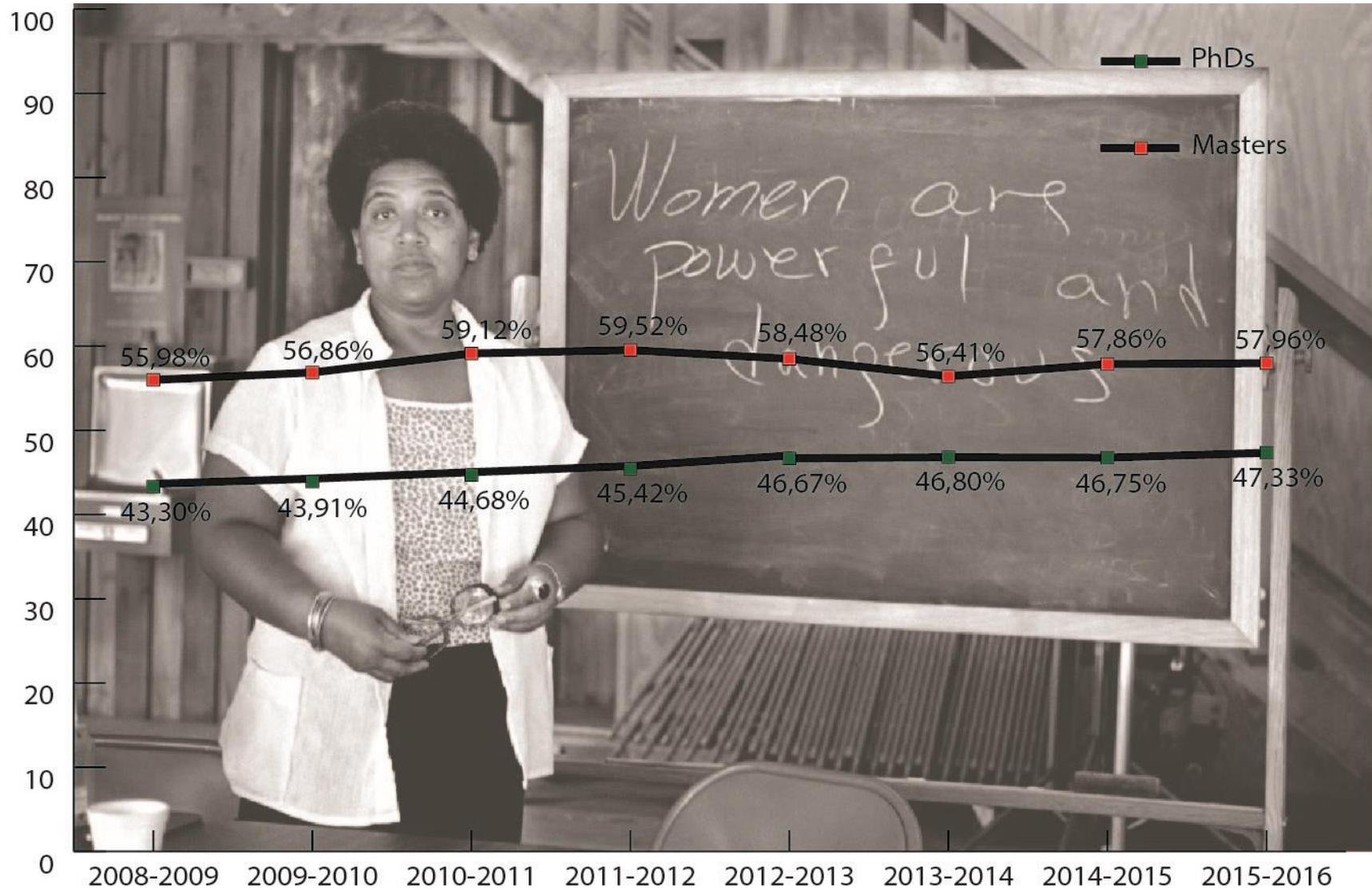
In a similar analogy, the representation of women in Educational unions is very poor as we can see in the table below (Table 1). We can observe that the presidents of the Boards of Directors in both Federations are all men. Moreover, we can see there are only 2 women in each one of the 10-member Boards. Also, in a total of 90 Boards of ELME (Unions for Teachers in Intermediate Education), the presidents are made up of 74 men and 16 women (January 2018). The number of members in the Boards is 554 (377 men, 177 women) and for the total (presidents and members) we observe that between 644 individuals, 451 men and 193 women.

Table 1: Number of members and presidents in the Boards of Directors (Educational Federations and Unions, Greece, 2017-2018)

	<b>Teacher's Federation of Greece (DOE)</b>	<b>Federation of Secondary Education, State School Teachers (OLME)</b>	<b>Unions for Teachers in Intermediate Education (ELME)</b>
<b>Members</b>			
Men	8	8	377
Women	2	2	177
<b>Presidents</b>			
Men	1	1	74
Women	0	0	16
<b>Total</b>			
Men	9	9	451
Women	2	2	193

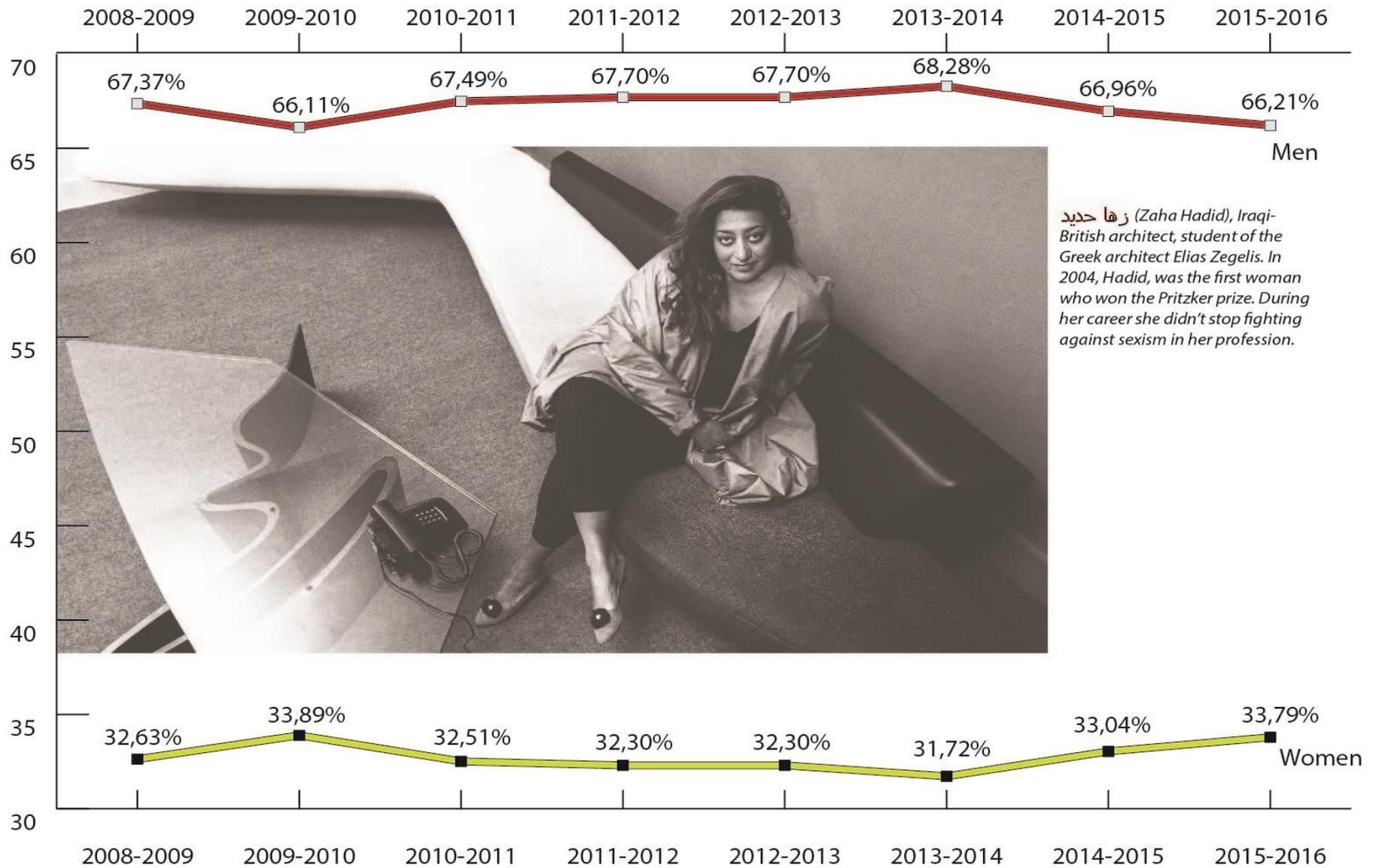
Continuing to the higher education, we can observe that even though more women than men hold a Master's degree, women do not choose to continue with PhD studies (Figure 6). At this point we should remark on the rates of women who have completed their PhD studies (in 2015-2016 the 47,33%) compared to the ones that belong to the Teaching Research Staff in the Greek Universities (for the same academic year 2015-2016, 33,79%) (Figure 7). We can see that the rates are becoming lower when we examine women-holders of position in Teaching Research Staff and they reach a disappointing rate of 20% as we move up on the Professor's rank (Figure 8).

Figure 6: Rates of women which hold Master's and PhD's titles (Greece, academic years 2008-2009 to 2015-2016)



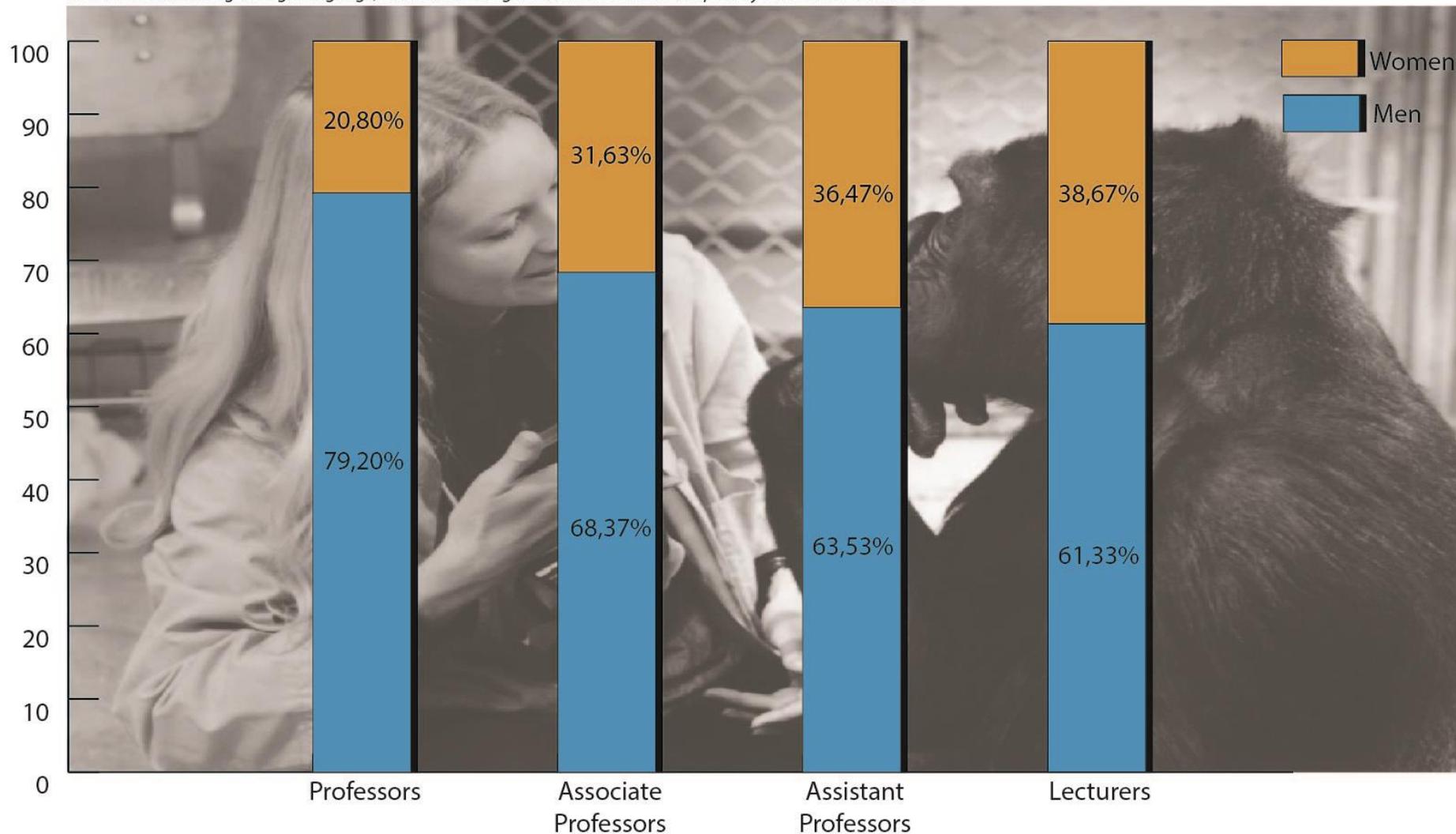
*Audre Geraldine Lorde, American writer, poet, feminist and civil rights activist. She completed her Master degree in Library Science at Columbia University in 1961.*

Figure 7: Rates per gender for Teaching Research Staff in the Greek Universities (academic years 2008-2009 to 2015-2016)



**Figure 8:** rates per gender for Teaching Research Staff in the Greek Universities in academic ranks (Professors, Associate Professors, Assistant Professors, Lecturers) (Greece, academic years 2008-2009 to 2015-2016)

*Penny and Koko (1978), in the picture we can see the successful effort that lasted many years by Dr. Francine Penny Patterson, to communicate using the sign language, with the female gorilla Koko. Koko was adopted by Dr. Patterson in 1971.*



The uneven participation of women in decision-making positions in the field of Education can also be seen in the administration of the Ministry of Education Research and Religious Affairs. According to the official website of the Ministry (access 27/04/2018), the administration consists of only 2 women in a total of 8 individuals (Minister, Deputy Minister, 2 State Secretaries, 4 General Secretaries).

Summing up, we observe that results and conclusions of past studies in Greece and Europe, remain valid till today:

- Discrimination between women and men in various occupations still exists.
- Despite the fact that women form the majority of the Educational personnel, the positions in administration belong mainly to men.
- Women representation in Educational Federations and Unions is very low.
- Especially in higher education, women are the minority of the Teaching Research Staff in the Greek Universities.
- In fact, the higher the rank is, the lower the number of women is in these positions.

However, encouraging is the increase of the rate of women Directors in secondary education.

In the National Action Plan for Gender Equality 2016-2020 published by the General Secretariat for Gender Equality, regarding the elimination of the aforementioned inequalities, there are included actions such as designing, implementing and following-up strategies which are made to empower women-managers in decision-making positions. Actions for supporting women participation in Federations and Unions in every area and level of education are also included in the National Action Plan for Gender Equality.

*The sources used are: Hellenic Statistical Authority, Ministry of Education Research and Religious Affairs and the official websites of the Educational Unions and Federations (Teacher's Federation of Greece, Federation of Secondary Education, State School Teachers).*

**paratiritirio.isotita.gr** is a special website of the General Secretariat for Gender Equality designed to include, analyze, process and diffuse statistical data and indicators for gender equality policies.

Its goal is mapping gender differentiations in 12 basic policy areas and the monitoring of any relevant trends and advances in Greece. Moreover, it includes 82 gender indicators based either on the Beijing Platform for Action or on specific national priorities and is followed by metadata.

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