

## РОЗДІЛ 1. ЗАГАЛЬНА ПЕДАГОГІКА CHAPTER 1. GENERAL PEDAGOGY

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### CURRENT SITUATION AND PROBLEMS OF GENDER EQUALITY IN THE EDUCATIONAL SECTOR OF UKRAINE: EU4SKILLS PROJECT

*Research article presents the results of the analytical stage of the expert gender audit of vocational education and its reform in the framework of the main tasks of the program «EU4Skills: Best Skills of Modern Ukraine», which is implemented in seven pilot regions of Ukraine with the support of the EU and its member states: Germany, Finland, Poland, Estonia.*

*Leading aspects for the expert gender audit of vocational education were the following: what framework conditions and hindering/promoting factors regarding gender equality exist in the vocational education system and in the selected pilot institutions; what are appropriate measures to address the gender disparities; which indicators are suitable for measuring progress in the gender-responsive/transformational implementation of the project; how to reduce the gender gap in sectorial employment; what kind of support is needed to help the vocational education system to develop and implement their gender policy; which gender trainings and other capacity development measures should be organised for employees.*

**Key words:** *gender, gender equality, gender audit, education, vocational education.*

**Introduction.** The Multi-Donor-Action EU4Skills aims at supporting the reform of the Vocational Education and Training (VET) sector in Ukraine. The reform foresees to operationalize the National Qualifications Framework, improve the quality of training and establish an independent assessment and certification system. The objective is to improve the attractiveness and quality of VET and increase the relevance to the labor market.

Part of Ukraine's Soviet heritage is the long tradition of women's participation in economic life in positions and occupations that have long been considered exclusively male in other countries of the world. However, in Ukraine also certain restrictions for women in certain professions exist. In addition, many sectors of the economy are characterized by gender-based occupational segregation at horizontal

and vertical levels. So far, the VET sector has not paid enough attention for overcoming gender stereotypes. There is still a clear division between male and female learners, who usually choose purely "male" and "female" professions according to their gender.

The category of gender is one of the most important historical, cultural, psychological, social and clinical issues related not only to the implementation of gender equality, but also taking into account the requirements of individual approach in the process of holistic harmonious formation of human personality. (Naidonova, Zetsepina, 2020).

The VET reform aims at directly contributing to the achievement of the SDG 5 - Gender Equality, Empowerment of All Women and Girls. Accordingly, gender mainstreaming will be applied at all levels of

the reform, such as the development of standards and curricula, the implementation of training and assessment and vocational counselling and career guidance. In this way, EU4Skills plans to support MoES in applying gender mainstreaming approaches in planning and monitoring the reform.

The study is also based on results of several gender audits in European universities, where gender sensitive education plays a crucial role in promoting the egalitarian commitments of Equality. As an example, on 18 November 2021, the President of Stockholm University adopted Gender Equality Policy – with a Summary of Stockholm University's Plan for Increased Gender Equality (ref. no. SU FV-3302-21) at Stockholm University. Gender Mainstreaming or gender audit in a necessary part of Gender Equality Policy. At Stockholm University, the operational gender equality work takes place within the framework of gender equality integration, which is a political strategy where the goal is for women and men to have the same power and opportunity to influence society and their own lives. In short, this means that a gender perspective must be included when all decisions are made, at all levels and at all stages. Since 2016, all higher education institutions have been given a special assignment by the government to integrate gender equality, in order for the higher education institutions' activities to contribute to achieving the gender equality policy goals. There is an adopted Plan for gender mainstreaming and follow-up work must take place regularly.

The establishment of gender parity is one of the main Millennium Development Goals of the United Nations and one of the most important values of the European Union (EU). In 2014 the EU-Ukraine Association Agreement was signed. In the Agreement gender equality is mentioned in article 419, Chapter 21 «Cooperation on employment, social policy and equal opportunities». In Article 420 it is stated that the Agreement shall pursue gender related goals, among which are the following «...aim at gender equality and ensure equal opportunities for women and men in employment, education, training, economy and society, and decision-making»(Martsenyuk, 2016, p. 208).

Ukraine has committed itself to overcoming gender asymmetry in all spheres of society in the

next decades. To achieve this goal in recent years the Government of Ukraine adopted a number of legal documents, particularly in the education sector. However, Ukrainian education seems to remain particularly sensitive to the problems of gender equality and discrimination in general and reproduces asymmetric gender schemes at all educational levels. Within this context, the present gender audit of the vocational education system in Ukraine and its related reform is grounded on the principle to apply gender equality promotion and gender mainstreaming at all levels of the vocational education reform. Gender mainstreaming thus means integrating a gender equality perspective at all the stages of policies and activities.

Despite of the typical tradition of a post-Soviet country with women participating in economic life and working in positions equal to men there exist gender-biased restrictions in certain professions in Ukraine today. Traditional gender stereotypes lead to male and female dominated training programs in the vocational education sector and to typical career paths of men and women. While male vocational education students tend to choose training programs leading to high-salary jobs like manufacturing or IT, women are concentrated in the lower status and lower paid labour market segments in services, commerce or the retail sector. This phenomenon is rooted in the collective idea of exclusively feminine and masculine professions and contributes to a wide gender pay-gap in the economy that is estimated between 23 and 30% (USAID, 2017).

Ukraine has made considerable legislative progress in gender equality in the last two decades. From a practical perspective, the vocational education sector has so far done little to counter the described trend and many training programs remain dominated by one gender or the other (World Bank 2016). Seeing these facts the gender assessments deals with the overall questions on a) what challenges exist at different vocational education levels including stereotypes and the current status of gender equality promoting measures and b) how gender equality promotion measures can be incorporated into the new vocational education reform and its activities.

**The aim of the article** is to presents the results of the analytical stage of the expert gender audit of vocational education and its reform in the framework of the main tasks of the program «EU4Skills: Best Skills of Modern Ukraine», which is implemented in seven pilot regions of Ukraine with the support of the EU and its member states: Germany, Finland, Poland, Estonia.

The gender audit is in line with two previous gender analyses carried out in 2017 and 2019 as part of appraisal processes for previous vocational education reform activities and project phases. The last gender analysis, including already the European Union co-financed component «E4Skills: Better Skills for modern Ukraine», provides an overview of socio-economic data on the gender dimension in Ukraine, including economic and political participation. As these data have not changed much within one year they will not be presented here again in full detail. In the present assessment analyses of policies and laws we will concentrate mainly on vocational education related political frameworks and legislations. More data on the educational attainments of Ukraine is provided in a recent ETF study on the human capital development in Ukraine (European Training Foundation, 2020).

The present study bases strongly on empirical data collection and documents analysis. The data was collected applying a range of empirical **research methodologies**:

1. The action plans of relevant organisations were analysed in terms of gender responsive activities, to identify challenges regarding the current status of gender responsiveness and in order of a potential incorporation of gender aspects.

2. The study had the possibility to utilize data from a qualitative interview series conducted among partner organisations and relevant stakeholders in the educational organisations in 2020. The interviews provide insights in gender responsive thinking and gender stereotypes in the education sphere including the vocational education sector and centres of excellence.

3. A desk study including document analysis of legislation and publications on framework conditions completed the findings.

A number of legal documents regarding gender equality in general, in education and in vocational

education have been adopted in recent years. Among them there are The Law of Ukraine on Ensuring Equal Rights and Opportunities of Women and Men (№ 2866-IV of September 8, 2005), the Law of Ukraine on the Fundamentals of Prevention and Counteraction to Discrimination in Ukraine (No. 5207-VI of September 6, 2012), the Law of Ukraine on Prevention and Counteraction to Domestic Violence (No. 2229-VIII of December 7, 2017), and the Law of Ukraine on Counteraction to Human Trafficking (№ 3739-VI of September 20, 2011). The Cabinet of Ministers of Ukraine has approved the State Social Program on Ensuring Equal Rights and Opportunities for Women and Men for the period until 2021 (№ 273 of April 11, 2018); Verkhovna Rada, the parliament of Ukraine, agreed to be bound by several international treaties and resolutions of international conferences, and international organization and their bodies regarding gender equality promotion, among them the mentioned EU-Ukraine Association Agreement from 2014.

Issues of gender mainstreaming in the national educational system are reflected in the Law of Ukraine «On Ensuring Equal Rights and Opportunities for Women and Men» (№ 2866-IV of September 8, 2005), which states: «The curricula of higher education institutions include disciplines that study the issues of ensuring equal rights and opportunities of women and men, and an optional study of the legal basis for gender equality harmonization of national and international legislation».

As a result of the parliamentary hearings «Equal rights and equal opportunities in Ukraine: realities and prospects (№ 1241-V of June 27, 2007), the Ministry of Education and Science of Ukraine was provided with the following recommendations: Provide examination of curricula, textbooks and manuals for training institutions on compliance with the principle of ensuring equal rights and opportunities for women and men; increase the volume of publications, including scientific ones on gender equality issues; include in training university programs retraining courses in the field of rights and opportunities for women and men; start training specialists for gender analysis in social economic sphere. These recommendations are reflected in the state program for gender

mainstreaming equality in the Ukrainian society for the period up to 2010 (№ 1834 of December 27, 2006) and in the state program to ensure equal rights and opportunities for women and men for the period up to 2016.

In the order of the Ministry of Education and Science of Ukraine № 839 of September 10, 2009 «On implementation of the principles of gender equality in education» one third of the action plan directly concerns vocational education schools, in particular: to continue the introduction of gender equality courses; to conduct a survey for the introduction of the gender component in the content of education; to create a database for methodological support of gender courses; to organize gender analysis of staffing by fields of knowledge; to explore theoretical and methodological aspects and mechanisms for forming gender policy in education by involving them in the work of scientific departments of schools; to promote the creation of departments of gender equality in education.

In summary, Ukraine's legislation provides for both gender equality and gender parity in the education system, and in the vocational education sector. It has to be examined whether the reality state of vocational education and activities related to the vocational education reform corresponds to the declared values.

Ukraine has started implementing Gender-Responsive Budgeting (GRB) as a pilot project, including the vocational education sector. The target of the GRB tool is to influence state budgetary allocations in favour of gender equality and to implement the gender perspective in the budget (Klatzer, Ivanina, 2015). GRB takes into account that the use of government spending can either bring a country's population closer to gender equality or increase gender inequality.

In 2012 GRB was first piloted in Ukraine, assisted by the Swedish Government through the Swedish International Development Cooperation Agency (SIDA) and applied nation-wide at the national, regional and institutional levels in a variety of sectors like healthcare, youth policy, social protection, and education including the vocational education sector. The project ran until December 2020.

One of the preconditions for the introduction of GRB in Ukraine is the implementation of budget analysis of programs. For example, the GRB project analysed state expenditures for different training segments in higher education and vocational education. The results state that in the choice of training programs there is clearly a gender segregation into «female» and «male» dominated areas and industries (GRB project, 2016, p. 16). Roughly summarized, the largest amount of budget funds goes to male dominated study and training programs. The reason for the difference in the expenditure for training for women and men are probably the characteristics of the different trainings as well as different costs for training and production processes in different areas (GRB project, 2016, p. 16).

Interviews with external GRB experts and internal financial experts on general challenges with the introduction of GRB state the lack of data for a profound analysis of state expenditures related to gender in the vocational education sector. National statistics do not yet inform on how much money regions spend on male and female students during their education.

Interviewed partners in relevant organisations at the national level agree upon the fact that there are still manifestations of gender stereotypes in the society. They influence the choice of occupations and lead to a sectorial segregation of male and female professionals. On the other hand the interviewed partners share also the impression that the younger generation in Ukraine are more and more flexible in changing such stereotypes. Gender engagement of the civil society but also a generation well connected through social media has paved the way for a new flexibility and openness towards non-traditional occupational choices.

#### a) Ministry of Education and Science (MoES)

The MoES is the main political partner in the multi-donor action EU4skills and is involved in activities of all results. Regarding gender equality promotion it plays a significant role in introducing and ensuring the establishment of gender related policies at the national level. According to the decentralisation process in vocational education the MoES will particularly have a coordinating and monitoring role in the future.

The official documents on which the national vocational education action plan «Vocational education action plan till 2027» is based were finalized and approved before the EU4Skills project came into action. Among them is the MoES Vocational education strategy till 2023. The EU4Skills project supports the operationalization of the approved plan. The analysis of this action plan shows that gender equality promotion has not been prominently highlighted in the vocational education reform yet. The action plan does not mention particularly gender responsive measures, the special promotion of gender equality, the definition of any target values for a male/female ratio. In autumn 2020 the MoES has formulated a renewed vocational education strategy paper, which is of greater interest (“Strategy for the development of professional and technical education and training activities for the period up to 2023”, internal paper). Although the document summarizes vocational education objectives for Ukraine on a highly aggregated level and in a very condensed way on only 12 pages, the importance of gender equality is mentioned here. This aspect suggests that the government attaches importance to the issue of gender equality promotion in vocational education and that suggestions towards gender sensitivity in vocational education are definitely considered by the MoES.

The expert interviews at ministry level and the discussions with members of the EU4Skills national team show that there seems to be a political will to improve gender equality in vocational education processes and to practically introduce gender equality promoting measures in the vocational education reform. The interview partners in the MoES share the view that traditional gender stereotypes regarding occupational choices are still widespread in the society and in the vocational education system. They see a strong responsibility of the vocational education sector to tackle the current situation and trends by integrating active gender responsive measures into the vocational education reform and its working plan. The interviewees also notice a changing attitude among the younger generation and express their hope that this may provide a ground for the vocational education sector to better promote occupational choices beyond gender stereotypes. Till now the

vocational education sector has done little to take up this chance to specifically attract young people for vocational education occupational paths in general and for non-traditional occupational choices free of gender stereotypes in particular.

According to the previous gender analysis the MoES has already made some first attempts towards gender equality promotion and initiated a programme to promote gender equality in education and training in 2018 named «The Gender Dimension in Education – 2020». However – as in the previous analysis from 2019 likewise – none of the interviewees had information about the current status of the program. The discussions indicate that this program is not related to the vocational education reform yet and that no strategies have been approved in their final form on how to incorporate gender mainstreaming activities in the vocational education reform.

*b) National Qualification Agency (NQA):*

The NQA is a newly established unit which is responsible for the strategic management of the National Qualification Framework (NQF). It provides the framework for the activities of the qualification centres on the local level that will be in charge of independent assessment of professional qualifications. The NQA has mainly coordinating responsibilities, including the coordination of the development of occupational standards (OS).

For the gender audit the following document was analysed: «Action plan for 2020 (adjusted) for implementation by the National Qualifications Agency within the project EU4Skills: Best Skills for Modern Ukraine» (internal paper). Additionally, interviews with the EU4skills team leader and team members of the national level unit were conducted. Within the NQA nobody has been nominated for gender issues so far.

The document analysis shows that gender responsive aspects have not been introduced formally into the NQA action plan and into its activities yet. The action plan does not particularly mention gender responsive measures or the integration of gender equality aspects and there are no indications found for gender responsive activities like regular gender audits. The interviews with MoES representatives and project members confirm these findings. The interviews also indicate that the NQA

has not considered yet any binding directives on gender responsive formulations of new occupational standards, educational standards and assessment criteria. Existing occupational standards are considered as containing gender discriminating formulations and excluding aspect of one gender. This is also supported by the analysis of the recent NQA Draft Methodology for Competence-Based Vocational Education Standards Development.

The NQA is facing an immense workload to coordinate, improve, integrate and simplify the process of introducing new professions and has been lacking capacities for strategic considerations regarding gender responsiveness. Nevertheless, in the discussions it became clear that there is apparently a certain political will to consider gender aspects in NQA's activities. The governmental interview partners agree about the strong need to face the current challenges regarding gender mainstreaming and to bring the NQA activities in line with gender responsiveness of EU standards.

By the time of the gender audit guidelines for the development of occupational standards and vocational education standards had been finalized and submitted due to the urgent need of approved standards. The next steps will comprise methodological recommendations to bring these guidelines into practice. These recommendations will provide room for adding gender responsive aspect to the practical standards development process.

#### c) Other National Entities of Relevance

*Ministry of Economic Development and Trade (MoEDT):* The expert interviews on the NQA activities point out to the relevance of the MoEDT in the vocational education reform. Its vocational education related activities are important to consider in terms of incorporation of gender topics. The MoEDT is in charge of coordination of all EU assistance and plays a consultative role in the EU4Skills implementation. After vocational education decentralisation, the Ministry remains responsible for the preparation of the state order for training of specialists on professions of state significance. In this regards it is also involved in the coordination of standards development. According to the interviews with external interview partners including government representatives and internal experts there is no information found regarding a systematic

introduction of gender responsive MoEDT activities yet.

*State Employment Service (SES):* Additionally to the above mentioned main stakeholders MoES, NQA and also the MoEDT, interviews with representatives from the SES were conducted as well. Although not directly involved in the EU4Skills project the SES under the Ministry of Social Policy (MoSP) will play an important consultative role in the implementation of all aspects related to vocational education relevance to the labour market needs. The establishment of an independent assessment of qualifications will affect the work of the training centres operating under the SES. Moreover, the SES is one important and experienced state provider of career guidance and counselling for adults.

All of the above allowed us to single out *challenges on the national level:*

- gender mainstreaming aspects are integrated first in strategic vocational education documents. Femininities for naming occupations are more and more introduced. Nevertheless, gender mainstreaming in these strategies is still in its initial states;

- GRB in the vocational education sector is still in its initial status and has not been implemented in vocational education activities yet. Data collection remains difficult;

- hardly any awareness raising activities for overcoming gender stereotypes in occupational choices;

- MoES and the NQA have incorporated only marginal concrete strategic considerations yet and require support for adopting methodologies to incorporate gender responsiveness into their activities.

Only marginal gender responsiveness has been incorporated in the development of occupational and vocational education standards.

Due to its qualitative character the present gender assessment is not able to make reliable statements about stereotypes and gender discrimination in the society and in vocational education in the target regions. This would require precise and extensive quantitative and qualitative data collection in each individual region. Nevertheless, the interviews provide an insight into

the current situation on a random basis. According to the natural diversity of the Ukrainian regions and following patterns typical for any country stereotypes exist in different forms. What the regions generally seem to have in common are the described general stereotypes towards typical male and female professions and the perception of men as the breadwinners and women as being responsible for most household duties. However, the extent to which this is the case probably varies considerably, for example depending on urban or rural characteristics.

Additionally, the conflicts in the temporarily occupied territories have created new stereotypes among the Ukrainian population towards internally displaced people (IDP) and towards IDP women and have obviously a negative connotation. This is particularly the case in regions with a high concentration of IDP. Two-third of the 1.7 Million officially registered IDP are women. There is some evidence that the conflict has reinforced traditional conservative gender roles as a survival strategy among IDP families. On the other hand, sources state that the conflict has also opened up opportunities for women to take up non-traditional roles e.g. by becoming sole providers for the family (Lucas, B., Rohwerder, B., Tull, K., 2017). If this tendency has an effect on non-traditional occupational choices of IDP women has to be further assessed.

Integral part of the vocational education reform is a complex decentralisation process of vocational education with the shift of responsibilities from the national level to the regions. The aim of decentralisation is to make vocational education more efficient and to match qualifications better with the requirements of a particular region. Regional vocational education councils have been newly installed in order to steer the liberalisation process at the regional level and to match the requirements of the local industry for skilled workforce with the training programs of the vocational education schools. The vocational education councils work under the regional administration, they formulate and implement annual regional orders with occupations in demand for the regional labour market. The regional orders are the basis for the budget planning and have to be evidence-based and demands-oriented.

For the purpose of gender assessment representatives/directors of the regional educational authorities in pilot regions and members of the EU4Skills regional team were asked for their view on challenges and opportunities to promote gender equality at the regional level. Often educational directors are also members of the newly installed vocational education councils. Additionally to the interviews conducted, the regional action plans of the 7 pilot regions were analysed.

According to the plans the 7 assessed regions have no gender strategies incorporated yet. Based on the interview results it seems to be that they lack capacity and expertise to introduce steering mechanisms for gender responsive activities for the vocational education institutions.

According to the MoES Action Plan "Modern vocational education and training" for the period up to 2027 the delivery of trainings for members of the regional vocational education councils is part of the MoES core activities. The trainings aim at increasing the capacity of regional vocational education councils to develop regional vocational education policy. The list of institutions to be integrated for realisation (including NGOs or the Assembly of People with Disabilities) does not mention organisations for gender issues involved in the trainings. The interviews at national level provide indications that organisations committed to gender topics have not been involved yet.

Apart from the formulation of regional orders, vocational education councils bring together different stakeholders including vocational education schools and PSO in the focus regions, support their collaboration, and plan joint measures in the vocational education sector. At this point another important party is civil society organisations and private business organisations that are engaging in gender equality promotion. Vocational education councils should integrate their expertise and encourage mutual exchange of experience between all parties to further promote the gender topic.

Regional vocational education councils and education authorities face a tremendous workload and a range of challenges that come with their new responsibilities. They most often lack the expertise and the capacities to develop tangible steering measures, for example to encourage the different

stakeholders for cooperating activities including gender responsive measures or effective incentive schemes targeting at vocational education institutions engaging in gender responsive activities. They will need support in this aspect.

One of the results of decentralisation is new budgeting regulations of vocational education. Financing vocational education institutions has been shifted to the regional level and also includes now other stakeholders like the private sector. According to interviews for many vocational education institutions the decentralisation and liberalisation process regarding their financing has turned out to be a severe challenge. It appears that many schools are not properly prepared yet for such fundamental measures and that they have to receive (sufficient) subsidies from the state government to save their existence (European Training Foundation, 2017).

GRB has been introduced in all regions of Ukraine including the vocational education sector. The GRB tool requires the collection of data on various aspects from a gender point of view so that responsible persons can make an informed decision about how to apply spending in a way that promotes gender equality. According to one of the main implementing agencies (NIRAS, 2020) on behalf of SIDA most of the GRB project's implementation period was spent on supporting ministries and regions in conducting gender-based analyses (GBAs) of programmes funded by local and national budgets. According to NIRAS 2020 over 2000 civil servants at regional level have been trained on GRB.

In this gender assessment various interview partners including external GRB experts, EU4skills component financial experts and regional responsible were asked about the current status of the GRB introduction process at the regional level and in vocational education in particular. The results

show that the regions and relevant institutions including vocational education institutions face a wide range of challenges regarding GRB. Vocational education structures and those which are responsible at regional levels seem to be only marginally included in GRB capacity development activities yet. All in all, GRB still seems to be widely unknown in the vocational education sector at the regional level. The results show that vocational education structures and vocational education personnel at all levels are in need of (further) support. This includes general knowledge about the GRB functions and benefits, access to data and expertise of its analysis as a precondition for GBA, and practical competences of GRB methodologies for planning and budgeting processes.

**Conclusion.** All of the above allowed us to single out *challenges on the regional level*:

- gender stereotypes on male and female occupations exist at the regional level; their extent depends on the individual region;
- the newly installed VET councils are in need of capacity development and expertise regarding gender equality promotion and their role in it;
- GRB is hardly known at the regional VET level; data collection is difficult.

**Prospects for further research** may be seen in conducting a detailed analysis of the state of gender equality at the institutional and individual levels. For this purpose, the data collection was accomplished by a quantitative survey on 5 topics of discussion among all 21 partner vocational education institutions in the 7 pilot regions. The aim was to assess the current status of gender equality promoting measures in the vocational education schools and to identify challenges and opportunities for intervention.

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#### **СОВРЕМЕННОЕ СОСТОЯНИЕ И ПРОБЛЕМЫ ГЕНДЕРНОГО РАВЕНСТВА В ОБРАЗОВАТЕЛЬНОМ СЕКТОРЕ УКРАИНЫ: ПРОЕКТ EU4SKILLS**

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*В статье представлены результаты аналитического этапа экспертного гендерного аудита профессионального образования и его реформирования в рамках основных задач программы «EU4Skills: Best Skills of Modern Ukraine», которая реализуется в семи пилотных регионах Украины с поддержкой ЕС и его стран-членов: Германии, Финляндии, Польши, Эстонии.*

*Основными аспектами данного экспертного гендерного аудита профессионального образования были: рамочные условия и препятствующие / способствующие факторы в отношении гендерного равенства в системе профессионального образования в целом и в выбранных пилотных учебных заведениях; каковы соответствующие меры по устранению гендерного неравенства; какие индикаторы подходят для измерения прогресса в реализации проекта с учетом гендерных аспектов / преобразований; как сократить гендерный разрыв в отраслевой занятости; какая поддержка необходима, чтобы помочь системе профессионального образования разработать и реализовать гендерную политику; какие гендерные тренинги и другие меры по развитию потенциала следует организовать для сотрудников.*

**Ключевые слова:** гендер, гендерное равенство, гендерный аудит, образование, профессиональное образование.

#### **СУЧАСНИЙ СТАН ТА ПРОБЛЕМИ ГЕНДЕРНОЇ РІВНОСТІ В ОСВІТНЬОМУ СЕКТОРІ УКРАЇНИ: ПРОЕКТ EU4SKILLS**

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У науковій статті представлено результати аналітичного етапу експертного гендерного аудиту професійної освіти та її реформи в рамках реалізації основних завдань програми «EU4Skills: Кращі навички сучасної України», яка реалізовується у семи пілотних регіонах України за підтримки ЄС та його країн-членів: Німеччини, Фінляндії, Польщі, Естонії.

Основними аспектами даного експертного гендерного аудиту професійної освіти були: рамкові умови та перешкоджаючі / сприятливі фактори щодо гендерної рівності в системі професійної освіти в цілому та у вибраних пілотних навчальних закладах; виокремлення відповідних заходів щодо усунення гендерної нерівності; індикатори, що підходять для вимірювання прогресу в реалізації проєкту з урахуванням гендерних аспектів / перетворень; механізм скорочення гендерного розриву в галузевій зайнятості; рівні підтримки системи професійної освіти щодо реалізації гендерної політики; гендерні тренінги та інші заходи щодо розвитку потенціалу, які необхідно організувати для співробітників системи професійної освіти.

Подане нижче дослідження ґрунтувалося на зборі емпіричних даних та аналізі відповідних документів: плани дій відповідних організацій були проаналізовані з точки зору гендерно-чутливої діяльності, з метою визначення проблем, що стосуються поточного статусу гендерної ситуації та порядку можливого включення гендерних аспектів; якісні дані були зібрані в рамках серії професійних інтерв'ю з липня по жовтень 2020 року, включаючи 14 інтерв'ю та групових обговорень з представниками відповідних зацікавлених сторін на двох попередньо визначених рівнях: національному, регіональному.

Крім того, було проведено 10 інтерв'ю та групових дискусій з керівниками команд та членами команд відповідних програмних підрозділів EU4Skills. Метою серії інтерв'ю було отримання уявлення про різні точки зору на проблеми просування гендерної рівності в системі професійної освіти як такої та на відповідних рівнях, а також визначення можливості включення гендерної складової у процес реформування системи професійної освіти.

**Ключові слова:** гендер, гендерна рівність, гендерний аудит, освіта, професійна освіта.

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