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GENDER MAINSTREAMING IN HIGHER EDUCATION INSTITUTIONS (EXEMPLIFIED BY LUTSK NATIONAL TECHNICAL UNIVERSITY)

The gender aspects of the socially responsible policy of the institution of higher education as exemplified by Lutsk National Technical University (hereinafter Lutsk NTU) are investigated. It is emphasized that the formation of the state gender policy in Ukraine is based on international legal and regulatory documents about equality between men and women, in particular the new Council of Europe Gender Equality Strategy 2018-2023. It is highlighted the activity of Lutsk NTU Gender Education Center about the formation of gender parity in teacher-student relationships. It is presented the results of Lutsk NTU gender audit in the framework of the project "Gender mainstreaming in higher educational institutions of Ukraine". As part of study a survey was conducted among students and teachers of Lutsk NTU in order to identify gender stereotypes and clarify the state of gender awareness. The monitoring of Lutsk NTU managerial personnel on the basis of gender was carried out, statistical data about the number of faculty members and students of full-time education on the basis of gender were collected. The emphasis is made on gender disparities in individual groups (departments). The findings are presented as recommendations for selected target groups and university managerial personnel in order to attract attention to issues of gender equality and the formation of the university's gender-sensitive social policy.

Key words: gender mainstreaming, gender sensitivity, gender audit, gender asymmetry, gender parity, student and teacher environment.

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ГЕНДЕРНИЙ МЕЙНСТРИМІНГ У ДІЯЛЬНОСТІ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ (НА ПРИКЛАДІ ЛУЦЬКОГО НАЦІОНАЛЬНОГО ТЕХНІЧНОГО УНІВЕРСИТЕТУ)

Досліджено гендерні аспекти соціально відповідальної політики закладу вищої освіти на прикладі Луцького національного технічного університету (далі Луцького НТУ). Відзначено, що формування державної гендерної політики в Україні базується на основі міжнародних нормативно-правових документів щодо рівноправності між жінками і чоловіками, зокрема Стратегії гендерної рівності Ради Європи на 2018-2023 роки. Висвітлено діяльність центру гендерної освіти Луцького НТУ щодо формування гендерного паритету відносно студентського-викладацького простору. Презентовано результати гендерного аудиту Луцького НТУ, здійсненого в рамках проекту «Гендерний мейнстрімінг у вищих навчальних закладах України». У ході дослідження проведено анкетування студентів та викладачів Луцького НТУ з метою виявлення гендерних стереотипів і з'ясування стану гендерної обізнаності. Здійснено моніторинг керівного складу Луцького НТУ за гендерною ознакою, зібрано статистичні дані про чисельність професорсько-викладацького складу та студентів денної форми навчання в розрізі факультетів, кафедр за гендерною ознакою. Отримані дані викладені у формі рекомендацій для обраних цільових груп та керівництва університету з метою привернення уваги до питань гендерної рівності та формування гендерночутливої соціальної політики університету.

Ключові слова: гендерний мейнстрімінг, гендерна чутливість, гендерний аудит, гендерна асиметрія, гендерний паритет, студентсько-викладацьке середовище.

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ГЕНДЕРНЫЙ МЕЙНСТРИМИНГ В ДЕЯТЕЛЬНОСТИ ЗАВЕДЕНИЙ ВЫСШЕГО ОБРАЗОВАНИЯ (НА ПРИМЕРЕ ЛУЦЬКОГО НАЦИОНАЛЬНОГО ТЕХНИЧЕСКОГО УНИВЕРСИТЕТА)

Исследовано гендерные аспекты социально ответственной политики заведения высшего образования на примере Луцкого национального технического университета (далее – Луцкий НТУ). Отмечено, что формирование государственной гендерной политики в Украине базируется на основе международных нормативно-правовых документов относительно равноправия между женщинами и мужчинами, в частности Стратегии гендерного равенства Совета Европы на 2018-2023 года. Отражена

деятельность центра гендерного образования Луцкого НТУ относительно формирования гендерного паритета отношений студенческого-преподавательского пространства. Представлены результаты гендерного аудита Луцкого НТУ, осуществленного в рамках проекта «Гендерный мейнстриминг в высших учебных заведениях Украины». В ходе исследования проведено анкетирование студентов и преподавателей Луцкого НТУ с целью выявления гендерных стереотипов и выяснение состояния гендерной осведомленности. Осуществлен мониторинг руководства Луцкого НТУ по гендерному признаку, собранно статистические данные о численности профессорско-преподавательского состава и студентов дневной формы обучения в разрезе факультетов, кафедр по гендерному признаку. Полученные данные изложенные в форме рекомендаций для избранных целевых групп и руководства университета с целью привлечения внимания к вопросам гендерного равенства и формирования гендерночувливой социальной политики университета.

Ключевые слова: гендерный мейнстриминг, гендерная чувствительность, гендерный аудит, гендерная асимметрия, гендерный паритет, студенческо-преподавательское пространство.

The problem is presented in general terms and its connection with important scientific and practical tasks. Ukraine's integration into the European community requires a substantial reorganization of the entire system of state functioning on the basis of new democratic principles. These principles must be free of any form of discrimination, including the gender basis. The national policy of the EU states supports this idea and they proclaim the gender mainstreaming policy as a system strategy for the creation of equal opportunities for men and women, the elimination of gender asymmetry and inequality in all spheres of life.

The Council of Europe adopts strategies for a certain period to implement the declared gender equality policy. In March 2018, the Council of Europe Gender Equality Strategy was established for six years (Council of Europe Gender Equality Strategy 2018-2023). The previous strategy was implemented in 2014-2017 through the achievement of five goals. They take into account the issues of multilateral discrimination and the special rights and needs of men and women throughout their lives. The Gender Equality Strategy 2018-2023 adds a new perspective to these goals, due to the current geopolitical situation – the protection of immigrant rights, refugees and girls and women who are seeking asylum.

The member states of the Council of Europe (including Ukraine a member of the Council of Europe since 1995) faced with the problems in the process of implementation of the Strategy in 2014-2017. These problems were connected with the events of global and regional significance. These issues are: a negative reaction to the rights of women, limited participation of women in political life and decision-making process, gender bias and stereotypes, etc. A significant part of these problems can be solved through education and upbringing. After all, the value of concepts such as equality, human rights, non-discrimination is learned in schools and higher education institutions, which should contribute to the formation and dissemination of the worldview of non-violence and gender equality.

Domestic education as a reformed social institution has long remained insufficiently sensitive to gender issues and reproduces the dominant (asymmetric) gender structure at the structural organizational and meaningfully procedural levels (Council of Europe Gender Equality Strategy 2014-2017). The new Strategy of Gender Equality of the Council of Europe 2018-2023 is based on the great legal and political experience of the Council of Europe on gender equality, as well as the achievement of the previous strategy. The introductory part of the document noted that “even if progress is visible and the legal status of women in Europe has undoubtedly improved during recent decades, effective equality between women and men is far from being a reality” (Council of Europe Gender Equality Strategy 2018-2023). Gender inequality, the rule of gender stereotypes and violence against women are the problems of the modern world, which are interpreted as “violations of human rights of women and as a major obstacle to gender equality”.

The new Law of Ukraine “On Education” dated September 5, 2017 № 2145-VIII introduces compulsory students’ gaining gender competence – the ability to realize equal rights and opportunities (Law of Ukraine “On Education”, 2017). The implementation of the gender

equality principles in the public consciousness is promoted by the Strategy for the implementation of gender equality in education “Education: Gender Dimension – 2021” (Strategy for the promotion of gender equality and non-discrimination in education “Education: Gender Dimension – 2021”, 2017). This strategy was developed by the Governmental Committee on Social Policy and Humanitarian Development. The above documents confirm that in the last decade, the gender component has been gradually introduced into the system of institutions of higher education and we have already seen the first results. Universities that have participated in gender mainstreaming demonstrate tolerance and social responsibility, they form and promote the values of non-discrimination on a gender basis in teacher-student relationships of their universities.

Taking into account the gender component in the social policy of the institution of higher education at the regional level (for example, Lutsk National Technical University) actualizes the raised topic and contributes to the formation of a gender-sensitive culture and consciousness of the university environment.

Analysis of the latest research in which the problem was initiated. The works of foreign and domestic scientists demonstrate that we need to reform education, taking into account the gender constituent. Thus, the issues of gender socialization in education are substantiated by T. Govorun, O. Kikinezhdi (Hovorun, Kikinezhdi, 2016), T. Golovanova (Golovanova, 2007). The gender component of contemporary Ukrainian society through the socio-philosophical aspect of the vision is actively developed by the Kyiv scientist Y. Strebkova (Strebkova, 2017).

An important scientific and educational work on the implementation of gender approaches in the educational process of higher education institutions is carried out by the Network of centers of gender education. This Network was established in 2012 and renamed into the All-Ukrainian network of gender education centers in 2014 (Svitailo, 2015).

Article targets. The purpose of the study is to find out the state of gender awareness of students and professors of Lutsk NTU, based on the results of the gender audit of Lutsk NTU (2015), in order to create equal opportunities for women and men in all spheres of life of the university.

The study will enable us to identify the strengths and weaknesses in promoting gender equality and contribute to increasing the collective potential of the organization. The obtained research data will direct the work of the university and its structural divisions to harmonize the life of the university with the gender component; to develop recommendations, the list of which will correspond to the specifics of the implementation of gender approaches in the university environment.

Presentation of the main research material with full justification of the received scientific results. Lutsk National Technical University is the center of technical education in Volyn region and ensures training of specialists among 40 specialties. It provides educational services for the population of the region and the neighboring regions for more than fifty years. By maintaining the tradition and history of its higher education, the university is open to innovation in the educational field and is looking for new forms and methods of teaching, scientific and educational activities.

The University's presidency supported the idea of establishing a Gender Education Center (GEC) in Lutsk NTU in 2013 based on the Department of Engineering Pedagogy, Psychology and Ukrainian Studies (now the Department of Humanities, Social Security Services and Law). The tasks of the newly created gender center were: harmonization of gender imbalance (asymmetry) between students of different sections of the technical university; formation of gender parity of teacher student space relations; the strengthening of family values and the preservation of equal opportunities for men and women for the purpose of their self-realization; raising the level of gender culture of the university through research and information and educational activities.

In November 2014, Lutsk NTU Center for Gender Education joined the All-Ukrainian Network of centers of gender education and actively cooperates with them. Creating a Gender Education Center and supporting of gender aspects integration became the requirement of time, the practice of the European level and one of the elements of a socially responsible policy of a higher educational establishment. Participants of the Gender Center participate annually and initiate activities on gender issues.

In the course of 36 months from 2013 to 2015 in Lutsk NTU was implemented the project “Equal opportunities for the acquisition of a profession by young student mothers in higher educational institutions” within the framework of the “Family-friendly University” initiative. The main partner of this project was Sumy State University. Within the framework of the project, in Lutsk NTU a two-day training seminar took place in November 2014. This seminar was devoted to planning and testing the skills necessary for the development and implementation of various forms of the "Family-friendly University" initiative. The participants of the training were representatives of more than ten universities in Volyn, including Kovel Industrial and Economic College of Lutsk NTU, Lubeshiv Technical College of Lutsk NTU, Technical College of Lutsk NTU, Lesya Ukrainka Eastern European National University, College of Technology, Business and Law of Lesya Ukrainka Eastern European National University, Volyn Institute of Postgraduate Education, Lutsk Pedagogical College, Lutsk Open International University of Human Development “Ukraine”.

In 2015, representatives of a Gender Education Center participated in the implementation of the project “Gender Mainstreaming in Higher Educational Institutions of Ukraine”. This project was conducted under the leadership of the main partner – Sumy State University (dated July 1 to October 31, 2015). Fifteen Ukrainian higher education institutions from six regions of Ukraine were involved in the project, which are members of the All-Ukrainian network of centers for gender education.

Lutsk National Technical University became one of the first institutions of higher education, where a gender audit procedure was conducted within the framework of the project “Gender Mainstreaming in Higher Educational Institutions of Ukraine”. The main goal of the project is to promote gender equality and implement gender-sensitive approaches in Ukrainian higher education institutions. The gender audit was carried out by the Center for Gender Education, which operates on the basis of the Department of Engineering Pedagogy, Psychology and Ukrainian Studies, in cooperation with the Laboratory of Psychodiagnostics, Deputy Deans for Educational Work, the Student Self-Government, the Department of Culture and the Arts, volunteer activists.

Gender audit was conducted among Lutsk NTU administration (5 people), the academic council of Lutsk National Technical University (45 people), the student council of Lutsk NTU (15 people), 7 faculties (3460 people), professors (398 people), 35 departments, the Center for Gender Education, the Department of Engineering Pedagogy, Psychology and Ukrainian Studies (11 people), the Laboratory of Psychodiagnostics (3 people).

In the framework of the project, a questionnaire was conducted among the students of Lutsk NTU. There were identified gender stereotypes in order to study the actuality of gender equality issues and ensuring equal opportunities for men and women. The participants of the survey were 175 students (25 people in each of 7 faculties), 65 women, 110 men and 25 teachers – employees of different faculties, among them – 24 women, 4 men.

The monitoring of the teacher student environment and managerial personnel of Lutsk NTU is carried out on a gender basis among the faculties and departments in 2015. The target groups focusing on the recommendations of the study were: the division of the educational department "Business Student Center", students-masters, student self-government, academic group of students with a gender asymmetry, departments with a gender asymmetric teaching staff. During the research the system of theoretical, empirical and statistical methods was used,

in particular, the comparative-historical method, method of mathematical statistics, tabular and graph-analytical method.

Results A questionnaire of Lutsk NTU students

A questionnaire of Lutsk NTU students (about the identification of gender stereotypes) had the following results, which will be analyzed by separate question blocks.

Table 1.

How important are your personal issues with equal opportunities for men and women?

Answers	number of people	%
1. Yes, it is very important	83	47
2. It is not very important	52	32
3. I don't care. I can't see the problem	36	21
4. Absolutely unimportant	4	2

It is clear from the table that only a half of the interviewed students (47%) consider the issue of equal opportunities for men and women to be very important. Fifty-two respondents (32%) consider such questions not to be so important. Thirty-six respondents (21%) are indifferent to this. For 2% of students this problem is absolutely not important. We may conclude that students are poorly informed about the gender issues subject.

Table 2.

Do you agree with the statement that a woman should do all the housework and her husband earn money?

Answers	number of people	%
1. Yes, I do. It's natural.	78	45
2. No, we should do household chores together.	36	21
3. We can exchange the roles.	22	13
4. Everyone has to do what he/she is good at.	39	22

We may conclude that almost half of respondents – 78 respondents (45%) believe that it is fair (a woman should do all the housework, and a husband should earn money). Only 36 people (21%) believe that all family household chores should be done together. Twenty-two students (13%) answered that these roles can be exchanged. Thirty-nine respondents (22%) believe that everyone has to do what he/she is good at. These answers prove that students have certain gender stereotypes, stereotypes about the distribution of gender roles. A very small percentage of respondents understand that these roles can be exchanged.

Table 3.

Do you agree with the statement that a man is a leader and a woman is an executor?

Answers	number of people	%
1. Yes, I do. He is rational, she is emotional.	33	19
2. No, I don't. We can exchange the roles.	5	3
3. Yes, I do. Because a woman does not have enough time due to her family responsibilities.	66	38
4. Everyone has to do what he/she is good at.	71	40

According to our survey sixty-six respondents (38%) replied affirmatively to the question "Do you agree with the statement that the husband is a leader and the woman is an executor?" (because a woman does not have enough time due to her family responsibilities). Thirty-three respondents (19%) consider men to be rational, capable of leadership and women are more likely to be executives. A very small percentage of people (3%) believe that these roles can be exchanged. At the same time, 71 respondents (40%) are convinced that everyone has to do what he/she is good at. Consequently, the answers demonstrate the stereotypicality of respondents' views about their perceptions of social roles distribution. The biggest obstacle for a woman in

professional realization and career growth is household chores. A very small percentage believes that these roles (male – a leader, female – an executor) can be exchanged.

Table 4.

Do you agree with the statement that women and men are prone to different professions (a woman is a teacher/ a dressmaker/ an accountant; a man is an engineer/ a driver/ a politician)?

Answers	number of people	%
1. Yes, I do. It's natural.	29	17
2. No, I don't. Everything depends on upbringing and skills.	20	11
3. Yes, I do. Because it is effective.	51	29
4. Everyone has to do what he/she is good at.	75	43

We may conclude that almost one third of the respondents consider such a division of men and women to be effective according to the profession and (17%) of the interviewed students agreed with the statement that it is natural. A very small percentage of respondents (11%) did not agree with the proposed statement that both sexes are prone to different professions. They believe the fact that the main thing in choosing a profession is upbringing and skills. These questions demonstrate the stereotypicality about the profession by almost half of respondents (students agreed that men and women's professions have been divided into society, this is natural and effective for their functioning). The other half of students (43%) believe that everyone has to do what he/she is good at. Therefore they do not share the idea that profession depends on the gender.

Consequently, the students' thoughts were distributed almost equally. On the one hand, it indicates the presence of social and professional stereotypes. On the other hand, it shows the readiness of young people to study, master various professions according to skills and upbringing.

Table 5.

During the work or study, did you notice the following manifestations of the difference in attitude towards women and men (no more than 3 variants):

Answers	number of people	%
1. Too lenient attitude towards women / girls;	55	31
2. Too lenient attitude towards men / boys;	13	7
3. Obstacles to the career advancement of women;	21	12
4. Obstacles to the career advancement of men;	10	6
5. The inconvenience for you, both for a woman or a man (specify);	2	1
6. Additional informal duties (to help physically);	18	10
7. Manifestations of sexism (contemptuous jokes / attitudes, courtship, harassment);	17	10
8. Other manifestations of difference in relation to women and men (specify);	-	-
9. I haven't noticed.	39	23

These questions have shown that more attentive attitude in the work is characteristic for both sexes. Respondents notice more attentive attitude for women/girls (31%) and only (7%) men/boys. There are obstacles to the career advancement of women (12%) versus (6%) of men. About 10% of the respondents (17 students) noticed signs of sexism (contemptuous jokes or attitudes, courtship, harassment). Approximately 18 respondents (10%) claim that they have had informal duties during the work or studying process (to help physically). The results show that about 20% of respondents have been faced with sexism and sex discrimination problems. The alarming fact is that one fifth of the polled responded positively to the manifestations of

sexism and discrimination but only two students responded about the inconvenience for themselves (both for a woman or a man).

A questionnaire of teachers (both male and female). Having analysed the similar answers of teachers, we may conclude. Only half of the respondents are concerned about equal opportunities for men and women. This causes some precaution, especially if you notice that 84% of the respondents are women. For 28% of respondents these issues are not important. It is obviously that 20% of respondents have not yet thought about equal opportunities for men and women. About half of the teacher's respondents believe that all household chores should be done together or that everyone has to do what he/she is good at (40% of the answers). The positive sign is that 64% of respondents believe that both a woman and a husband can be a leader and an executor. Although 24% of respondents indicate that women do not have enough time due to their family responsibilities. Other teachers (12%) believe that a man is the best manager because of psychological and physical features. Half of the respondents (56%) tend to believe that every person, regardless of sex, has to do what he/she is good at. However, almost 44% of respondents believe that women and men are prone to different professions and this is more effective.

As we can see, there are stereotypes about the division of occupations into "women" and "men" among the respondents. Obstacles to the career advancement of women at work were noticed by 10 people or 40% of the respondents. This confirms the relevance of the dissemination of gender issues in Ukrainian society (85% of respondents were women). On the other hand, 5 people (20%) have noticed too lenient attitude towards women/girls, two respondents (8%) have met obstacles to career advancement of men. Six respondents (24% of the polled teachers) have met with manifestations of sexism.

The monitoring of the teacher student environment and the managerial personnel of Lutsk National Technical University. The study of the quantitative indicators of the teacher student environment and the managerial personnel of Lutsk NTU made it possible to make up the gender portrait of Lutsk National Technical University (see the Diagram 1-2, the Table 6).

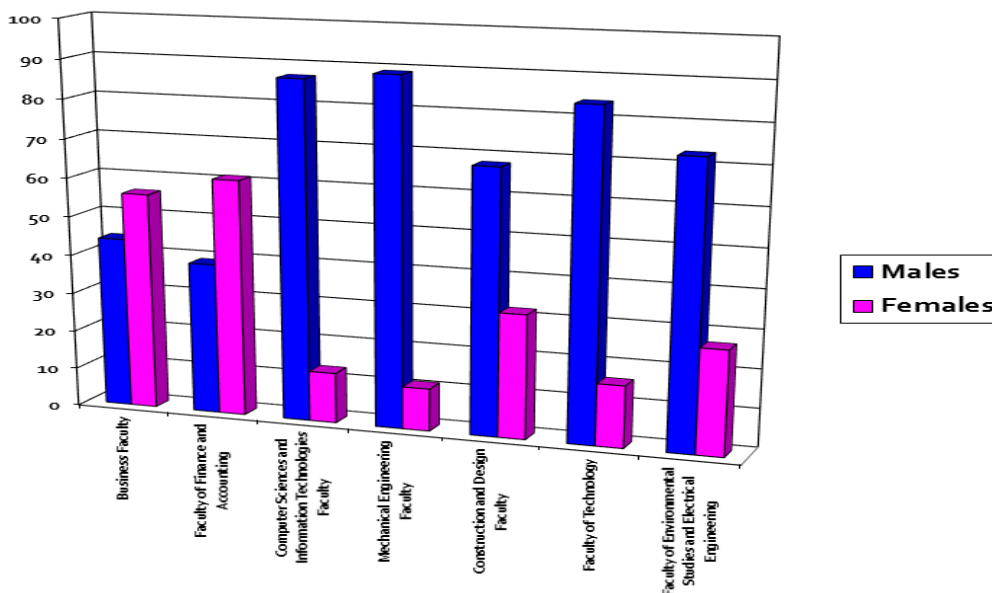


Diagram 1. The distribution of full-time students (I-V courses) at Lutsk NTU by gender in different faculties dated March 2015

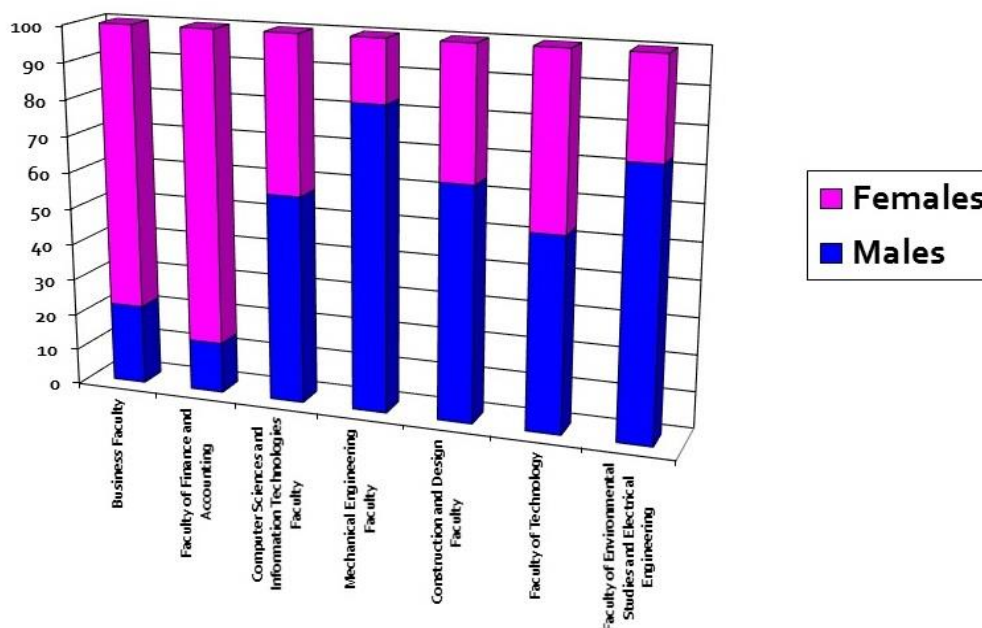


Diagram 2. The distribution of the teaching staff of Lutsk National Technical University by gender in different faculties dated March 2015

Table 6.

Administration of Lutsk NTU by gender dated 2015

females	males	together		
2	3	5	Administration of Lutsk NTU	1
25	22	45	Scientific council of Lutsk NTU	2
8	7	15	Student Council of Lutsk National Technical University	3
2	1	3	Directors of Separate Structural Divisions	4
4	4	8	Deans of the faculties of Lutsk NTU (7 faculties, Faculty of retraining specialists)	5
14	21	35	Heads of departments of Lutsk National Technical University	6
2	3	5	Heads of specialized academic councils	7
94	94	188	Tutors	8
119	121	240	Monitors of student groups	9

The gender audit (questioning and monitoring of the teacher student environment and the Administration of Lutsk NTU) made it possible to make up a gender portrait of Lutsk National Technical University:

- the ratio of men and women at leadership positions at the university is based on the principle of parity, that is rather an exception for technical universities;
- in general, the gender distribution of the teaching staff in 35 departments is close to parity (398 people, including 201 men and women – 197). Although it contrasts sharply at individual chairs and faculties where the overwhelming majority is male or female;
- gender disparity where a predominance of males is characteristic feature of five faculties. The ratio of male students to female students is 89% to 11% at Mechanical Engineering Faculty, 87% to 13% at Computer Sciences and Information Technologies Faculty, 84% to 16% at Faculty of Technology, 73% to 27% at Faculty of Environmental Studies and Electrical Engineering and 68% to 32% at Construction and Design Faculty;
- the situation is different at two faculties of economic specialties where we can see a gender equality or slender advantage of the female sex. Thus, 56% of girls and 44% of boys are

studying at Business Faculty, while 61% of girls and 39% of boys are at Faculty of Finance and Accounting;

- the gender imbalance deepens at the level of individual groups reaching the extreme asymmetry represented by 1-2 persons of the same sex who are in the minority, taking into account the size of the group about 25 people;

- the analysis of respondents' answers showed that most respondents are interested in gender issues and consider them important. Almost 50 % of the polled students expressed a stereotypical vision of the family roles distribution. One third of students (38%) agreed that the lack of time due to family responsibilities prevented a woman from reaching a career progression. A very small percentage of students (3%) believe that these roles can be exchanged.

The study of gender mainstreaming in the activity of Lutsk National Technical University, based on the results of the gender audit of Lutsk NTU and participation in the project “Gender mainstreaming in higher educational institutions of Ukraine”, gave grounds to formulate recommendations on the creation of equal opportunities for women and men in all spheres of university life:

1. Form a students' gender outlook that would raise the level of gender culture of the teacher student environment and counteract any form of gender discomfort or violence.

2. Include compulsory themes about gender issues in the modules of socio-humanitarian disciplines; add to the curricula of Masters certain courses (separate themes within the courses) that would raise the student's awareness of the gender;

3. Deans, tutors should provide favorable conditions for adapting first-year students who are taught in gender asymmetric groups. They should periodically conduct interviews for diagnosing socio-psychological and gender-sensitive climate in groups;

4. Provide university preferences for young female mothers and teachers who combine studying or work with family life (individual curriculum, etc.);

5. Encourage the Student Council representatives to participate in educational events about gender issues. It will form the outlook of the youth, based on respect for equal rights and opportunities of both sexes in various spheres of life.

6. Include in programs of postgraduate education certain courses to eliminate the legal illiteracy about human rights and gender equality.

Recommendations for the target groups of the university:

1. For the “Business Student Center” target group: to focus on overcoming the gender and professional stereotypes; to take into account the gender component when selecting job ads for students; to conduct a gender-balanced selection of students' CVs for practical training in Ukraine and abroad as well as studying on the double diploma program.

2. For the target group of Masters: to add to the curricula of Masters certain courses (separate themes within the courses) that would form the student's gender sensitive world outlook. They will be able to implement gender equality approaches at their workplaces (“Gender Psychology”, “Corporate Culture and Business Etiquette”, “Business communication”, “Gender pedagogy” etc. We should form the themes of Masters Papers of various specialties taking into account a gender perspective; provide university preferences for young female mothers and teachers who combine studying or work with family life (individual curriculum, etc.).

3. For the target group of Student Council representatives: to invite them to participate in gender-based educational events. It will form the outlook of young people based on respect for equal rights and opportunities of both sexes in various spheres of life; to initiate seminars-trainings with Student Council representatives at the faculties (“Women's and men's leadership”, “Female leader in the male's team”, “Women's team leader”, “Creative leader”, “School for political activity for girls”, etc.).

4. For the target group of students with a visible gender asymmetry: the educational work of the technical higher educational establishment is aimed at the harmonization of gender imbalance (asymmetry) between students of different genders; Deans, tutors should provide favorable conditions for adapting first-year students who are taught in gender asymmetric groups (dormitory check-in and hostel accommodation, acquaintance with the university, meetings of friends, creation of regional fraternities/sonorities); tutors should periodically conduct interviews for diagnosing socio-psychological climate in groups, individual interviews with certain students, regardless of sex, who are the quantitative minority of the group.

5. For the target group of departments with a gender asymmetric teaching staff: to increase the teacher's gender awareness through special courses for postgraduate training (practical trainings, seminars, round-table discussions) that will contribute to the formation of gender culture and gender parity of teacher student relations; to conduct diagnostics of gender and age compatibility in departments communities (questionnaire, gender sociometric data) in order to establish a professional-psychological climate between co-workers; to propose the Center for Gender Education the themes of training seminars that would help gender asymmetric teams to find answers to possible socio-demographic problems (age, gender, nationality), vocational competent (level of education, academic honors), socio-psychological character (staff composition, interpersonal relationships, value orientations, labor motivation).

Conclusions. The above mentioned results of the study allowed directing the work of Lutsk National Technical University and its structural divisions to harmonize the life of the university with a gender perspective. As a result, effective communication between the university administration and student self-government bodies was established. It allowed ensuring the inclusion of the entire staff and different departments in the gender audit process and facilitated self-study of the organization. The research and informational work in conducting the gender audit stimulated the analysis and exchange of information between the two sexes and promoted the formation of gender parity of teacher student space relations. The experience gained in conducting the gender audit and its recommendations will further influence the correction of the university's policy in terms of its gender sensitivity and social responsibility.

Further research will be aimed at identifying any forms of sex discrimination in different areas of the university's activities and targeting educational work among students and teachers.

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