

GENDER EQUALITY IN THE LITHUANIAN SYSTEM OF EDUCATION AND SCIENCE

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Abstract

The system of higher education is one of the areas where the gender approach becomes more and more important. This field undoubtedly can be named as one of indicators of the country's culture and civilisation. Nowadays, despite the all in Lithuania adopted laws and strategic documents, which reflect high international standard in gender equality area, many economic and social indicators show that the real situation of women and men in Lithuanian higher education system as well as in other areas of social life is very different. The survey of the Lithuanian academic community, carried on in 2013, demonstrated not satisfying picture in terms of gender discrimination. Firstly, men occupy top managerial positions at Lithuanian universities, when women concentrate on the lowest level administrative support staff positions. Secondly, among academic and research staff women mostly occupy lowest positions. Thirdly, women and men share equally lowest level management positions. Presented results of survey demonstrate essential differences of status between women and men in the Lithuanian academic community which have to be taken into account when shaping the national education and science policy. Considering existing situation, the effectiveness of valid legal regulation and strategically planning must be denied. It raises the need of improvements in this field and necessity of taking strict measures in order to ensure full equality in practice. One of the possibilities, which is highly recommended to discuss in society as well as at decision making level, are special interim measures, established by the laws that are applied with the aim to speed up factual implementation of equality between men and women. Similarly, it should be marked that the balance between the importance to realize the principle of academic ethics and fair competition, declared by the Law on higher education of Republic of

Lithuania, and the principles of equality and non-discrimination should be found.

Keywords: Gender equality, non-discrimination, higher education, science, special interim measures

Introduction

The change of the situation of women not only in private, family but also social and economic life is one of the distinctive trends of modern world. The former dependence of women on men, on strictly established traditional material and social roles is no longer so absolute. The constructive approach that is reflected in the Gender Mainstreaming⁵¹ – "the assessment of any planned activities, legislation, strategies and programmes in all areas, all levels and stages, has to take into account the impact on both women and men" – expands the opportunities to overcome the traditional patriarchal stereotypes. Today the gender approach has become not an individual matter but the indicator of the country's culture and civilisation.

One of the common culture indicators is the universally accessible higher education that develops integral, initiative, creative personality with broad cultural perception that believes in partnership⁵². Education and learning are key for the cultural, social and technological advance of the society. It has to be equally accessible to all members of the society, create equal opportunities for implementing one's potential for both women and men.

The equality between women and men is a horizontal priority of the EU strategy "Europe 2020" that is visible in all the three strategy priorities (smart, sustainable and integrated growth), aims and initiatives. The document establishes that when aiming for innovative European Union and creating conditions for scientific research and innovations, efforts are needed "so as many women as possible worked in the area of scientific research and gender equality studies were developed"⁵³.

The EU Strategy for Equality between Men and Women 2010-2015⁵⁴ stipulates that "despite the EU goal, set in 2005, of having 25% of leading positions in the public research sector filled by women, the target is still some way off as only 19% of full professors in EU universities are women. The prevailing gender imbalance in science and research is still a

⁵¹ Gender Mainstreaming. Conceptual Framework, Methodology and Presentation of Good practices. Council of Europe, 2004.

⁵² Learning Lithuania 2030.

⁵³ "Europe 2020" COM (2010).

⁵⁴ COM (2010) 491, 7 p.

major obstacle to the European objective of increasing competitiveness and maximising innovation potential."

Lithuania has made a significant progress in implementing equal opportunities between women and men – the legislation on equal opportunities between men and women on the state level was established and developed. The laws of the Republic of Lithuania stipulate equal opportunities for men and women as general principles and special norms. In 1998 Lithuania adopted the Law on Equal Opportunities between Women and Men and was among the first to do so in Central and Eastern Europe. Article 1 of the Law stipulates that the aim of the law is to ensure the implementation of constitutional rights for women and men. The law also bans any form of discrimination with regard to gender. The law establishes general principles for ensuring equal rights between women and men and the areas of application, one of which is science and education. In 1999 the Office of the Equal Opportunities Ombudsmen was established in Lithuania. It has a broad mandate in implementing gender equality principles, investigating causes and consequences of gender discrimination, providing recommendations on legislative improvements to the state institutions. National Women and Men Equal Opportunity Programmes are being implemented in Lithuania on a regular basis; the last one was approved for 2010 – 2014. Lithuania is seen as a good practise example in implementing gender equality in Europe. Taking into account the progress in this area, the European Institute for Gender Equality was established in 2007 in Lithuania.

Despite the adopted laws and strategic documents, many economic and social indicators show that the real situation of women and men in Lithuania is very different. Inequality may deepen having in mind the developing processes of economic globalisation which is more favourable to the more flexible and mobile labour force. This makes the situation for women quite complicated, as they are often forced to choose between family and work. Therefore, the situation of women on the labour market is more complicated, the employment is lower, and the level of poverty – higher, education of women and their qualifications are often used inefficiently on the market.

Gender Equality Challenges in Education, Science and Technology

The United Nations General Assembly and Economic and Social Commission have been raising the problem of women and girl inequality and disparity in the areas of education, access to science and labour market for more than 30 years. In 2000 the problem of gender equality implementation was included into one of the eight UN Millennium Development Goals. The United Nations International Report "Science, Technology and Gender" as a

specific example of women mainstreaming into science saw the light for the first time in 2007⁵⁵.

As it is mentioned in this document, the achievements in education, science and technology influence our daily life, huge increase of life quality potential in developed and developing countries has been accumulated in these areas. As more than 1 billion people live in poverty worldwide, the majority of whom are women and children, science and technologies play a key role in improving the quality of life in every country⁵⁶.

Mainstreaming, involvement and increase of access as well as enhancement of the contribution of women in science and technologies is an essential leverage reducing poverty and fostering the creation of new jobs, increasing labour productivity in manufacturing, service, agricultural areas as science and technologies are drivers for the renewables, they help foreseeing and managing climate change and biodiversity consequences.

Women often poorly represent science policy. How one should include more women into science and technologies? The document states that it is key to strengthen and develop women participation drafting the strategies of science, the programmes, and indicator systems on the international, national and regional levels⁵⁷.

The significance of education in retaining sustainable development and the quality of life is unquestionable. No one doubts that globally women are less educated or their education is lower than that of men especially in the areas of science and technologies. Despite women's achievements in education and the increase of learning women, gender inequality remains a norm globally. Therefore, these positive trends are insufficient to implement the Millennium goals. It is worth mentioning that the amount of women in the area of higher education is continuously increasing and approaching 50% in the universities of the world.

Even though the majority of women are successful in climbing up the career ladder in different areas of science, a bigger progress is needed. Girls are less inclined to aim for education needed in scientific research; women with the same qualification often earn less than men and slower climb up the career ladder. Therefore the majority of women as a rule concentrate in less demanding scientific areas. However, nothing justifies poor participation of women in science and their concentration in less demanding scientific areas. Therefore the support to them has to be provided by empowering them in science: providing a greater choice, better access to science and career in their jobs with the equal pay to men and providing more flexible working conditions taking into account the balance between family and work.

⁵⁵ Science, Technology and Gender. An International Report. UNESCO Publishing, 2007

⁵⁶ Ibid.

⁵⁷ Ibid.

The lack of women researchers and managers is global. There are a number of factors that explain a small number of women involved in large scale scientific research projects: balance between work and family, gender stereotypes and models in labour and employment, productivity, assessing their work efficiency and criteria of professional career. What is really known about women working in science or the areas of research were they work? There is insufficient statistics, the lack of important data on the participation of women and men in education, scientific research, technologies and innovations. Therefore one of the first tasks of the international scientific community is support and increase in potential when generating statistical databases, collecting the data and assessing gender focus in education, science and technology processes.

Gender Equality Disbalance in Science and Education of Lithuania

In the course of 20 years of market economy quite a lot of reforms have been carried out in the field of education and science in Lithuania. One of the major achievements is quite a significant increase in the number of students. In the recent decade the number of universities and colleges has doubled. Some 70% of graduates decide to study at higher education institutions and this is one of the highest indicators globally (for example, it is higher in Japan – 82% and USA- 81 %.). A relatively small number of European working populations have higher education: in Europe – 21%, in Lithuania – 30% (in USA– 38%, in Japan – 36%⁵⁸). The number of Lithuanian students (especially in colleges) is increasing very rapidly. Lithuania is ahead of USA in terms of number of students per 1000 inhabitants: there are 54 students per 1000 inhabitants in the USA, in Japan – 31, in Lithuania – 60. Unfortunately, Lithuania allocates quite little money per student (around 4249 Lt), as compared to US – there is 5,5 times more, EU – 2 times more⁵⁹. We train too few lawyers, social science experts (even though the prevailing opinion in Lithuania is different). There are relatively quite few teachers trained in Lithuania.

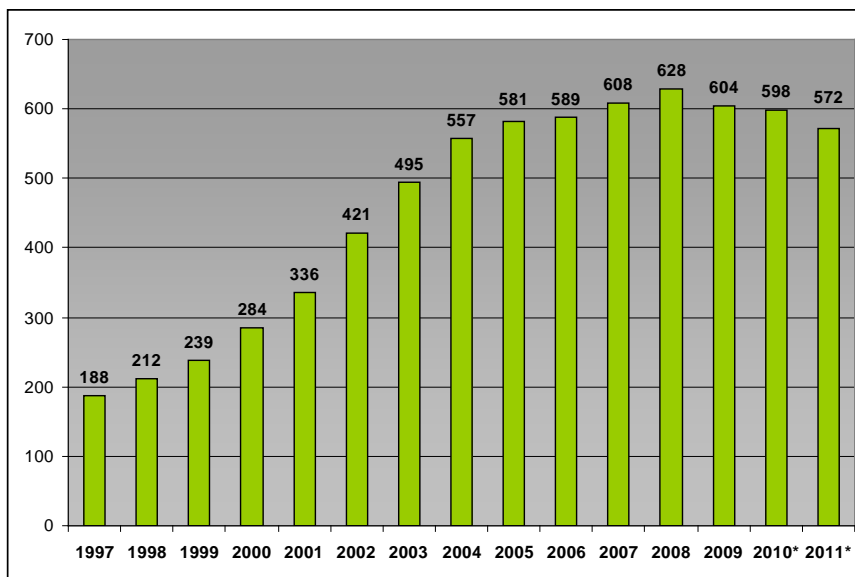
So, in terms of inhabitant education indicators Lithuanians are among most educated people in Central and Eastern Europe, the number of higher education institution graduates is the highest here. Professionals with the highest qualification were prepared by 47 higher education institutions – 23 universities and 24 colleges, 60500 lecturers and researchers work in Lithuania and there are 35 science institutes. At the beginning of the 2011–2012 academic year, there were 175 thousand students in these schools, of whom 125 thousand – at universities, 50 thousand – in colleges. In 2011, against 2010, the number of students in schools of higher education

⁵⁸ Lithuanian Education in Number. Vilnius: MOSTA, 2012

⁵⁹ Education 2011. Vilnius: Statistics Lithuania , 2012

decreased by 12 thousand, or 6 per cent. Most students – 156 thousand, or 89 per cent, – were studying in public schools of higher education, while the number of those in non-public (private) schools of higher education (9 universities and 11 colleges) amounted to 19 thousand, or 11 per cent of all students in higher education⁶⁰. Lithuania is among the five EU Member States in terms of people speaking foreign languages, i.e. the biggest number of inhabitants speak at least one foreign language (most often, English, Russian and Polish).

Though one must recognise that some Lithuanian graduates of higher education institutions go to work abroad or get a job that is different from their education, which is a huge loss to the country.



Source: Statistics Lithuania

Ex. 1. Number of University and College students per 10000 inhabitants

While assessing statistical data in the area of education with regard to gender, one could notice a clear trend that **more women than men aim for continuous education**. Women are more active in aiming for higher education than men. At the beginning of 2007–2010 women amounted to 60% at universities and colleges. 7.5% of women aged 25–64 and 4.5% of men develop their qualifications at higher VET and other schools, courses, seminars and conferences.

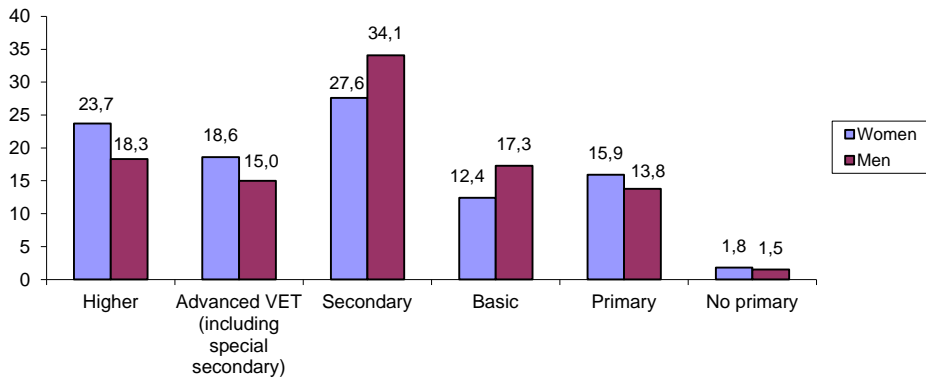
There are grounds to say that **Lithuanian system of education is equally accessible to both genders**. The efficiency, accessibility and equal

⁶⁰ Education 2011. Vilnius: Statistics Lithuania, 2012

opportunities to education are demonstrated by an even distribution of persons in different science and education levels. In 2011 girls amounted to 48,5% in preschool education institutions, primary education – 48%, basic education – 48,1%, secondary education – 48,1%, higher education studies 59,3%, PhD studies - 58,5%.

According to the 2011 census **more women than men have acquired higher, advanced VET education, whereas among those who have secondary and primary education – the majority are men.**

10 years of age and older, %



Source: *Women and Men in Lithuania in 2011. Statistics Lithuania, 2012*

Ex. 2. Distribution of Women and men according to their education, data of 2011 census

Even though the level of education of women in Lithuania is much higher, their social and material status is much lower than that of men. More women than men have higher and advanced VET – respectively 42,3% and 33,3%, the majority of students in higher education institutions are women - 59%: in bachelor programmes – 64%, in master programmes – 67,1%, 57,2% women aimed for doctor's degree (Chart 1).

University Graduates in accordance to academic degrees

Chart 1

	Bachelor's degree		Master's degree		Professional qualification		Doctor's degree	
	women	men	women	men	women	men	women	men
2000	6071	4207	2251	1493	1631	1046	134	134
2005	12030	6282	4900	2587	1409	606	158	117
2010	13466	7596	6770	3075	777	270	216	158
2011	12723	7303	6368	3117	383	128	178	133
Gender distribution, %								
2000	59,1	40,9	60,1	39,9	60,9	39,1	50,0	50,0
2005	65,7	34,3	65,4	34,6	69,9	30,1	57,5	42,5
2010	63,9	36,1	68,8	31,2	74,2	25,8	57,8	42,2
2011	63,5	36,5	67,1	32,9	75,0	25,0	57,2	42,8

Source: *Women and Men in Lithuania in 2011. Statistics Lithuania, 2012.*

In research field there are 50% of women, but among those having PhD – there were only 18 % and 15% of female professors. (Statistics Lithuania, 2012).

The following key gender equality problems are present in the system of science and education of Lithuania.

Firstly, there are more women than men with higher education, but the higher education level does not guarantee better career opportunities for women. The features of female and male education or the choice of study programmes are related to the labour market feminisation trends. Education, health care or social care, humanities and arts are the areas where women dominate – their employment amounts to 80 - 90%. Even though there are more women in higher education institutions, they most often opt for traditionally female study programmes, therefore upon graduation their career paths and material conditions are not so promising. According to the Department of Statistics of Lithuania (Statistics Lithuania), in 2012 88% of employees in health care sector and social field were women, 79% - in education, 78% in accommodation and catering services. A clear feminisation trend is obvious in some occupations, especially in teacher training and pedagogy. For over 20 years general education school teachers have been women, at the moment they amount to 77,8%, in colleges and VET schools - 69,7% of staff are women, however, at the universities over 50% of staff are men.

Secondly, there is disproportionally low number of women scientists that occupy highest scientific and managerial positions in Lithuania. According to the number of women and men scientists Lithuania is one of the leading counties in the European Union, but according to the indicators reflecting the number of female scientists having high scientific and managerial positions – Lithuania is among the last. In Lithuania among the persons having PhD women amount to 19,1% and there are only 15, 1% of female professors. According to the National Equal Opportunities Programme for Women and Men for 2010- 2014, pg. 15, in 2011 there were 24 universities and 35 science institutes in Lithuania, however, only 3 females were institute directors. Currently, among 24 Lithuanian Science Council members there are just a few women. Most female scientists are among the medical science representatives - 58,2%, natural and social sciences - each 56,1%.

Thirdly, according to different studies there is non-formal discrimination of women in science when aiming for a managerial position: the requirements for women are higher than that for men; also it takes longer for females to get their scientific degree. The Lithuanian traditional patriarchal stereotypes are among the women discrimination causes. This is a problem that is difficult to solve. Strong gender stereotypes

are still prevalent in our society that tend explain the different situation among women and men in the society as being natural. Due to this often the measures are not taken to eliminate these stereotypes. They form in families, in the media, whereas the system of education does not put sufficient stress to eliminate them. Moreover, these stereotypes are entrenched in the system of education and science itself. The situation of a female scientist is the manifestation of such stereotypes. It assumes a role of a support staff. **Education under such circumstances – is key but far from being a sufficient leverage for a woman to aim for a career.**

Fourthly, judging from learning motivation studies⁶¹ women and men learning motives are different: the system of motivation values **for women is of a higher level than that of men, Women assessment demonstrates a stronger focus on personal and spiritual values, whereas men are more motivated by pragmatic values.** Women appreciate more spiritual development, they want to know more, to perceive better what is happening globally; they aim for social dimension – being useful to the others, meeting new people, getting to know the surrounding environment and themselves; they aim for happiness – to become happier and to get away from the everyday routine. When analysing men priority motives for learning, the following are observed: the opportunity to get a new job, the opportunity to be promoted, satisfy employer expectations, obtain a diploma. The research proves that traditional gender roles and low self-esteem becomes an obstacle in aiming for knowledge, this can be perceived as a result of patriarchal culture.

Lithuanian Academic Community Model in Terms of Gender

The Office for the Equal Opportunities Ombudsmen in carrying out its function according to the Law on Equal Opportunities between Men and Women to promote gender equality in the institutions of education and science and aiming to draft respective recommendations in that field (Part 2, Article 12) carried a study on the structure of the Lithuanian academic community in terms of gender. All the registered universities (14 state and 10 non-state universities⁶²) were asked to provide the gender representation

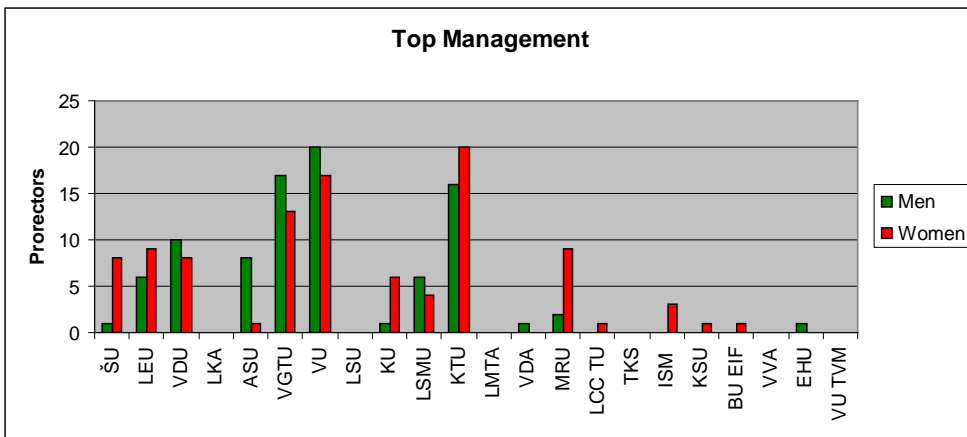
⁶¹ V. Stanišauskienė, A. Urbonienė, Moterų ir vyrų įgalinimas mokymuisi: motyvai ir barjerai. Viešojo politika lyčių lygybės aspektu, Vilnius: MRU, 2005, 109-122 psl.

⁶² Abbreviation: ASU – Aleksandras Stulginskis University; BU EIF - Balstogė University Branch; EHU - European Humanities University; ISM – International School of Management; KSU - Kazimieras Simonavičius University; KTU – Kaunas Technological University; KU – Klaipėda University; LCC – LCC International University; LEU – Lithuanian University of Educational Sciences; LKA – Lithuanian Military Academy; LMTA – Lithuanian Academy of Music and Theatre; LSMU – Lithuanian University of Health Sciences; LSU – Lithuanian Sports University; MRU – Mykolas Riomeris University; ŠU – Šiauliai University; VDA – Vilnius Art Academy; VDU – Vytautas Magnus University; VGTU – Vilnius Gediminas Technical University; VU – Vilnius University; VU TVM – International Business School of Vilnius University; TKS – Telsiai Seminary

data on the gender representation on 31 December 2012. The data was received from all 22 Lithuanian universities state and private (two non-state universities- Vilnius St.Joseph Seminary and Kaunas Seminary refused to provide the data).

The survey of the Lithuanian academic community demonstrates not satisfying picture in terms of gender discrimination. Firstly, men occupy top managerial positions at Lithuanian universities: men dominate among rectors, vice-rectors, senate members, faculty deans. Men have occupied the positions of heads of departments, institute directors, faculty Council chairmen. Women concentrate on the lowest level administrative support staff positions: methodologists, referents. Secondly, among academic and research staff women mostly occupy lowest positions: lecturers, assistants. Thirdly, women and men share equally lowest level management positions – vice-deans, institute directors.

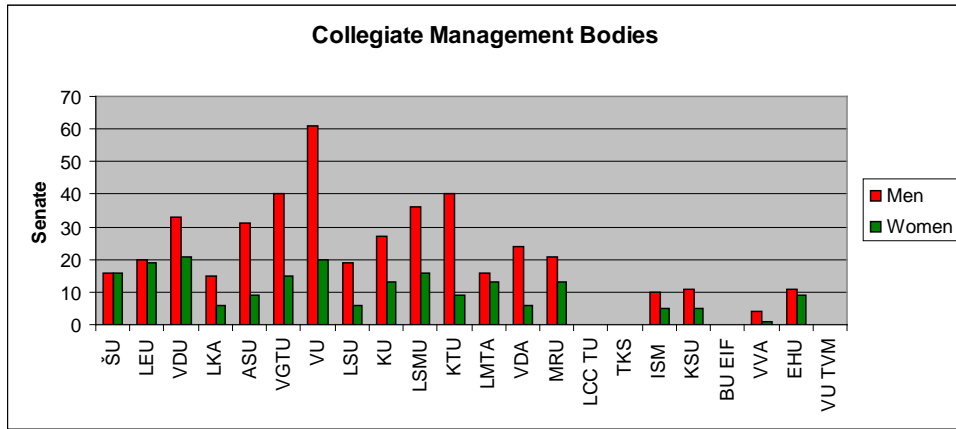
A more detailed study of university employee structure demonstrates that **all university rectors are men**, except for a private international LCC university in Klaipeda. A somewhat better situation is among the university vice-rectors (Ex 3.).



Ex.3. Top Management at Lithuanian Universities: Gender Distribution of Prorectors

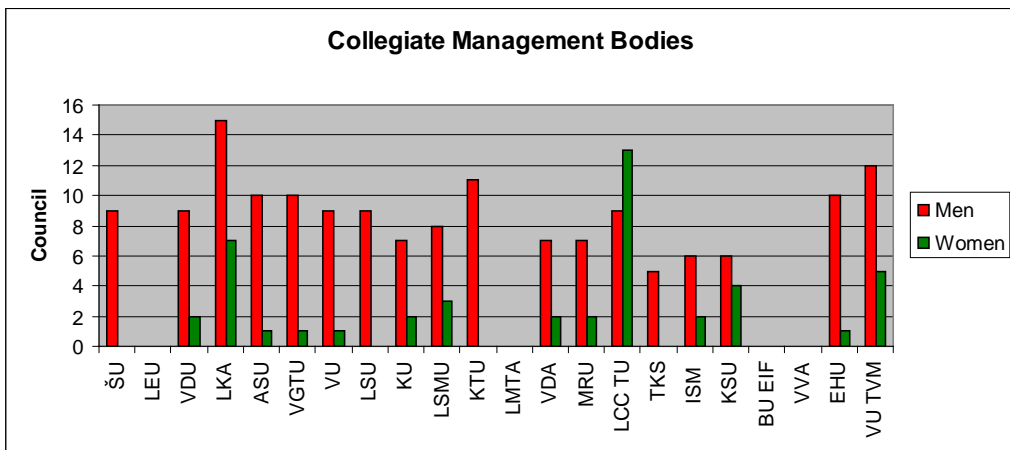
Women vice-rectors are at the Lithuanian Academy of Music and Theatre, Kazimieras Simonavičius University, Academy of Management and Business and Vilnius University International Business School. Exceptionally male vice-rectors are at Vilnius University, Lithuanian University of Educational Sciences, Lithuanian Military Academy, Telsiai Seminary and European Humanities University. The same number of men and women vice-rectors is there at Šiauliai University and Vytautas Magnus University. Other universities have one female vice-rector.

University Senates are exclusively dominated by men (4 Ex.) except for Šiauliai University that has the same number of men and women and the Lithuanian University of Educational Sciences, Lithuanian Academy of Music and Theatre and European Humanities University where men dominate slightly. In terms of gender representation at the Senate, the situation is not bad at Vytautas Magnus University and Mykolas Romeris University – women mount to 38 %.



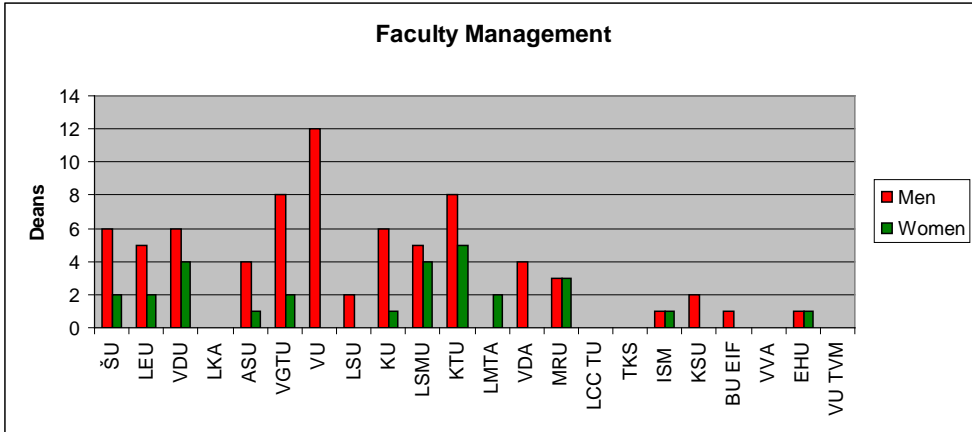
Ex.4. Collegiate management bodies at Lithuanian Universities: gender distribution of Senate members

University Councils are also dominated by Men (5 Ex.), except for the international LCC university where women amount to 59 %, whereas Siauliai University, Lithuanian University of Health Sciences and Kaunas University of Technology Councils are absolutely male dominated. A very small number of women are there at Aleksandras Stulginskis, Vilnius Gediminas Technical University, Vilnius University and European Humanities University Councils.



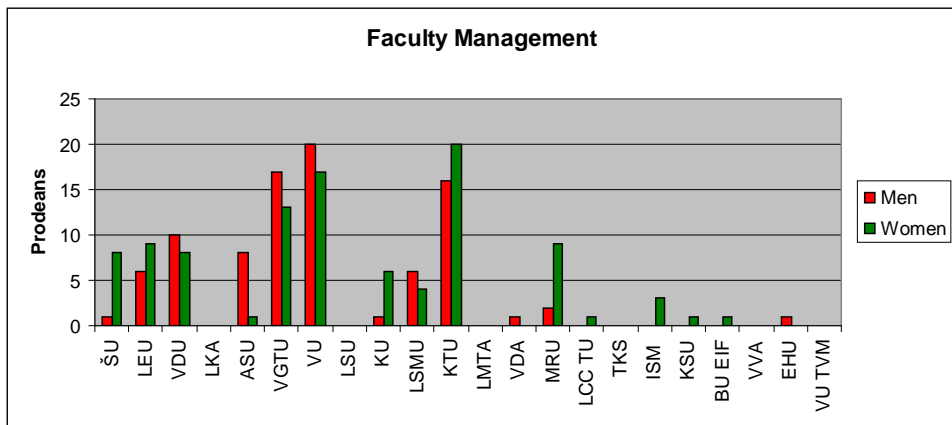
Ex.5. Gender Distribution of University Council Members in Lithuania

On the level of faculty deans, men domination is also prevalent (Ex.6). In terms of gender balance, the best situation is at Mykolas Romeris University (50,0 % women), ISM University of Management and Economics (50,0 % women) and European Humanities University (50,0 % women), to some extent at Lithuanian University of Health Sciences (44,4 % women). Deans are exclusively men at Vilnius University, Lithuanian Sports University, Vilnius Art Academy, Kazimieras Simonavičius University, Balstogė University Branch (male deans amount to 100 %).



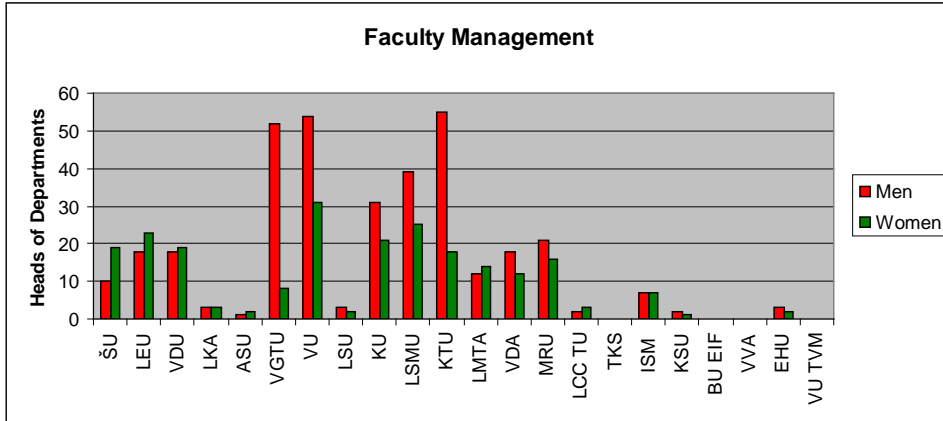
Ex.6. Gender Distribution of Faculty Deans at Lithuanian Universities

A somewhat better situation with regard to women is on the vice-dean level (Ex. 6.). At Šiauliai University female vice-deans amount to – 89 %, Klaipėda University – 86 %, Mykolas Romeris University – 82 %. As the diagrams demonstrate male are only slightly dominating in the following institutions: Vilnius Gediminas Technical University (43,3 %), Vilnius University (45,9 %). Only Aleksandras Stulginskis University stands out with 11 % of female prodeans.



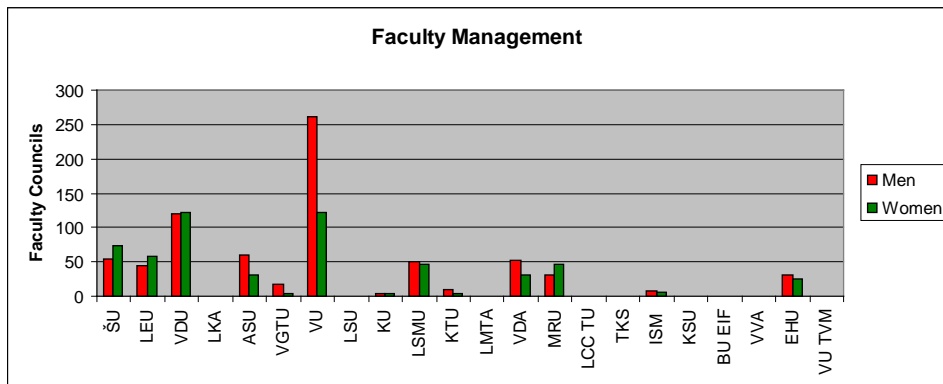
Ex.7. Gender Distribution of Faculty Prodeans at Lithuanian Universities

The Head of Departments are exclusively men (Ex.8). Vilnius Gediminas Technical University is standing out (86,7 % men), Kaunas University of Technology (75,3 % men), Vilnius University (63,5 % men), Lithuanian University of Health Sciences (60,9 % men), Klaipėda University (59,6 % men). The best gender situation is at Šiauliai University (65,5 % women), Aleksandras Stulginskis University (66,7 % women), Lithuanian University of Educational Sciences (56 % women), ISM University of Management and Economics (50 % women).



Ex.8. Gender Distribution of Heads of Departments at Lithuanian Universities

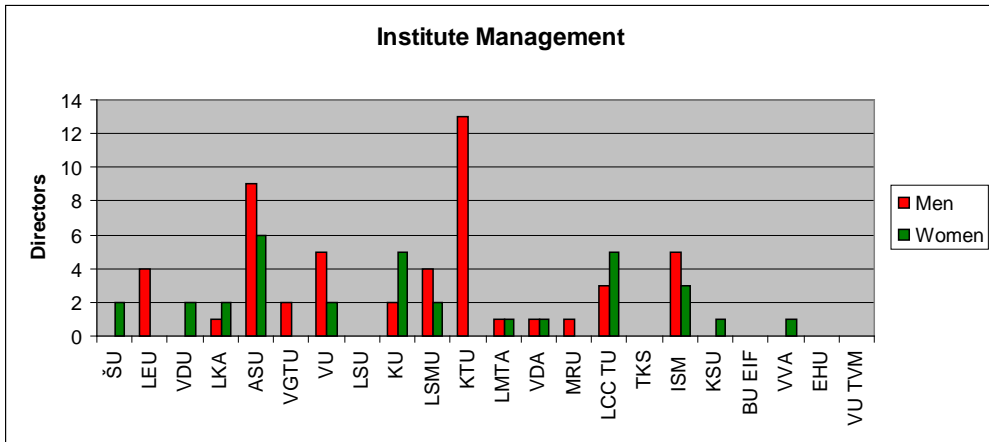
As for the Faculty Councils (Ex. 9) Vilnius University, Vilnius Gediminas Technical University and Kaunas University of Technology are dominated by men – from 64 to 87 %. The best situation in terms of gender is there at Šiauliai University (57 % women), Lithuanian University of Educational Sciences (56 % women), Vytautas Magnus University (50,2 % women), Lithuanian University of Health Sciences (47,9 % women)



Ex.9. Gender Distribution of Faculty Council members at Lithuanian Universities

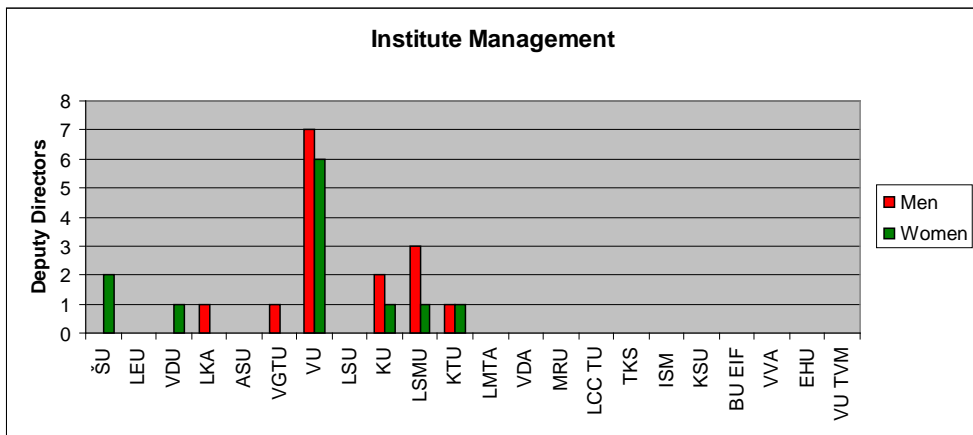
The institute directors are only men (Ex.10) at Šiauliai University, Lithuanian University of Educational Sciences, Vilnius Gediminas Technical

University and Mykolas Romeris University (100 %), only women at – Šiauliai University, Vytautas Magnus University, Kazimieras Simonavičius university, Academy of Management and Business. More female directors are there at Military Academy of Lithuania (66,7 %), Klaipėda University (71, 4 %), LCC international university (62 %), the same number of (50 %) men and women are there at – Lithuanian Academy of Music and Theatre and Vilnius Academy of Arts.



Ex.10. Gender Distribution of Institute Directors at Lithuanian Universities

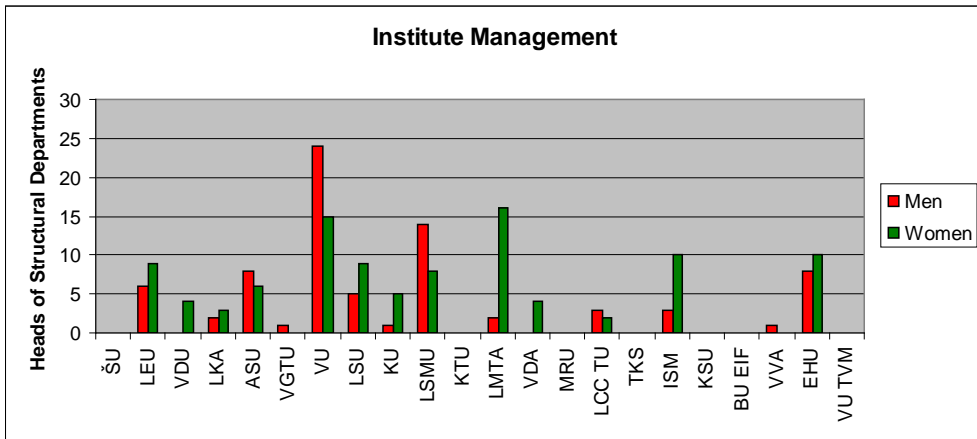
As the data in the diagrams show male **deputy directors** (11Ex.) dominate at Military Academy of Lithuania and Vilnius Gediminas Technical University, female – at Šiauliai University and Vytautas Magnus University.



Ex.11. Gender Distribution of Institute Deputy Directors at Lithuanian Universities

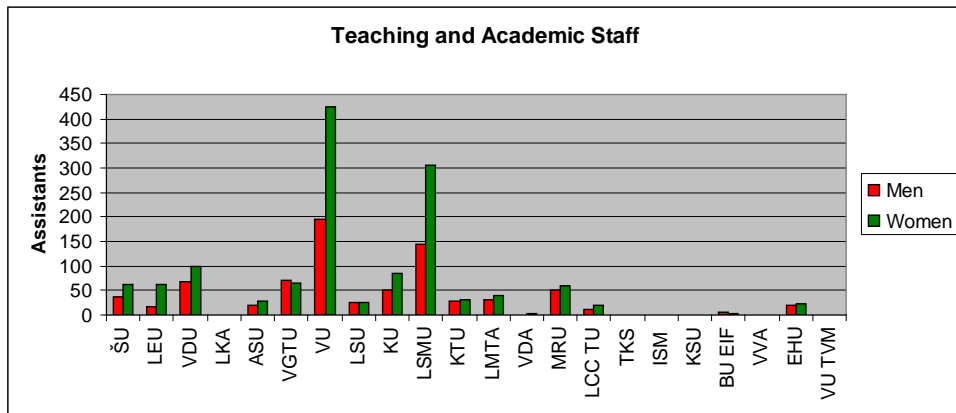
Women are a majority at structural units of the institutes (Ex 12.) (from 60 to 100 %). Only women lead structural units at Vytautas Magnus University, Vilnius Academy of Arts, partially Lithuanian Academy of

Music and Theatre, where male represent only 11 %. A bit more men are there only at Aleksandras Stulginskis University, Vilnius University and Lithuanian University of Health Sciences.



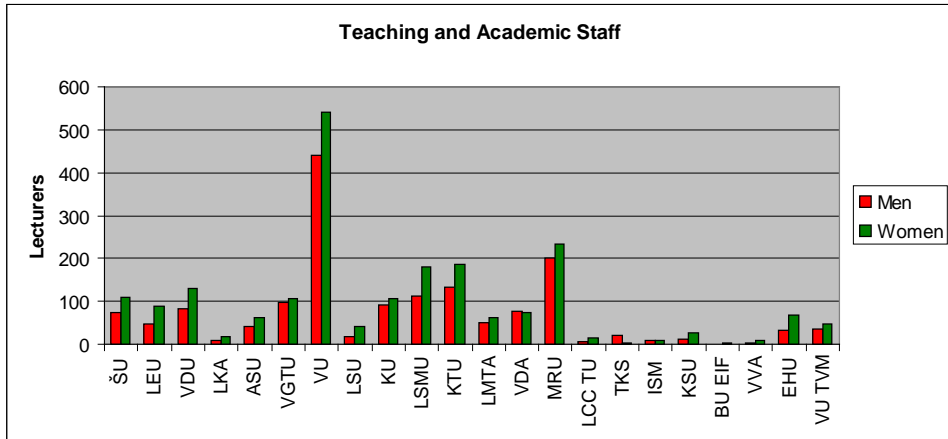
Ex.12. Gender Distribution of Heads of Structural Departments

In almost all universities women are dominating in the assistant positions (Ex. 13.), where they amount to 60-70 %, only half of them are there at Lithuanian Sports University and partially at Kaunas University of Technology, Lithuanian Academy of Music and Theatre, Mykololas Romeris University and European Humanities University.



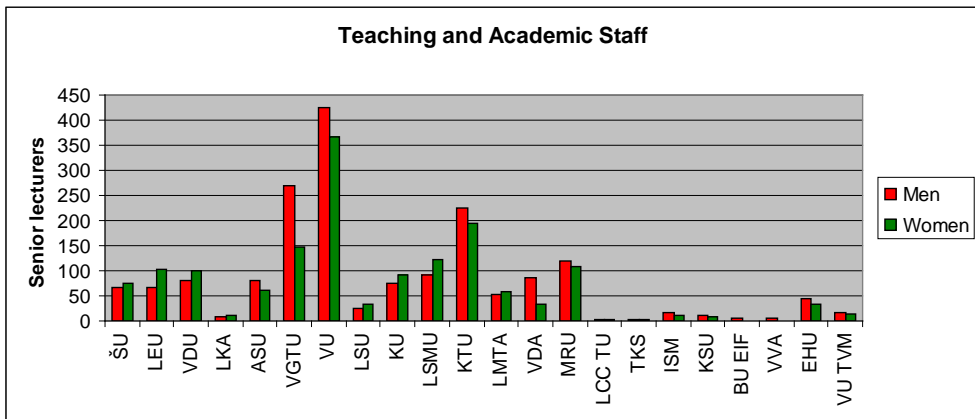
Ex. 13. Gender distribution of teaching and academic staff- assistants at Lithuanian Universities

Women dominate among lecturers at all universities (Ex.14), in many universities there is the same number of women and men. This can be said about Vilnius Gediminas Technical University, Šiauliai University, Klaipėda University, Lithuanian Academy of Music and Theatre, Vilnius Academy of Arts, Mykololas Romeris University.



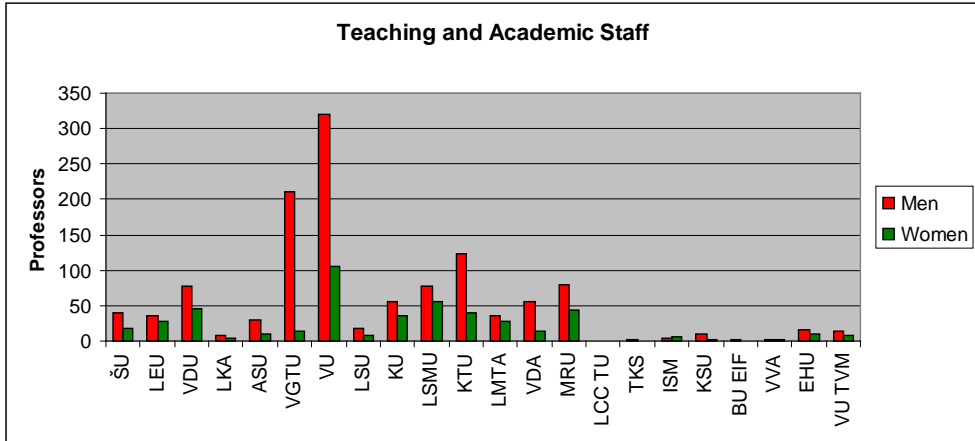
Ex. 14. Gender distribution of teaching and academic staff- lecturers at Lithuanian Universities

Men slightly dominate among the senior lecturers (Ex. 15), except for Vilnius Gediminas Technical University where male senior lecturers amount to 64 %, there are a few women senior lecturers at Šiauliai University, Lithuanian University of Educational Sciences, Vytautas Magnus University, Klaipėda University, Lithuanian University of Health Sciences, Lithuanian Sports University.



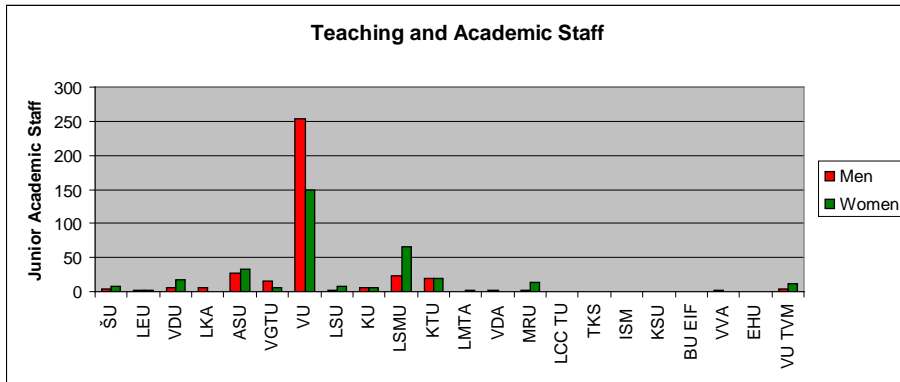
Ex.15. Gender distribution of teaching and academic staff-senior lecturers at Lithuanian Universities

Male staff is prevailing in all state universities (Ex.16), there are quite many of them at Vilnius Gediminas Technical University (89 %), Vilnius University (75 %), Kaunas University of Technology (76 %). The ISM has a positive trend where female professors amount to 62,5 %.

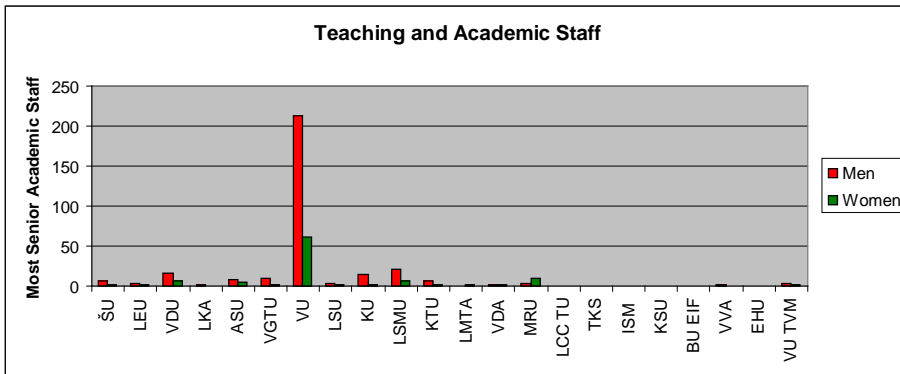


Ex. 16. Gender distribution of professors at Lithuanian Universities

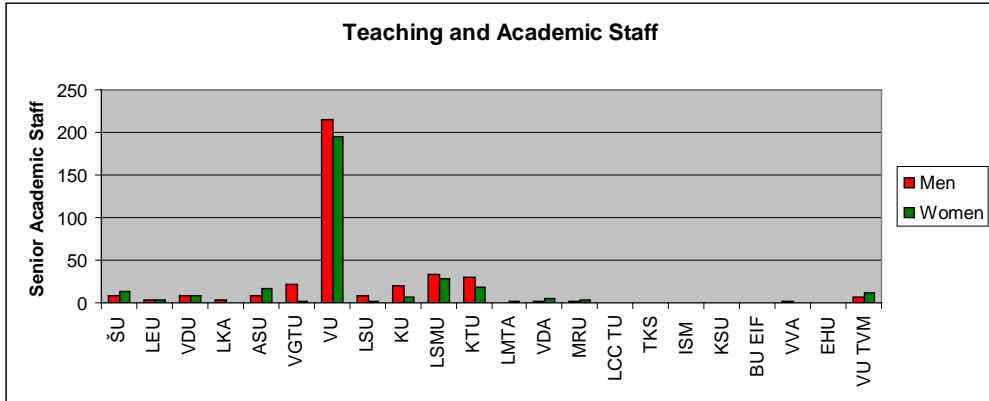
Among the academic staff as the diagrams below show, (Ex.17, 18, 19) only Vilnius University stands out, where there is a big gap between men and women, and men dominate in the most senior academic positions. Junior academic staff is predominantly female, whereas senior-predominantly male.



Ex.17. Gender distribution of Junior Academic Staff at Lithuanian Universities

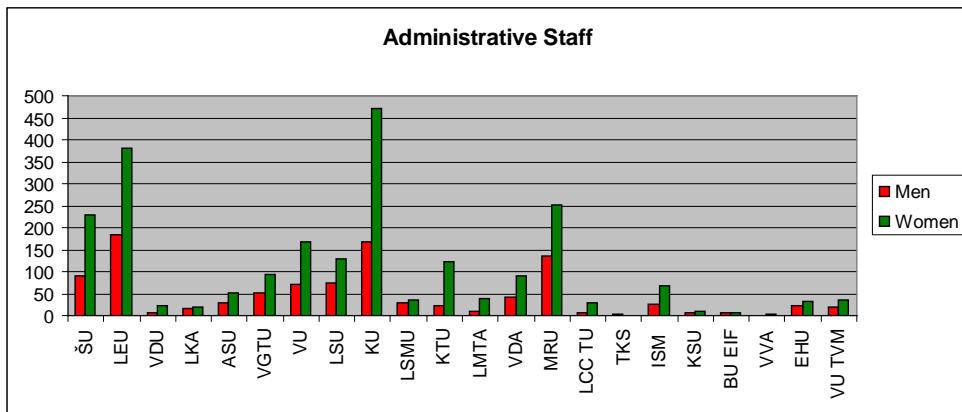


Ex. 18. Gender distribution of Most Senior Academic Staff at Lithuanian Universities



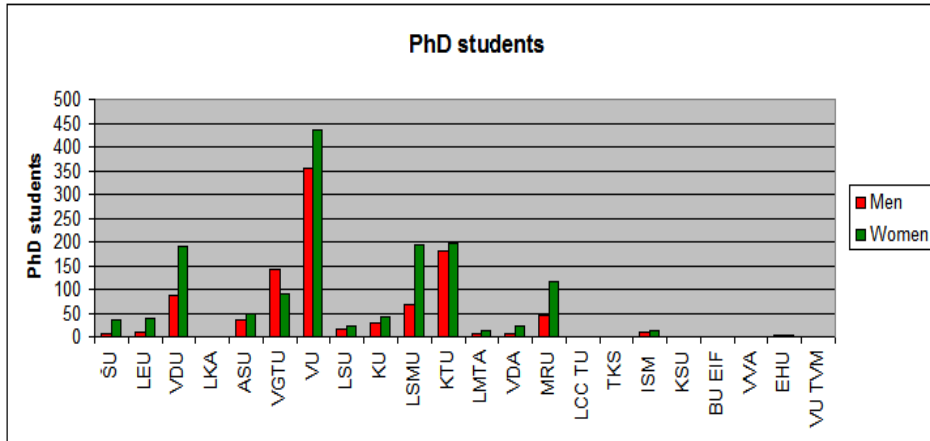
Ex.19. Gender distribution of Senior Academic Staff at Lithuanian Universities

Mostly women work at all University administrations (Ex. 20). On average their comparative weight amounts to 60 – 80 %. Among the staff there are more women at Vytautas Magnus University (77,8 %), Šiauliai University (71,8 %), Lithuanian University of Educational Sciences (67,4 %), Mykolas Romeris University (65,2 %).



Ex. 20. Gender Distribution of Administrative Staff at Lithuanian Universities

As for the Phd level students, the number of women among them is significantly higher (21 Ex.) – this is the case at Šiauliai University (88 %), Lithuanian University of Educational Sciences (79 %), Vytautas Magnus University (68,5 %), Mykolas Romeris University (71,6 %), Lithuanian University of Health Sciences, Lithuanian University of Educational Sciences, ISM, where females exceed 50 %, and only at Vilnius Gediminas Technical University and European Humanities University there are more men than women (more than 60 %) among the PhD students.



Ex.21. Gender distribution of PhD students at Lithuanian Universities

Conclusion

1. The existing Lithuanian academic community model contradicts the EU, Lithuanian legislation and the objectives established in the strategic documents. The disbalance of gender distribution and gender discrimination is noticeable in the system of higher education of Lithuania.

2. The number of female scientists in top managerial and academic positions in Lithuania is disproportionally small. According to the ratio of women and men scientists, Lithuania is one of leading EU countries, however, in terms of the indicators reflecting female scientists in top academic and managerial positions, Lithuanian is among the last. Even though Lithuanian women are more educated than men, more of them aim for university education – BA, MA, doctoral degrees; men occupy high leading positions in the academic community and dominate among the middle management level, whereas women concentrate on the lowest level positions.

3. The survey of the Lithuanian academic community opens up not satisfying picture of gender discrimination. In the top management positions of Lithuanian universities - rectors, vice-rectors, senate members, deans men dominate. Men have occupied the positions of heads of departments, institute directors, faculty council chairmen. Women, on the other hand, assume the lowest level administrative support functions; they are staff of structural units (methodologists, referents). As for academic and scientific staff, men dominate among the professors and associated professors, women mostly occupy lowest level positions – lecturers, assistants. Middle level management positions – vice-deans, deputy institute director positions are more or less equally shared among women and men.

4. The results of the survey demonstrate that women value system is of a higher level than that of men. Women are more curious and more

susceptible to new knowledge than men. When asked what motivates them to study women emphasize learning as an opportunity to develop spiritually, they are more prompted by self-realisation, the aim to get to know themselves, the need to be useful to the others, whereas the learning motives for men are more pragmatic – promotion, competitiveness and aim for the career, economic security.

5. Non-formal discrimination of women does exist in science when trying to get to the managerial positions, the requirements for them are higher than that for men, and it takes longer for women to obtain their doctoral degree. Women discrimination causes should be traced back to the traditional patriarchal stereotypes in Lithuania. The approach to women as a scientist who is subordinate to the others, who works as a support staff is the consequence of stereotypes that have been established in the society.

Survey results demonstrate essential differences of status between women and men in the Lithuanian academic community which have to be taken into account when shaping the national education and science policy. Taking into account the results of surveys one may conclude that aiming for real gender equality in education, there are some areas for improvement. Gender equality policy in education and science is based on implementing the principle of equal representation of both genders in highest level management of the institutions. The relevance of gender equality problem in education and science is related to the process of globalisation, the development of scientific community when the flourishing of the country depends more on the highly educated labour force the resources of which are limited. Therefore, the fully fledged use of female potential gains ultimate significance not only in the areas of education, science and information technologies, innovations but also in the overall social and economic development of the country.

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