

GENDER EQUALITY IN THE EDUCATION SECTOR



CRB
project

Gender responsive
budgeting in Ukraine



MINISTRY OF
FINANCE OF
UKRAINE



Sweden
Sverige

Kyiv
2018

This publication was prepared within the framework of the **Project "Gender Budgeting in Ukraine"**. The project is implemented with the financial support of Sweden.

The publication is based on the results of the gender budget analysis of programs funded from the state and local budgets in the health care sector that was carried out by the Working groups on gender budgeting in Zhytomyr, Ivano-Frankivsk, Zakarpattya, Lviv, Ternopil, Kherson, Khmelnytskyi, Chernivtsi oblasts and Kyiv city.

GRB is a comprehensive gender approach in the fiscal policy and budget process at the state and local levels, which includes the allocation of budget funds on a gender-responsive basis.

Report prepared by:

Oksana Kisselyova, “Gender Budgeting in Ukraine” Project, National Expert

Editorial team:

Maja Bosnic, “Gender Budgeting in Ukraine” Project, Team Leader

Yulia Krasnogolov, “Gender Budgeting in Ukraine” Project, National Expert

Oksana Tsiupa, “Gender Budgeting in Ukraine” Project, Deputy Team Leader, National Expert

Olga Cherniuk, “Gender Budgeting in Ukraine” Project, Deputy Team Leader, National Expert

Maryna Shapoval, “Gender Budgeting in Ukraine” Project, National Expert

Table of contents

1. Introduction.....	4
2. Overview of gender issues and challenges in the sector.....	6
3. Overview of gender equality issues in Budget Programs.....	14
4. Recommendations.....	16
5. Outlook on further work.....	18
6. References.....	20
7. Annex.....	23

1. Introduction

This report provides a review and critical analysis of gender equality issues in the education sector that were disclosed in gender budget analysis of budget programs in Ukraine in the period 2015-2017. It rests on the data presented in reports of the Working groups that consist of public officials from Oblast State Administrations, Ministry of Education and Science of Ukraine, health care institutions, regional statistics departments and the State Statistics Service of Ukraine. The publication also is based on research data, government documents and other sources. Gender budget analysis was done under leadership of the Ministry of Finance of Ukraine, under comprehensive reform to introduce gender budgeting in Ukraine. Gender budget analysis was performed by civil servants, led by Financial Departments of the Oblast State Administrations, Ministry of Education and Science of Ukraine and with support of gender budgeting experts of the “Gender Budgeting in Ukraine” Project funded by Sweden.

The report considers the role of state policy and budget programs in the elimination of gender issues and challenges. The progress achieved and the measures already implemented by the government to address these issues are highlighted. Besides, the report contains recommendations on how the government can ensure efficiency of its policy and public services in its further work for

elimination of the gender gaps identified and for achievement of equality.

The report is designed to provide summary information on de-facto gender gaps found in budget programs, as input to decision-makers in Ukraine (Cabinet of Ministers, Verhovna Rada and other authorities), as well as public officials in education sector. It will help in providing reforms to improve effectiveness and efficiency of public service delivery in education.

2. Overview of gender issues and challenges in the education sector

The Sustainable Development Goals include the goal of ensuring quality education and equitable lifelong access to it for girls and boys, women and men. Acquisition of knowledge and skills on gender equality by all students is a prerequisite for achieving this goal (UN, 2015, 17).

Achievement of gender equality assumes reaching a twofold goal:

gender parity: achieving equal participation of girls and boys, women and men in all forms of education, proceeding from their representativeness in different population age groups;

gender equality: ensuring equal treatment of girls and boys in the process of learning, gender equality within the education system, within the teacher/instructor profession (gender equality in job placement), in education programs and trainings (norms and values delivered in the process of learning), and in involvement of both parents in their children's education process.

Achieving the gender parity is only a first step to gender equality in education. Existence of an education system with equal numbers of boys and girls does not automatically mean its being built on the gender equality principle. The gender-based approach in education should take the following into consideration: the right to education (access and participation), the rights in the learning process

(non-discrimination, equal treatment, gender-sensitive environment), and the opportunities acquired via education (the opportunity to get a decent job and wage, reach a high position, make decisions, etc.).

The Constitution of Ukraine (Article 24) ensures equality of rights of women and men, and provides women with opportunities of acquiring education and vocational trainings on equal terms with men. The Law of Ukraine on Ensuring Equal Rights and Opportunities of Women and Men (2005) provides legal basics both for gender parity and gender equality. Article 21, Section V of the Law specifies that “the State shall ensure equal rights and opportunities of women and men in acquisition of education”. In this respect, educational institutions ensure:

equal conditions for women and men in the admission to educational institutions, knowledge assessment, provision of grants or loans to students;

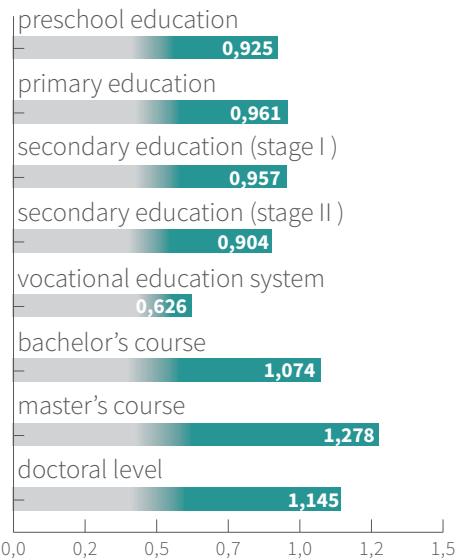
drafting and publication of textbooks and manuals free of patriarchal stereotyped perceptions of the role of a woman and a man;

nurturing of the culture of gender equality and equal distribution of occupational and family responsibilities.

Hence, the Ukrainian legislative framework secures both gender parity and gender equality in the educational

The Gender Parity Index (GPI) figures among pupils, trainees and students of Ukrainian educational institutions

● women ● men



system. It is important to analyze whether the actual situation in the education sector conforms to the values declared.

The Gender Parity Index (GPI) figures among pupils, trainees and students of Ukrainian educational institutions for 2015/2016 provided by the State Statistics Service of Ukraine indicate that no considerable gender inequality is observed in preschool, primary and secondary education (State Statistics Service of Ukraine, 2017, 43).

In the preschool education, GPI is 0.925, i.e. no substantial difference exists between the number of girls and boys attending preschool educational institutions. However, despite the legally declared rights to preschool education and a high demand for this type of services, the coverage of children with preschool education remains unsatisfactory. In 2015, for example, only 77.4% of urban and 57.4% of rural 5-year-old children attended preschool educational institutions (PEIs). 17.8 thousand rural settlements where children under 6 reside, or 66% of the total number of such settlements, have no PEI at all. The lack of kindergartens, their overcrowding, outdated material and technical facilities, actual absence of any alternative forms of preparation for school, and high costs of services in the private sector – all these diminish the chances of some part of future first-graders to have “equal start opportunities” (Ministry of Economic Development and Trade of Ukraine, 2017, 36).

No major gender asymmetry is also observed at the level of primary (GPI - 0.961) and secondary education (stage I GPI - 0.957; stage II GPI - 0.904). However, despite general secondary education is compulsory in Ukraine, there are certain child groups failing to acquire proper education. As of September 1, 2016 academic year, 32,387 children aged between 6 and 18 were not attending secondary schools for various reasons. The percentage of girls among such children was 58.8%. If compared with data for 2014/2015 academic year, amid the decrease of the total number of children not attending general secondary schools (43,997 in 2014/2015), the number of girls increased (from 18,361 in 2014/2015 to 19,047 in 2016). Among the girls not studying to acquire complete general secondary education, 19.2% did not attend school due to their health condition; 50.7% did not attend for other reasons; 0.4% studied to acquire a profession without obtaining complete general secondary education; and 29.7% studied at special institutions for children in need of mental development correction (State Statistics Service, 2016, 2017a). Unfortunately, there is no list of "other reasons" for which 9,656 girls did not acquire complete secondary education. The Roma community girls are one of the vulnerable groups in this regard. In particular, the UN Committee on the Elimination of Discrimination against

Women expressed concern at the high dropout rates among Roma girls (CEDAW/C/UKR/CO/8, 2017, 11).

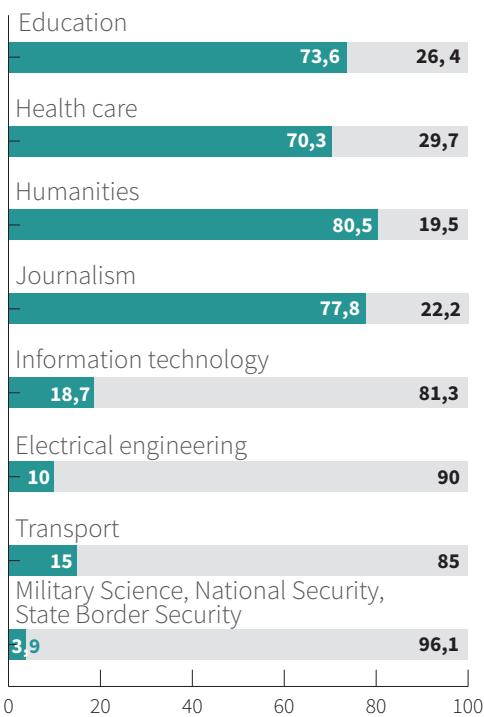
The gender equality parity is reduced in the vocational education system, being 0.626 in 2015/2016 (State Statistics Service of Ukraine, 2017a, 43). Decrease in the percentage of female students at this education level occurred in 2000-2013 because of declined prestige of vocational education, girls' outflow to the higher education system, and impact of traditional gender segregation in employment areas (World Bank, 2016, 30).

As to Ukraine's higher education, the gender parity index indicates, with minor variations, girls' prevalence at all its levels in 2015/2016: 1.074 at the bachelor's course level; 1.278 at the master's course level; and 1.145 at the doctoral or equivalent level. Gender inversion, i.e. excess of the parity in girls' favor among young students, shows that women are more willing to acquire higher education to be competitive in the labor market, and that girls turn out to be better prepared for acquisition of higher education.

Impact of gender stereotypes manifests itself in the choice of education fields preferred by girls and boys. Distribution of women and men in various education fields reflects a traditional assumption about 'female' and 'male' professions. Women

Students of universities, academies, institutes of educational institutions by branches of knowledge at the beginning of 2016/17 academic year (State Statistics Service, 2017b, 48), %

● women ● men



prevail among students in such fields as health care, education, humanities, and journalism (more than 70% of the total number of students in 2015/2016 academic year), whereas men make up over 80% of the total number of students in information technology, engineering, and transport (State Statistics Service, 2017b, 48). If talking about the opportunities obtained via education, it is those fields chosen by women that offer lower wages, hence women condemn themselves to lower wage and pension rates compared to men from the very start.

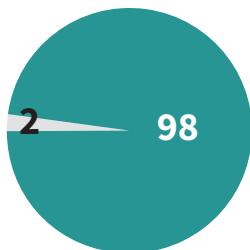
Gender discrimination was found in women's access to educational institutions of the Ministry of Internal Affairs and the Ministry of Defense of Ukraine (CEDAW/C/UKR/CO/8, 2017, 11). Women amount to 3.9% of students at higher educational institutions in the fields of military science, national security, and state border security.

Hence, gender parity is almost secured in Ukraine overall – equal participation of girls and boys, women and men in all forms of education though occupational segregation in education field choice can be seen.

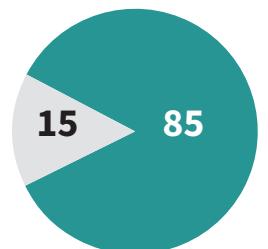
Things are not so good in the achievement of the second goal – ensuring gender equality in the teaching process organization system, gender stratification of the teacher's profession, in equal

Teaching staff at educational institutions, %

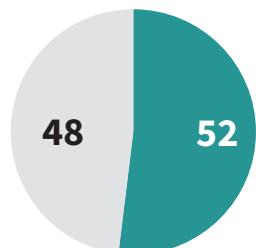
● women ● men



preschool educational institutions



comprehensive schools



vocational education

treatment of girls and boys, in curricula and textbooks, etc.

Gender researchers state that a hidden curriculum exists at schools, meaning a system of metacommunication due to which traditional gender stereotypes are retransmitted.

As to observance of the principle of gender equality in access to the teacher/instructor profession, statistical data indicate that women amount to 98% among the teaching staff in preschool educational institutions, 85% in comprehensive schools, and 52% in vocational education (GRB Project, 2016, 15). Feminization of teaching staff is a complicated social and gender problem, still not sufficiently comprehended. It substantially affects the child rearing process as well as the functioning and development character of the education system and, accordingly, of the entire society. The following negative consequences of the education system feminization should be highlighted (Sydoriv S.M., 2010):

learning material can be absorbed in a one-sided, unbalanced manner due to lack of male experience;

absence of a male teacher's role model can lead to one-sided formation of a schoolchild's personality;

low percentage of men among the teaching staff entails emergence and

maintenance of gender myths (about male rudeness and female logic);

boys and girls can feel inadequate emotional attachment to women and alienation from men, or, in case of an opposite reaction, animosity to women and excessive faith in men;

cultivation of femininity discriminates against interests of boys, fails to rouse their interest in the training process, and, at the same time, prevents the shaping of girls' self-appraisal and stereotypes their behavior;

in the modern feminized primary school, female teachers use pressure and control as main upbringing tools, which can lead to a feeling of inferiority in boys. As a result, boys are forced to build their gender identity mainly on negative foundations: be distinct from girls, object everything "girly", take no part in "female" activities;

schoolchildren equate a female behavior model to social control;

the teacher profession is perceived as purely female;

discrimination against the teacher profession: emergence of a mistaken opinion that, if men don't work as teachers and shun this profession, it means this profession is not prestigious.

Among the teaching staff at higher educational institutions, on the

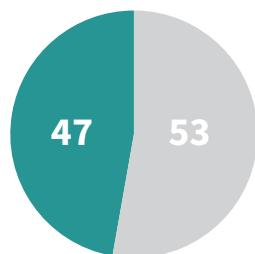
contrary, men dominate, amounting to 53% (GRB Project, 2016, 15). This can be explained by a greater prestige of the profession and higher wages.

Lack of equal treatment and of an identical educational program for girls and boys is also part of a hidden curriculum. The UN Committee on the Elimination of Discrimination against Women expressed concern that schools offer lessons where girls and boys are taught skills associated with traditional division of gender roles: girls are taught cooking and sewing while boys are taught woodworking and carpentry (CEDAW/C/UKR/CO/8, 2017, 11).

Traditional gender stereotypes are also present in school textbooks both for humanities and exact sciences. Through literature texts and content of mathematical problems, girls are guided toward the roles important to home and family whereas boys are directed to instrumental occupations and social activity. Men and boys are described in stories and pictures as persons committing an action, even if mischievous one. Women and girls mainly reap the fruits of the "stronger" sex's activities. Men and boys are depicted in texts and illustrations as energetic and active whereas women and girls are shown as passive, dependent, and cared for by someone (Hovorun T., Kikinezhdi O., 2008). In its turn, this situation creates prerequisites for emergence of discrimination not only in education

Teaching staff at higher educational institutions, %

● women ● men



but also in all spheres of life. The UN Committee on the Elimination of Discrimination against Women stated that it was concerned at the persistence of negative and patriarchal gender stereotypes in the school teaching process and textbooks (CEDAW/C/UKR/CO/8, 2017, 11).

Hence, although gender parity has been achieved, a lot needs yet to be done to ensure gender equality in the education sector. At present, the Ministry of Education and Science of Ukraine conducts anti-discrimination expert examination of learning materials, and has drafted the Strategy for Introduction of a Gender Component in Education.

3. Overview of gender equality issues in Budget Programs

In order to identify gender issues in the education sector and improve efficiency and effectiveness of program budgeting and implementation, analysis of six programs financed from state and local budgets from the gender perspective was performed in 2015-2017 in 8 oblasts and Kyiv city. The programs cover the development areas of general secondary, vocational, higher and after-school education. The gender budget analysis geography included Zhytomyr, Ivano-Frankivsk, Zakarpattya, Lviv, Ternopil, Kherson, Khmelnytskyi, Chernivtsi oblasts and Kyiv city. Analysis of programs financed from the state budget was conducted by the Ministry of Education and Science of Ukraine.

The gender budget analysis was intended to assess the extent to which the activities planned in the programs meet the needs of different women and men groups, and how the sectoral and/or budget policies impact gender equality, as well as to find out whether the program activities and budget expenditures allocated for their implementation strengthen or weaken gender equality.

General results of gender budget analysis are as follows:

The teaching process in preschool and general education institutions lacks compliance with the gender equality principle (no equal treatment of girls and boys, prevailing gender stereotypes as regards expected behavior of girls and boys, different curricula for girls and boys, particularly separate lessons at which girls and boys acquire practical life skills).

Direct gender discrimination exists at the legislative level, for example the Resolution

of the Cabinet of Ministers of Ukraine No. 717 of 28.04.99 “On the Regulations on the lyceum with advanced military and physical training” prohibits admission of girls to this type of educational institutions.

Patriarchal gender stereotypes in the selection of education areas and occupational choice are widespread, which later leads to horizontal segregation in the labor market making women concentrated in the least prestigious and lowest-paid activity areas.

A persistent problem is access to education of children having developmental defects (hearing impairments, vision impairments, musculoskeletal disorders combined with intellectual disability, children with early autism, and deaf and blind children).

Acute gender asymmetry is observed in access to the teacher/instructor profession for educational and fostering institutions of preschool, general secondary and vocational education, i.e. considerable predominance of women among teachers and specialists of these facilities.

Although women make up an overwhelming majority in the education sector, men prevail at managerial positions.

A gender pay gap can be seen, connected with men's prevalence at managerial positions as well as with additional seniority increments for men.

Detailed results of the analysis and key issues to be addressed to improve efficiency of budget programs are highlighted in Annex.

4. Recommendations

The analysis of gender issues in the education sector and the gender budget analysis of programs resulted in recommendations to strengthen the gender equality policy and eliminate gender gaps in the programs.

It is recommended to:

- include a gender component in the National Qualifications Framework;
- adopt the Strategy for Introduction of a Gender Component in Education;
- engage more male teachers in the system of preschool, general secondary and vocational education, including through the adoption of temporary special measures;
- ensure parity representation of women at managerial positions in the system of education of all levels, including through the adoption of temporary special measures;
- eliminate a gender pay gap in the education sector;
- based on the anti-discrimination expert examination of textbooks and learning materials conducted by the Ministry of Education and Science, withdraw the ones retransmitting patriarchal gender stereotypes and create new ones, free of gender discrimination;
- ensure equal treatment of girls and boys in the learning process;
- systematically carry out awareness-raising and vocational guidance activities among

girls and boys to avoid gender stereotypes in their occupational choice;

ensure access to learning and quality education for all children regardless of their sex, health, residence and family income;

develop a system of inclusive education;

ensure equal access of girls to lyceums with advanced military and physical training and of women to educational institutions of the Ministry of Internal Affairs and the Ministry of Defense, including through the adoption of temporary special measures;

promote access for Roma girls to education of all levels.

5. Outlook of further work

Based on results of the gender budget analysis of programs in the education sector, gender gaps were identified and recommendations on reducing the gaps were drafted for the Ministry of Education and Science of Ukraine. These amendments should be made to programs and budget documents pursuant to the recommendations provided. The GRB is going to monitor the changes in programs and budget documents and evaluate their impact upon life of women and men.

Some amendments can already be implemented on the basis of available knowledge and findings, but some points should be examined in more depth, in particular:

- reasons due to which girls make up a larger share among the children who did not acquire complete secondary education, as well as reasons for which this tendency is growing;
- factors of gender pay gap between female and male teachers and workers of educational institutions;
- reasons of girls' low representation in specialized schools and boarding schools;
- reasons of the small share of girls among the graduates of specialized schools and boarding schools who continued studies to acquire general and vocational education;
- reasons of lower attendance of after-school institutions by children aged 14-18;

reasons of boys' lower representation in educational institutions of I-II accreditation levels and their continued education;

reasons why more men than women study at higher educational institutions of I-II accreditation levels at the state budget expense; and, on the contrary, why more women than men study on the contractual basis.

Generally, the gender budget analysis, its findings and recommendations provide a wide array of information and reference points for better efficiency and effectiveness of the education sector. They indicate promising ways of optimization of state expenditures and provision of services in this sector.

6. References

- CEDAW (2017): Committee on the Elimination of Discrimination against Women. Concluding observations on the eighth periodic report of Ukraine, 2017.
- GRB Project (2015): Overview of gender analysis of programs funded from budget. Kyiv, 2015.
<http://grbproject.org/wp-content/uploads/2017/12/Gender-Budget-Analysis-2015.pdf>
- GRB Project (2016): Gender budget analysis of programs financed from the state and local budgets in Ukraine. Summary. Kyiv, 2016.
<http://grbproject.org/wp-content/uploads/2017/12/Gender-Budget-Analysis-2016.pdf>
- Hovorun T., Kikinezhdi O. (2008): Gender in a socio-psychological dimension.
<https://helsinki.org.ua/articles/henderna-dyskryminatsiya-v-sferi-osvity/>
- Ministry of Economic Development and Trade of Ukraine (2017): Sustainable Development Goals: Ukraine. Kyiv, 2017.
- State Statistics Service of Ukraine (2016): General educational institutions of Ukraine as of the start of 2015/2016 academic year. Statistical newsletter. Kyiv, 2016.
- State Statistics Service of Ukraine (2017a): General educational institutions of Ukraine as of the start of 2016/2017 academic year. Statistical newsletter. Kyiv, 2017.
- State Statistics Service of Ukraine (2017b): Women and men in Ukraine. Statistical digest. Kyiv, 2017.
- Sydoriv S.M. (2008): Primary education in Ukraine. Problems of gender staff asymmetry.
<http://gender.at.ua/publ/3-1-0-87>

UN (2015): Transforming our world: the 2030
Agenda for Sustainable Development.
Resolution adopted by the General Assembly
on 25 September 2015, A/RES/70/1.

World Bank (2016): Country gender
assessment for Ukraine. Kyiv, 2016.

Annex

Review of gender equality issues identified in the course of gender budget analysis of education sector budget programs

Gender issues

Key problems to be addressed in planning, service provision, and budgeting

Provision of general secondary education by general education institutions – Kyiv city, Desnianskyi district

Performance analysis of the persons studying at general education institutions in Desnianskyi district, Kyiv city, showed that the academic grade average is 7.8 for boys and 8.4 for girls, that is, the average performance rate of girls is 0.6 points higher.

Women prevail in quantitative terms in all staff categories at general education institutions of Desnianskyi district, Kyiv city: women make up 86% among administrative staff, men being 14%; women make up 90% among teachers, men being 10%; women make up 78% among support staff, men being 22%.

Gender pay gap is 6.7% in men's favor in administrative staff category, and 10.6% in men's favor among teachers. As a rule, this wage gap between women and men is caused by additional wage increments for seniority.

Popularize among teachers of general education institutions the implementation of gender mainstreaming in education with account of equal treatment of girls and boys in teaching and upbringing, particularly in terms of performance levels and subject profiling.

Examine the reasons for the gender pay gap between female and male teachers and workers of the general education institutions, and study the problem from the gender-based discrimination perspective.

Consider gender specifics of the functioning and funding of the general education provision system.

Gender issues

Key problems to be addressed in planning, service provision, and budgeting

Provision of general secondary education by special comprehensive boarding schools, schools and other educational institutions for children in need of physical and/or mental development correction – Lviv, Ternopil, Chernivtsi oblasts

The number of boys in special educational institutions is greater in all nosology types, which is explained by their majority in the structure of handicapped children. Besides, gender stereotypes in upbringing of girls and boys may have their impact, particularly concerning the stay and rehabilitation of girls at home.

In 2015, only 9.2% of graduates continued studies to acquire complete general education, with 90% of them being boys; 66.9% continued studies to acquire vocational institution (53.4% - boys, 46.6% - girls); 1.8% continued studies at HEIs (100% - girls) – Chernivtsi oblast.

The average level of securing the expenditures for personal needs of boys in all the institutions was 3.6% higher than for girls in 2014 and 5.0% higher in 2015. This is despite the fact that, according to the rates of material and financial provision for orphaned children and children deprived of parental care as well as student of boarding schools, the calculated average cost of clothes and footwear for girls (without cost of hygiene items) is 17-18 percent higher than for boys (Chernivtsi oblast).

Examine reasons for girls' low representation in special and boarding schools.

Examine reasons of the small share of girls among the graduates who continued studies to acquire general and vocational education.

Revise statutes of the institutions and amend them to allow children with special needs to acquire complete secondary education, and introduce a functional system of inclusive education.

Conduct local (on the boarding schools level) gender studies that would then act as a reference point for the formulation of a gender-responsive budget for those institutions.

When formulating budgets of special schools and boarding schools, thoroughly consider the needs of girls and boys for clothes, footwear and personal hygiene items.

Provision of general secondary education by comprehensive specialized boarding schools with in-depth study of certain subjects and courses for in-depth training of children in science and arts, physical training and sports, and other fields, and by lyceums with advanced military and physical training – Zakarpattya and Ternopil oblasts

The Resolution of the Cabinet of Ministers of Ukraine No. 717 of 28.04.99 “On the Regulations on the lyceum with advanced military and physical training” discriminates against girls by prohibiting their admission to this educational institution. Solely boys (100%) study at oblast boarding lyceums with advanced military and physical training, and the lyceum’s curriculum is intended for young men only.

Gender segregation is seen in the selection of education area by girls and boys: the ratio of students in training programs on physics and mathematics is 37% girls to 63% boys; the ratio in sports training is 38% girls to 62% boys; the ratio in natural sciences is 69% girls to 31% boys; the ratio in humanities is 65% girls to 35% boys (Uzhhorod comprehensive specialized boarding school with in-depth study of certain subjects, Zakarpattya oblast).

There are also stereotypes between schoolboys and schoolgirls in the choice of sports training areas, for example, handball students are 100% girls, while football students are 100% boys.

Among the educational institution staff, men prevail at the military lyceum (51%), while women are in a majority in the specialized boarding school (82%).

The amount of wages of educational institution staff differs depending on an occupational category. However, the men working in the military lyceum receive substantially higher wages also due to military ranks and grades.

Amend the Resolution of the Cabinet of Ministers of Ukraine No. 717 of 28.04.99 to provide girls access to education with advanced military and physical training on equal terms with boys.

Use awareness-raising activities to promote training profiles of physics and mathematics, sports and military training at specialized educational institutions among girls, and natural sciences and humanities among boys.

Create new, and convert existing, areas of sports training with account of the needs of girls and boys.

In future programs, take into account gender specifics of the functioning and funding of the system of general education provision by specialized boarding schools with in-depth study of certain subjects and courses for in-depth training of girls and boys in science and arts, physical training and sports, and other, and by lyceums with advanced military and physical training.

Gender issues

Key problems to be addressed in planning, service provision, and budgeting

Development of after-school educational institutions – Ivano-Frankivsk, Chernivtsi, Khmelnytskyi oblasts, Ministry of Education and Science of Ukraine

Subject choice by girls and boys is based on traditional gender perceptions concerning 'female' and 'male' activities. The most popular hobby groups among girls are in esthetics and arts, environment and nature; boys prefer science and research, tourism and local studies.

Stereotypic attitudes restrict the participation of girls and boys in after-school education and prevent their integral and harmonious development.

Age group analysis shows that the number of children attending after-school institutions is the greatest in the age group 10-14 years (45% of all pupils at after-school educational institutions), dramatically dropping in the age group 14-18 years (Ivano-Frankivsk oblast).

Women prevail among the staff of after-school institutions (75%), which indicates feminization of the education sector.

Despite women's considerable quantitative advantage among the staff of after-school educational institutions, women constitute only 25% among managers of the institutions.

Women's average wage at after-school educational institutions is 83.8% of men's (gender gap being 16.2%).

Low wages and part-time work schedule are a staffing problem for after-school educational institutions. This is a reason why the number of teaching staff, including male teachers, decreases year by year.

Conduct awareness-raising campaigns to promote services provided by state-owned after-school educational institutions.

Ensure equal access to educational services for girls and boys regardless of their place of residence.

Conduct awareness-raising campaigns to encourage girls and boys to attend hobby groups in all activity areas, regardless of traditional gender stereotypes.

Introduce gender-disaggregated statistical reporting on the studies at state-owned after-school educational institutions.

Carry out a study to identify the needs of girls and boys in various age groups for after-school education.

Create new and convert existing hobby groups according to modern preferences of girls and boys.

Modernize the material and technical facilities of after-school educational institutions according to the needs of girls and boys.

Gender issues

Key problems to be addressed in planning, service provision, and budgeting

Development of vocational education – Ivano-Frankivsk, Zakarpattya, Lviv, Ternopil, Kherson, Khmelnytskyi oblasts

The number of boys studying at vocational educational institutions (VEIs) is almost twice greater than that of girls (Zakarpattya oblast, 2015: boys – 66%, girls – 34%; Kherson oblast, 2016: boys – 61.9%, girls 38.1%).

This ratio between girls and boys among VEI student can be explained by several reasons: 1) 'male' worker occupations (vehicle mechanics, fitters, welders, builders, etc.) have a greater numerical representation at the VEIs; 2) demand for men having blue-collar professions at Ukraine's labor market is much higher than for women, even among the traditionally 'female' professions such as cooks, waiters, hairdressers, tailors, etc.; 3) gender stereotypes and expectations concerning girls in society push them to acquire higher education as a more prestigious one.

Gender segregation is notable in the choice of study areas: boys are in a vast majority in the areas such as industry, construction, agriculture, and transport whereas girls prevail, for example, in garment manufacture.

Women prevail among VEI staff but they are in minority among VEI managers, which indicates existence of gender barriers in the appointment of women as educational institution heads.

Systematically carry out awareness raising and vocational guidance activities among girls and boys (information media campaigns, vocational guidance meetings at schools, etc.) to avoid gender stereotypes in their occupational choices.

In future programs, take into account gender specifics of the functioning and funding of the system of worker training by vocational educational institutions.

Communicate, with a broad variety of means (seminars, training sessions, talks, etc.), among VEI students, especially girls, information about opportunities of development of their entrepreneurial abilities and aspiration for self-employment.

Promote women to executive positions at VEIs.

Gender issues

Key problems to be addressed in planning, service provision, and budgeting

Staff training by higher educational institutions of I-II accreditation levels (colleges, technical schools, specialized schools) – Zhytomyr oblast, Ministry of Education and Science of Ukraine

According to information from the Unified State Education Database, 285,890 students attended the MES-financed educational institutions of I-II accreditation levels as of 1 January 2015, including 145,804 (51%) women and 140,086 (49%) men.

Clear gender segregation into 'female' and 'male' fields and areas is notable in the choice of study areas. The following areas are the most popular among girls: social security (88.7%), pedagogical education (86.1%), arts (80.8%), services (78.5%), and food industry (68%). Boys instead prefer other fields: aviation and rocket and space technologies (86.5%), information and computer science (80.9%), transport and transportation infrastructure (74.2%), etc.

The proportion of men studying at the expense of the state budget is greater (56%) than that of women (44%). As to the contractual basis, the share of women was greater (60.1%) than of men (39.9%).

When analyzing expenses per one person studying at a higher educational institution of I-II accreditation levels, it was found out that UAH 2,142,656.2 thousand was spent on training of men, which is 49% of the budget allocated for training of specialists at HEIs of I-II accreditation levels, while UAH 2,230,116.0 thousand was spent on training of women (51.0%).

Improve collection of statistical data on training of women and men at HEIs of I-II accreditation levels by age and place of residence.

Review activities of higher educational institutions of I-II accreditation levels by subject area to ensure equal access of women and men to educational services in various specialization areas.

Promote among women the training areas and professions that make it possible to have a decent wage and be economically independent.

Conduct regular awareness raising and vocational guidance activities among girls and boys (information media campaigns, vocational guidance meetings at schools, etc.) to avoid gender stereotypes in selection of training areas and professions.

Promote women to executive positions at HEIs of I-II accreditation levels.

Gender issues

Analysis of financing for HEIs of I-II accreditation levels by subject area showed that the greatest amount of budget funds is allocated for student training in 'Agrarian production technology and power engineering', where the proportion of male students is greater than that of women (80.9% vs. 19.1%), and in transport – 74.2% vs. only 25.8%, respectively. The smallest amount of HEI budgets is spent for training in occupations for textile and light industries where the proportion of female students is 92.2% and male students have only 7.8%. Such a difference in expenses for training of women and men may be caused by specifics of the organization of the educational and job training processes in different training areas.

40.6% of I-II accreditation level HEI graduates of 2014/2015 academic year found employment after the training. The job placement rate among men is 60.8% of the total number of graduates who studied by the government order, while the rate among women is 39.2%. The gender analysis shows a considerable difference between women and men in job placement opportunities in favor of the latter.

A great proportion of women (56%) continue studies at HEIs of III-IV accreditation levels, while the share of such persons among male graduates is 44%.

Among the staff of the MES-financed HEIs of I-II accreditation levels, women prevail – 59.6%

Men are in a majority among administrative staff of educational institutions – 73%, while women constitute only 27%.

In the managerial staff of Taras Shevchenko Kyiv National University as of 1 January 2017, men constituted 100% of the faculty administration and deans, 92.2% of department heads, and 67.4% of specialized board chairpersons.

