

## **STRATEGY**

### **for integrating gender equality in education up to 2030**

#### **General issues**

This Strategy defines basic principles, target groups, strategic goals and objectives for the implementation of the state policy on ensuring equal rights and opportunities for women and men in education.

The Strategy is based on the following principles:

essential - adherence to democratic values and freedoms, equality, fairness, democracy, supremacy of the law, egalitarianism (equality of rights and opportunities), respect for human dignity, accessibility and non-discrimination;

functional - systematism, inclusiveness and broad, active and meaningful involvement of women and men and all stakeholders in the implementation of this Strategy, monitoring and evaluation of the progress of its implementation, openness and transparency, innovativeness, intersectionality and taking into account the needs of different groups, depending on possible additional grounds for discrimination (race, colour, political, religious or other opinion, sex, age, disability, ethnic or social origin, nationality, family and property status, place of residence, language or other characteristics);

organisational - objective and reasonable identification of problems in the field of ensuring equal rights and opportunities of women and men, assessing their scale, compliance with international norms and obligations, best solutions to the problems, orientation on best international standards and practices in education, transparency of the process of implementation of the provisions of this Strategy and the robust accountability mechanism, including specific and achievable goals and measurable anticipated outcomes of its implementation.

#### **Target groups and areas of implementation**

The implementation of this Strategy focuses primarily on the following target groups:

education seekers - educatees, pupils, students, cadets, learners, trainees, interns, postgraduates (adjuncts) and other persons acquiring education of any kind and in any form of its acquisition;

management, teaching and academic staff in education, who ensure the efficiency and quality of its operation and whose attitudes, opinions, ideals, judgments and beliefs greatly shape the worldview of future generations;

parents and legal representatives of education seekers, who carry out upbringing of children and youth, shape their views of the world and are role models;

personnel of education authorities, who take managerial and human resources decisions, define the conditions for the operation of educational institutions, in particular implement state policy on ensuring equal rights and opportunities for women and men in education.

Implementing the principle of ensuring equal rights and opportunities for women and men in education must be in accordance with the concepts, programmes and plans developed by central executive authorities, with the involvement of leading scientists, independent experts and based on international practices.

Integration into the European community requires a significant restructuring of all social institutions and processes based on new, democratic principles, free from any form of discrimination, including on the basis of sex. This is the policy of the European Union member states that have declared gender mainstreaming policy as a systemic strategy to create equal opportunities for women and men, address the asymmetry in ensuring equal rights and opportunities for women and men and sex-based discrimination in all spheres of society. That is why, in the context of the European course of the development of Ukrainian society, integrating the principles of ensuring equal rights and opportunities for women and men in education is been of particular importance.

World community views the problem of ensuring equal rights and opportunities for women and men in education in the context of human rights. International organisations recognize the crucial importance of education for the development of the individual, society, and state.

In Ukraine, the implementation of the state policy and awareness-raising activities on equal rights and opportunities for women and men is in accordance with the Law of Ukraine on Ensuring Equal Rights and Opportunities for Women and Men and are focused on:

Asserting gender equality; non-discrimination on the basis of sex;

Implementing positive actions;

Preventing and combating gender-based violence, including all manifestations of violence against women;

Ensuring equal participation of women and men in making socially important decisions;

Ensuring equal opportunities for women and men in balancing work and family responsibilities;

Support to family, building responsible motherhood and fatherhood;

Developing and promoting the culture of gender equality among the population of Ukraine, increasing awareness-raising in education;

Protecting society from the information aimed at discrimination on the basis of sex.

In accordance with the Decree of the Cabinet of Ministers of Ukraine No. 1578 of 16 December 2020 “On approval of the Action Plan for the implementation of commitments made by the Government of Ukraine as part of the Biarritz International Partnership for Gender Equality,” Ukraine has taken on the following obligations:

Promoting an inclusive, gender-sensitive public environment, friendly to families with children and low-mobility population groups;

Mainstreaming gender equality principles in education;

Combating domestic and gender-based violence;

Reducing the gender pay gap;

Improving parental leave legislation.

In accordance with the Action Plan for the implementation of commitments made by the Government of Ukraine as part of the Biarritz International Partnership for Gender Equality, mainstreaming the principles of ensuring equal rights and opportunities of women and men in education includes the following actions:

Development and approval of this Strategy;

Approval of the Action Plan for the implementation of this Strategy;

Introducing compulsory anti-discrimination analysis of all educational content;

Conducting gender audit of education institutions.

The adopted documents created a regulatory basis for addressing the problems of inequality and sex-based discrimination in Ukrainian society. However, national education as a social institute remains insufficiently sensitive to the problems of gender equality, inclusiveness, preventing and combating discrimination on any ground.

Gender disparity, inequality, segregation and stereotyping that exist in society reflect the internal organisational practices of educational institutions; stratification of teaching activity; asymmetry of training, teaching and academic staff.

Statistical and research data show a significant feminisation of education (representation of women is about 78.3 per cent), but the number of women and men varies at different levels of the educational hierarchy and at different levels of education. While in preschool facilities 98.3 percent of teaching staff are women, in higher education institutions men constitute almost half of the teaching staff.

Gender stereotypes in human resources and education management are an obstacle to the career and professional growth of personnel, and lead to managerial decisions.

There is a recorded trend to a decreased share of women in education with career growth. Women work as preschool, secondary school and university teachers and men make up almost 40 per cent among the directors of secondary schools, 90 per cent - among rectors of higher education institutions and 83.3 per cent - among ministers of education during the years of independence of Ukraine.

There are “implicit” and “explicit” elements of sex-based discrimination. It is both about the content of academic subjects and its reflection in learning and methodological resources, relationships between teachers and children, pupils and students, teaching style and communication, bias in evaluating the learning and professional results of the educational process actors, and about the existence of separate programmes/modules for girls and boys.

Imperfect statistics on ensuring equal rights and opportunities for women and men do not allow monitoring of equality in access to quality education, and in the opportunities for personal development, professional self-determination and career growth

Integrating the principle of equal rights and opportunities for women and men in education in Ukraine is related to the need for addressing gender stereotypes in education policy-making, as equal, at face value, treatment of persons of different sexes in the context of existing gender stereotyping does not in fact provide equal opportunities, but perpetuates and replicates inequalities. Ignoring differences in the situation of structural inequality leads to the invisibility of discrimination and makes solving the problem of the groups that are discriminated against impossible. However, ensuring equal rights and opportunities for women and men should facilitate equal access to education and science for all actors of the educational process in Ukraine, regardless of their gender or other characteristics.

An important aspect of the principle of ensuring equal rights and opportunities for women and men is also setting up and development of a modern lifelong education system in Ukraine (adult education) with equal access to it for women and men of any age.

The strategy of improving education in the context of integrating the principles of ensuring equal rights and opportunities for women and men in education policy making and implementation includes defining a number of basic principles that will contribute to the adoption of organisational, managerial and teaching decisions during the practical implementation of the principle of ensuring equal rights and opportunities for women and men in education.

### **Strategic goals and indicators of their achievement**

The aim of the Strategy is ensure equal rights and opportunities for women and men and to prevent and combat any discrimination in education for all actors of educational process and at all levels of education through the introduction of changes both in the structural and organisational, and substantive and procedural aspects.

The implementation of this Strategy will support the achievement of the following strategic goals:

Comprehensive introduction of principles, policies and actions on ensuring equal rights and opportunities for women and men, respect for human dignity and non-discrimination in normative and legal acts in the field of education as one of the key issues of fundamental rights and priorities in the context of European integration;

Strengthening the role of educational institutions in coordinating the actions of implementers of the state policy on ensuring equal rights and opportunities for women and men in education, preventing and combating violence and discrimination and improvement of educational process based on the principles of equality of rights and opportunities of women and men, respect for human dignity, non-discrimination, inclusivity and combating violence, including sex-based violence;

Strengthening the competence and capacity of the professional community of specialists on the issues of ensuring equal rights and opportunities for women and men and enhancing international cooperation on ensuring equal rights and opportunities for women and men;

Ensuring equal rights and opportunities for women and men, preventing and combating any discrimination, implementing inclusive practices in education as a basis for overcoming the effects of military actions and post-war reconstruction of Ukraine.

### **Strategic goals, objectives to achieve them and indicators of goal achievement**

**Strategic goal 1:** Comprehensive introduction of principles, policies and actions on ensuring equal rights and opportunities for women and men, respect for human dignity and non-discrimination in the regulations in the field of education as one of the key issues of fundamental rights and priorities in the context of European integration

To date, the legal framework on ensuring equal rights and opportunities for women and men has been in place in Ukraine. However, some of the adopted documents of different levels have a declarative nature and do not contain directly applicable norms, which creates a certain legal gap that allows to avoid solving the issue of ensuring equal rights and opportunities for women and men in case of the adoption of new normative and legal acts.

It is necessary to ensure compliance with the principles of ensuring equal rights and opportunities for women and men during the development of normative and legal acts in the field of education, in particular, include this principle in the list of the priority areas for action and development of educational institutions.

Objectives to achieve the strategic goal are:

Amend normative and legal acts that regulate activities in the field of preschool, complete general secondary and out-of-school education, vocational education and training, pre-tertiary vocational, higher and postgraduate education and the operation of education authorities;

Conduct gender legal analysis of normative framework in the field of preschool, complete general secondary and out-of-school education, vocational education and training, pre-tertiary vocational, higher and postgraduate education and operation of education authorities, specifically:

- normative and legal acts that regulate activities in the field of preschool education (Law of Ukraine “On Preschool Education”);

- normative and legal acts that regulate activities in the field of complete general secondary education (Law of Ukraine “On Complete General Secondary Education” etc.);

- normative and legal acts that regulate activities in the field of out-of-school education (Law of Ukraine “On Out-of-School Education,” Resolution No. 1133 of the Cabinet of Ministers of Ukraine of 17 August 2002. “On the approval of the list of out-of-school educational institutions for extracurricular work with children, as well as institutions and activities in the field of education, which ensure the performance of state-wide functions, expenses for which are carried out from the state budget” (The Official Bulletin of Ukraine, 2002, No. 34, p. 1573) and No. 433 of 6 May 2001 “On the approval of the list of types of out-of-school educational institutions and the Regulations on out-of-school educational institutions” (The Official Bulletin of Ukraine, 2001, No. 20, p. 847);

- normative and legal acts that regulate activities in the field of vocational education and training (Law of Ukraine “On Vocational Education and Training,” Regulation on the organisation of the educational and operational process in vocational educational institutions, approved by the Order of the Ministry of Education and Science No.419 of 30 May 2006, etc.);

- normative and legal acts that regulate activities in the field of higher education (Law of Ukraine “On Higher Education” etc.);

- normative and legal acts that regulate activities in the field of postgraduate education and adult education (Law of Ukraine “On Professional Development of Employees” etc.);

normative and legal acts that regulate operation of education authorities; prepare proposals for normative legal acts in the field of education in accordance with the conclusions on gender analysis of legislation.

Revise, update and develop standards for all levels of education, relevant professional standards by determining value orientations, key competencies and learning outcomes taking into account the principle of ensuring equal rights and opportunities for women and men;

Conduct gender analysis of legislation in the field of education that regulate educational, organisational, financial and economic activities of the institutions of preschool, complete general secondary and out-of-school education, vocational education and training, pre-higher vocational, higher and postgraduate education;

Adhere to the principle of equal rights and opportunities of women and men during the development of normative and legal acts in the field of education (including those related to the code of corporate culture of educational institutions of various levels), in particular, include this principle in the list of priority areas for educational institutions;

Document management should take into account the principles of non-discriminatory speech/language by implementing strategies of feminisation, neutralisation, avoidance of androcentrism and sexism;

In records management, use forms of the feminine gender, that are permitted by modern standards of the Ukrainian language, along with their male counterparts, to denote individuals of different sexes;

Conduct, every three years, a gender audit of educational institutions and develop methodological guidelines on its conducting;

Ensure that gender-sensitive, non-discriminatory speech/language is systematically used in document management in education.

#### Indicators and milestones

Indicators	Stage I (2022-2024)	Stage II (2025-2027)	Stage III (2028-2030)
1. Number of normative and legal documents that have undergone gender legal analysis	10	15	20
2. Number of education standards improved or developed, which take into account the principles of ensuring equal rights and opportunities for women and men	5	10	10
3. Number of criteria for conducting gender monitoring in education, which were included in the annual reports of educational institutions	10	15	20
4. Number of educational institutions that adhere to the principles of ensuring equal rights and opportunities for women and men	10	10	15
5. Number of educational institutions of vocational education and training, higher and postgraduate education, which have introduced advisers on equal rights and opportunities for women and men, preventing and combating gender-based violence	10	10	15
6. Number of educational institutions that have introduced the principles of gender-sensitive, non-discriminatory language into document management	15	15	20
7. Number of educational institutions that have conducted gender audits	15	20	25

**Outcome 2:** Strengthening the role of educational institutions in coordinating the actions of the implementers of the state policy on ensuring equal rights and opportunities for women and men in education, preventing and combating violence and discrimination and improving the educational process based on the principles of equality of rights and opportunities of women and men, respect for human dignity, non-discrimination, inclusivity and combating violence, including sex-based violence

The implementation of this Strategy is possible subject to carrying out targeted systemic educational activities aimed at creating an educational environment with equal opportunities for self-realisation of the individuals regardless of their gender.

Activities to ensure equal rights and opportunities for women and men should be cross-cutting, replicated and deepened at each subsequent level of education through the development of non-discriminatory and inclusive learning and teaching guidance support, the introduction of a subject-disciplinary approach to the grouping of educational knowledge on gender studies/research regarding social inequalities and problems in implementing equal rights and opportunities of women and men that might be further supplemented by an integrative person-centred, learner-centred and competency-based approach; carrying out educational activities aimed at identifying and neutralising gender-based stereotypes that lead to non-compliance with gender parity and to discrimination.

Objectives to achieve the goal are:

Establish non-discriminatory educational environment in institutions of pre-school, general secondary and out-of-school education, vocational education and training, pre-higher vocational, higher and postgraduate education, taking into account the Concept of the Implementation of State Policy on Reform of General Secondary Education “The New Ukrainian School” for the period up to 2029, as approved by Decree of the Cabinet of Ministers of Ukraine No. 988 of 14 December 2016 (The Official Bulletin of Ukraine, 2017, No. 1, p. 22), create a barrier-free, inclusive environment that is friendly for families with children and low-mobility population groups;

Use innovative teaching technologies, forms and learning/education methods, which contribute to the creation and maintenance of a climate of mutual respect, interaction, peer learning and inclusiveness in learning/education, prevent discriminatory (unfair, biased) attitudes towards each other among all actors of the educational process;

Build and develop in pupils and students the understanding of equal rights and opportunities of women and men, and the unique individuality of each person;

Educate based on the principle of equal rights and opportunities of women and men as a priority for educational work of the institutions of pre-school, general secondary and out-of-school education, vocational education and training, pre-tertiary vocational, higher and postgraduate education;

Develop and implement training programmes for specialists on ensuring equal rights and opportunities for women and men;

Implement certification training programmes and programmes for upskilling teaching staff and retraining personnel on gender equality and non-discrimination;

Integrate gender component in higher education standards for all specialties;

Encourage boys and girls in preschool facilities to share domestic and household work, activities/games and toys/learning tools;

Involve (encourage) education seekers in institutions of general secondary education and vocational education and training to organise and conduct joined educational events of any levels, which will allow to ensure equal rights and opportunities for women and men by transforming stereotypic roles on the ground of sex;

Consistently carry out in the institutions of pre-school, general secondary and out-of-school education, vocational education and training, pre-tertiary vocational, higher and postgraduate education different activities that focus on issues of ensuring equal rights and opportunities for women and men, including equality between women and men and partnership in family and society, secure and consensual relationships, various stereotypes imposed by information sources on the basis of sex, which are degrading for the dignity of women and men;

Conduct in the institutions of out-of-school education activities on equal rights and opportunities of women and men, build in children, youth and young people personal and collective culture of equal rights and opportunities of women and men, critical and analytical thinking and public speaking skills as an important component of self-presentation and personality development, and enhance youth initiatives using non-discriminatory communication based on the principle of ensuring equal the rights and opportunities for women and men as a foundation for the realisation of human rights;

Implement in educational institutions joint sensitization social development initiatives aimed to address gender stereotypes and discrimination on the basis of sex;

Eliminate gender bias towards education seekers (their propensities, abilities and aptitudes, preferences and learning abilities, level of academic achievements) in educational institutions;

Non-discriminatory communication during interaction between actors of the educational process;

Develop skills of secure interaction with information and communication environment that provides access to humiliating content of the sexual or violent nature, which can be harmful;

Balance, based on the principle of equal rights and opportunities of women and men:

- in preschool facilities - the material environment for development, the process of selecting toys, arranging spaces for activities (play areas), access of children to equipment taking into account their interests, without segregation on the basis of sex and with ensuring equal opportunities in access to various toys, sports equipment, etc.;

- in the institutions of general secondary and specialized education, vocational education and training, pre-tertiary vocational, higher and postgraduate education - visual and learning components taking into account interests, abilities and achievements of all pupils/students and ensuring equal access to learning and sports equipment, etc.;

Encourage education seekers' family members to participate in awareness-raising activities on ensuring equal rights and opportunities for women and men (drawing attention to gender stereotypes imposed through the informational environment, children's books, gender-marked toys and clothes; sensitize on various manifestations of sexism, etc.);

In institutions of general secondary education - create conditions to ensure the use of educational programmes of the same content for all subjects for girls and boys, introduce optional courses, include issues of equal rights and opportunities for women and men in educational programmes and optional courses;

Include in curricula of vocational education and training institutions courses/disciplines on equal rights and opportunities for women and men and thematic sections in the plans of disciplines for students of all specialties, make sure the programmatic and guidance materials used in the institutions are gender-sensitive;

In institutions of pre-tertiary vocational, higher and postgraduate education - create conditions for the inclusion in the curricula of courses/disciplines on gender theory issues of ensuring equal rights and opportunities for women and men, preventing and combating violence and discrimination, in particular on the basis of gender;

In preschool and general secondary education institutions - carry out comprehensive analysis in particular anti-discrimination analysis of learning and teaching literature and methodical guidance, including for persons with special educational needs;

In vocational education and training institutions - carry out anti-discrimination analysis of curricula and programmes (various fields of study), methodical support of the learning and productive and learning and educational processes, operational teaching and programmatic documentation;

In institutions of pre-tertiary vocational, higher and postgraduate education - carry out anti-discrimination analysis of learning and teaching literature and methodological guidance - programmatic and methodological publications (training curricula and programmes), teaching and methodological publications (methodological guidelines, assignments for tests and laboratory works); of learning publications (textbooks, study guides, lecture notes); of auxiliary publications (reading books, anthologies, workshops, assignments books) used in the educational process; consistently avoid career guidance based on gender stereotypes;

In preschool facilities - organise an educational process that is focused on girls and boys learning a number of variable models of behaviour for their successful further self-realisation; provide actors of the educational process information on possible professional self-determination without limiting them to "female/male" professions;

Provide seekers of complete general secondary, out-of-school education and vocational education and training with complete and comprehensive information on the opportunities for professional self-determination and learning professional skills based on their personal abilities and interests, without limiting them to "female/male" professions for further full and comprehensive self-realisation in adult life, relationships in the family of education seekers, equal responsibility of women and men for the birth and upbringing of children, and creation of a friendly climate without bullying or discrimination, which affirms respect for the dignity of all education seekers' family members and promotes personal growth; reveal opportunities to achieve a certain (desired) status in civic and political activity, regardless of gender; conduct campaigns to inform and motivate girls and women to choose non-stereotypical STEM (science, technology, engineering, mathematics) careers;

In vocational education and training institutions - build a professional worldview, regardless of gender, to reveal the potential and develop the professional motivation of education seekers, which will contribute to increased quality of their training, making them more in demand in the labour market;

In institutions of pre-tertiary vocational, higher and postgraduate education - ensure the equality of rights and opportunities of women and men in order to reveal the potential and develop the professional motivation of education seeker, which will contribute to increased quality of their training, making them more in demand in the labour market; conduct campaigns to inform and motivate girls and women to choose a non-stereotypical STEM (science, technology, engineering, mathematics) careers; provide actors of the educational process with complete and comprehensive information on the opportunities for professional self-determination and learning professional skills based on their personal abilities and interests, without limiting them to "female/male" professions;

Introduce in educational institutions programmes on positive interaction, partnership education, peace education, social-emotional learning and ethical education that are based on mutual respect for the dignity of a person without discrimination;

Draft methodological recommendations and upskilling programmes on non-discriminatory education, create non-discriminatory educational content, develop gender-sensitive educational environment, using gender-sensitive and non-discriminatory language;

Ensure interpersonal interaction based on the ability to accept the uniqueness and needs of each individual for cooperation in the process of ensuring the common good and public welfare;

Conduct classes/events that facilitate better understanding of the uniqueness and significance of each individual, which will help exploring the world and enriching consciousness in cooperation and with trust;

Systematize existing practices, implementation experience, and include academic texts on equal rights and opportunities for women and men in the National Repository of Academic Texts and post summarized information on the official website of the Ministry of Education and Science, websites of enterprises, institutions and organisations managed by the Ministry of Education and Science, and of educational institutions, to ensure their possible use in the training of future specialists;

Promote training of teaching and academic professionals on ensuring equal rights and opportunities for women and men, in particular, include training and special courses on ensuring equal rights and opportunities for women and men in upskilling plans;

Include gender culture/competence in general competencies of teaching and academic staff, integrating it in the job descriptions and including measures for upskilling on building gender culture as a priority;

Ensure regulatory and legal support and provide certified experts conducting anti-discrimination analysis of educational content in terms of its compliance with the principles of ensuring equal rights and opportunities for women and men, and develop and implement necessary procedures;

Provide training and counselling to persons conducting anti-discrimination analysis of educational and teaching and methodological literature;

Develop an information base of methodological resources on ensuring equal rights and opportunities for women and men and post them on the official website of the Ministry of Education and Science, websites of enterprises, institutions and organisations managed by the Ministry of Education and Science;

Take into account the experience of conducting a prior anti-discrimination analysis of teaching and methodical literature and determine a unified procedure for its conducting;

Introduce mandatory anti-discrimination analysis of all teaching and methodological literature and create a relevant standing expert unit.

#### Indicators and milestones

Indicators	Stage I (2022-2024)	Stage II (2025-2027)	Stage III (2028-2030)
1. Number of gender-sensitive policies and programmes for creating a non-discriminatory educational environment in institutions of preschool, general secondary and out-of-school education, vocational education and training, pre-tertiary vocational, higher and postgraduate education	5	5	10
2. Number of adopted educational and professional standards that comply with the non-discriminatory and inclusive approach in education, including on equal rights and opportunities of women and men	5	5	10
3. Number of programmes of institutions of preschool and general secondary education, curricula of courses/disciplines of the institutions of vocational education and training, pre-tertiary vocational, higher and postgraduate education	5	5	10
4. Number of training and methodological publications for educational institutions of different levels, which comply with the non-discriminatory and inclusive approach in education, including on equal rights and opportunities of women and men	5	5	10
5. Number of certification training programmes for specialists on ensuring equal rights and opportunities for women and men, upskilling on ensuring equal rights and opportunities for women and men	5	5	10
6. Number of activities to ensure equal rights and opportunities for women and men in educational work plans of educational institutions	5	5	10
7. Number of sensitization activities to share experience and best practices on creating gender sensitive educational environment in educational institutions of different levels	10	10	15

**Strategic goal 3:** Strengthening the competence and capacity of the professional community of specialists on the issues of ensuring equal rights and opportunities for women and men and enhancing international cooperation in the area of ensuring equal rights and opportunities for women and men

It is important to build basic knowledge, abilities and skills of all actors in the educational process on equal rights and opportunities for women and men, to support educational partnership initiatives with institutions, organisations, social institutions and services, with civil society sector of the relevant profile in order to support and

advance inclusive educational policies, practices and processes, and to provide training for relevant specialists who train survivors or perpetrators of any acts of violence.

For the implementation of this Strategy, modern human resource capacity of educational facilities and education institutions should be strengthened in the following areas:

building competence of education professionals based on a non-discriminatory gender approach through the development and comprehensive integration of the specific courses on ensuring equal rights and opportunities for women and men in postgraduate education programmes;

creating favourable conditions for advancing the programmes on equal rights and opportunities of women and men, and for writing and defending theses to obtain an academic degree, with the subject of their research focused on the aspects of ensuring equal rights and opportunities for women and men, which will contribute to the creation of a professional community of experts on equal rights and opportunities for women and men, prevention of domestic violence and human trafficking.

Objectives to achieve the goal are:

informational, scientific and methodological support for integrating the principle of equal rights and opportunities for women and men in education, ensure the interaction of educational institutions, and create a system of scholarly communication and cooperation;

organise awareness-raising activities, provide informational support for the staff of educational institutions on ensuring equal rights and opportunities for women and men, legal aspects of gender equality, and ensure training of relevant specialists who teach survivors or perpetrators of any acts of violence;

carry out, on the basis of postgraduate teacher training institutes, the experimental work at the regional level on integrating the principle of ensuring equal rights and opportunities for women and men in institutions of preschool and general secondary education;

develop training programmes for educational institutions on ensuring equal rights and opportunities for women and men, and consolidate efforts of professionals both within and outside educational institutions (ensure interaction between educational institutions of various levels and parents, family and the public);

publish on the websites of educational institutions training programmes on ensuring equal rights and opportunities for women and men to provide informational and methodological support for the implementation of the principle of ensuring equal rights and opportunities for women and men in education;

include in digital repositories of higher education institutions a separate section "Research on the problems of ensuring equal rights and opportunities for women and men"; develop modern human resource potential in educational institutions, which is capable to integrate the principle of ensuring equal rights and opportunities for women and men, through the inclusion of training courses on equal rights and opportunities for women and men in postgraduate training programmes;

upskilling for teaching and academic staff in all specialties on issues of ensuring equal rights and opportunities for women and men;

ensure that educational activities on ensuring equal rights and opportunities for women and men comply with the requirements (one of them), such as that teaching and academic staff of educational institutions and/or upskillers have practical experience in conducting gender audit and/or analysis, anti-discrimination analysis; experience in advising central and local executive bodies on ensuring equal rights and opportunities for women and men; experience of participation in international projects and/or organisations working on solving problems of sex-based discrimination;

establish Masters and Doctoral programmes on ensuring equal rights and opportunities for women and men;

implement, through agreements with foreign higher education institutions, programmes to promote the academic mobility of students involved in the development of training programmes on ensuring equal rights and opportunities for women and men;

organise short- and long-term training and internships for students, graduate students and PhD students under the academic programmes (summer schools) on ensuring equal rights and opportunities for women and men; publish the scientific and theoretical works of national scientists in the field of education on ensuring equal rights and opportunities for women and men, and create a system of scholarly communication and collaboration;

organise and conduct scientific events, perform scientific research on ensuring equal rights and opportunities for women and men;

create a wide network of research centres on ensuring equal rights and opportunities for women and men and a professional expert environment, along with establishing institutes for education on equal rights and opportunities for women and men on the basis of institutions of higher teacher education;

carry out scientific practical analysis of existing and support new scientific research programmes implemented with the funds from the state budget (priority area "fundamental research on current issues in the social sciences and humanities");

initiate and disseminate periodical scientific publications and methodological guidance on ensuring gender equality and equal rights and opportunities for women and men;

consider, within the limits of the maximum number of staff, possible appointment in the educational institution an advisor on ensuring equal rights and opportunities for women and men, preventing and combating sex-based violence;

promote scientific research on ensuring equal rights and opportunities for women and men, along with its inclusion in state programmes of fundamental/applied scientific research, and implement scientific and technological developments;

create a highly competent professional community in gender studies and ensuring gender equality;

post information on the implementation of this Strategy on the websites of educational institutions;

introduce mandatory training on ensuring equal rights and opportunities for women and men when recruiting education staff (in particular, when appointing them to management positions).

#### Indicators and milestones

Indicators	Stage I (2022-2024)	Stage II (2025-2027)	Stage III (2028-2030)
1. Number of resource centres on ensuring equal rights and opportunities for women and men	2	5	5
2. Number of training programmes on ensuring equal rights and opportunities for women and men for apprenticeship of teaching staff and management of educational institutions	5	10	15
3. Number of Masters and Doctorate programmes on ensuring equal rights and opportunities for women and men	5	10	15
4. Number of theses defended on ensuring equal rights and opportunities for women and men	5	10	15
5. Number of agreements on scholarly cooperation between domestic and foreign educational institutions regarding joint scientific work on research on ensuring equal rights and opportunities for women and men	5	10	15
6. Number of teaching and academic staff who have undergone apprenticeship courses (under the programmes) on ensuring equal rights and opportunities for women and men (disaggregated by gender)	20	50	100
7. Number of activities to ensure equal rights and opportunities for women and men, preventing and combating violence and discrimination, including on the basis of sex	5	10	15
8. Number of scientific research programmes on ensuring equal rights and opportunities for women and men, which are implemented with the funds from the state budget	10	15	20
9. Number of periodical scientific publications and methodological guidance on ensuring gender equality and equal rights and opportunities for women and men	10	15	20

#### **Strategic goal 4:** Ensuring equal rights and opportunities for women and men,

preventing and combating any discrimination, implementing inclusive practices in education as a basis for overcoming the effects of military actions and post-war reconstruction of Ukraine

Ensuring human rights and, in particular, equal rights and opportunities for women and men in all areas of society is an indispensable component of a democratic society and commitments of Ukraine in the context of European integration development. In view of the full-scale invasion of the Russian Federation and the corresponding security and humanitarian challenges, education remains a key element in reinforcing the values, principles and norms that constitute the basis of the struggle of Ukrainian society for independence.

A part of Russia's information war against Ukraine is manipulative rhetoric against gender equality and human rights. This Strategy must ensure consolidation of the positions and achievements of national education in fighting the information war against Ukraine.

Objectives to achieve the goal are:

carry out the analysis of state standards for teaching institutions of pre-tertiary vocational and higher education regarding the inclusion of mandatory general and special competencies and learning outcomes, which are aimed at understanding gender equality and human rights by education seekers, including for the emergency period (martial law and post-war period);

include in training curricula (UN Security Council resolutions on Women, Peace and Security) raising awareness, promoting capacities, increasing visibility of the roles of women and girls in conflict and post-conflict management;

upskilling of teaching and academic staff as a certified training on ensuring equal rights and opportunities for women and men in the amount of at least two credits of European Credit Transfer and Accumulation System (ECTS);

strengthen educational capacities to combat violence, including sex-based violence, address its consequences and ensure guarantees of non-recurrence by implementing special areas for work of psychological, medical and other services, expand cooperation with law enforcement and justice agencies;

professional training and upskilling for teaching and academic staff on preventing and combating violence, including sex-based violence, by implementing programmes on positive interaction, partnership education, peace education, social-emotional and ethical training and trauma management;

ensure parity in visibility of women's contribution to victory, both in the military and civilian areas, and in educational programmes and educational environment;

provide military, national and patriotic training in educational institutions of various levels, and eliminate gender stereotypes about the roles of women and men;

ensure institutional interaction with the defence and security sector in terms of developing training programmes for education stakeholders on behaviours, self-defence and initial aid in emergency situations, including under martial law;

encourage women in vocational education and training to acquire professions that are relevant in the labour market in the context of post-war recovery, regardless of gender stereotypes;

promote models of social behaviour that involve equal sharing of family and household responsibilities;

raise awareness of the link between gender and security, and relevant standards and practices at the national and international level;

share information with civil society organisations on gender mainstreaming in conflict and post-conflict period;

involvement of educators in the implementation of projects on ensuring effective democratic civilian control of the Armed Forces and the security and defence sector, taking into account the requirement for ensuring, on a permanent basis, human rights, gender equality and international humanitarian law in education;

develop, in cooperation with the best national and international architects, recommendations and architectural template projects of educational institutions based on a non-discriminatory, inclusive, barrier-free approach, taking into account the requirement for safety, energy efficiency, and for the New Ukrainian School;

carry out awareness-raising activities to prevent the adoption of state standards, educational programmes and decisions on recovery and reconstruction that do not correspond to a non-discriminatory, inclusive and European integration approach and use outdated and stereotyped solutions leading to inefficient use of the funds raised;

sustainable restoration and reconstruction of the educational infrastructure based on a non-discriminatory and inclusive approach (closing the gender gap and ensuring access to resources for all actors in the educational process), wide integration of gender approaches in the post-conflict society;

enhance social protection of educators, the vast majority of them being women, including in the system of preschool, primary and complete general secondary education, in the context of security challenges and recovery after the military invasion.

#### Indicators and milestones

Indicators	Stage I (2022-2024)	Stage II (2025-2027)	Stage III (2028-2030)
1. Number of gender-sensitive training programmes on ensuring equal rights and opportunities for women and men in conflict and post-conflict period, which are not designated for apprenticeship of teaching staff and management of educational institutions	10	15	20

2. Number of certificates possessed by employees for upgraded qualifications on ensuring equal rights and opportunities for women and men in the amount of at least two credits of European Credit Transfer and Accumulation System (ECTS)	50	100	200
3. Number of teaching and academic staff who have upgraded their qualifications/ undergone apprenticeship on ensuring equal rights and opportunities for women and men (disaggregated by gender)	50	100	200
4. Number of educational infrastructure facilities restored, based on a non-discriminatory, inclusive, barrier-free approach, as well as the requirements for safety, energy efficiency and for the New Ukrainian School	50	100	150

### **The procedure for monitoring, evaluation of the Strategy results and reporting**

The results of the Strategy implementation are evaluated through discussing at the meetings of the Commission on coordination of the interaction between executive authorities on ensuring equal rights and opportunities for women and men, interagency working groups on ensuring equal rights and opportunities for women and men with the participation of central and local executive authorities, and the representatives of Ukraine's Parliament Commissioner for Human Rights, Government Commissioner for Gender Policy, Members of the Parliament of Ukraine, enterprises, institutions and organisations, including academia, national associations of employers' organisations and trade unions, international organisations and civil associations.

Monitoring of the achievement of the Strategy intermediate performance indicators will be carried out in 2024 and 2027, and of final indicators - in 2030.

The evaluation of the Strategy results may be informed by statistical information, the results of surveys, public opinion polls, monitoring of ensuring equal rights and opportunities for women and men in education, which were conducted by state authorities, self-government bodies, Ukraine's Parliament Commissioner for Human Rights, the Government Commissioner for Gender Policy, civil society and international organisations.

The State allocates appropriate financial and human resources for the proper implementation of the comprehensive policy envisaged by this Strategy.

### **Financial, material and technical resources, and workforce**

The Strategy will be implemented by means and within the funds of the State Budget of Ukraine for the relevant year, and from other sources that are not prohibited by law, in particular, civil society and international organisations and international technical assistance projects.