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**POLISH AND UKRAINIAN EDUCATION:
GENDER ASPECT IN CROSS-CULTURAL CONTEXT**

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У статті висвітлено деякі особливості гендерного аспекту в освітній діяльності польських та українських вищих навчальних закладів. Автор зазначила бар'єри, що перешкоджають забезпеченню рівних можливостей в галузі освіти для жінок. Проаналізовано інструменти міжнародних організацій для забезпечення рівності в освіті. Крім того, описано деякі проекти, програми та інші засоби забезпечення гендерного доступу до освіти.

Ключові слова: гендер, гендерна рівність, освіта Польщі, освіта України, крос-культурні порівняння.

Changes we witness in the contemporary world should affect education as a key factor in preparing young people to challenges in their future life. The list of these changes may contain such phenomena as: «ethnic conflicts and nationalism, global threats and insecurity, population movements, demand for increasing personal autonomy and new forms of equality, weakening of social cohesion and solidarity among people, increasing interconnectedness and interdependence – political, economic and cultural – regionally and internationally» (E. Huddleston, A. Garabagiu, 2005: 9).

Poland and Ukraine are not the excluded areas from these changes. On the contrary, some of them affected the mentioned countries even in a more severe way as for decades we have had the perception of these countries as the homogenic land inhabited by people of one race, faith or nationality.

In Polish and Ukrainian scientific literature, the problem of gender studies in education is analyzed, first of all, from the perspective of interdisciplinarity, which makes it dependent on theoretical principles and methodological standards adopted in a particular area. Secondly, the need for such studies was caused because of the lack of works, which subject is the very methodology and methods of gender mainstreaming in education, potential systematic self-reflection and critical research methods. Today in a result of post-classical methodology of social cognition approval, creation of integrated approach to gender studies in general is not only desirable, but also necessary (T. Golovanova, 2015:14-16).

In such European countries as Poland and Ukraine, an international cooperation is an effective way of implementation of interdisciplinary approach to gender education. It creates opportunities for the exchange of information, knowledge and technology, providing equal educational opportunities considered by these states as a long-term investment because it develops individual human resources and improves national development. In this context, it is important the relationships with



the United Nations (UN), especially at the level of gender education ensuring. Moreover, this cooperation is mainly implemented through the work of such UN tools as UNESCO (The United Nations Educational, Scientific and Cultural Organization), UNICEF (The United Nations Children's Emergency Fund) and UNIFEM (The United Nations Development Fund for Women).

Let us take UNESCO as the example of gender education promotion. Starting from 2002 this Organization annually prints the following «Education for all» reports facing the world challenges (UNESCO).

2002 - Education for All - Is the world on track?

2003 - Gender and Education for All.

2005 - Education for All - The Quality Imperative.

2006 - Literacy for Life.

2007 - Strong Foundations - Early Childhood Care and Education.

2008 - Education for All by 2015. Will we make it?

2009 - Overcoming Inequality: why governance matters.

2010 - Reaching the Marginalized.

2011 - The Hidden Crisis: Armed Conflict and Education.

2012 - Youth and Skills: Putting Education to Work.

2014 - Teaching and Learning: Achieving Quality for All.

2015 - Education for All 2000-2015: Achievements and Challenges.

2016 - Education, Sustainability and Development Post-2015.

Poland and Ukraine always join the UNESCO initiatives. But, it was found that the described countries have some barriers to gender education implementation. Socio-cultural barriers are considered from the perspective of difference in the level of parents' education and positions.

Territorial barrier can be followed through the remoteness of educational institution, lack of transport and so on. Insufficient financial status of the family, preventing access to education for its members - is an economic barrier. Information barriers are explained by a lack of parents and students awareness about the types of schools and quality of education in it. The existence of motivational barrier is traced through reducing the interest of students to education.

All mentioned barriers influence the access to educational opportunities for girls and boys. Let's reveal the table of Freedom Education Index in two countries comparisons that were taken from the International Covenant on Economic, Social and Cultural Rights. It is made according to four indicators: Is there a legal possibility to create and manage non-governmental schools?, (autonomy of educational institutions), Does public funding for non-governmental schools exist?, Net Enrolment Rate (primary education) (children involvement in the first stage of education), Enrolment Rate in non-governmental schools as percentage of total (see Table 1) (Freedom of Education Index, 2016).



Table 1

Freedom of education index		
	PL\UKR	PL\UKR
INDICATOR 1		
		POINTS
Is there a legal possibility to create and manage non-governmental schools?	YES\YES	100\90
Mention in the Law		X\X
Mention in the Constitution		X
Home-schooling		X\X
INDICATOR 2		
		POINTS
Does public funding for non-governmental schools exist?	YES\YES	70\30
Financial aid is low and\or poorly defined.		\X
Financial aid includes subsidizing teachers' salaries.		X
Financial aid includes operating costs (heating, cleaning, electricity etc.)		X
Financial aid includes investment costs		
INDICATOR 3		
		POINTS
Net Enrolment Rate (primary education, %)	97\97	97\97
INDICATOR 4		
		POINTS
Enrolment Rate in non-governmental schools as percentage of total (primary education, %)	3\0,5	0,03\0,005
	INDEX	POINTS
	68,30\55,11	269,10\217,15

As it is seen, the Polish index is higher. Lack of financial support gave Ukraine no points in this ratio.

The World Economic Forum has presented a new report on the Gender Equality Index (The Global Gender Gap Index) for 2015. The report proposed a variant of measuring the degree of gender equality in the economic, political, educational and health fields. This criterion is based on data on gender disparities in education and also considered indicators of the level of literacy in the country.

According to the Gender Equality Index of Ukraine and Poland for several years indicator of access to education has increased significantly and generalized indicators show the almost complete absence of differences (see Table 2) (Global Gender Gap Report, 2015).

Table 2

Index over the years in Ukraine and Poland (Education)

YEAR	№ OF COUNTRIES	RANK (UKR\PL)	SCORE (UKR\PL)
2015	145	30\38	1.000\1.000
2014	142	29\36	1.000\0.999
2012	135	22\34	1.000\0.998



2010	134	23\29	1.000\0.999
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Continuation table 2

2008	130	34\30	0.998\0.999
2007	128	73\1	0.984\1.000
2006	115	25\13	0.998\1.000

Revealing the selected contextual data on education and technology, we can compare the indices of male and female participation in the educational activity on different levels (see Table 3).

Table 3

Selected data on educational and technological activity participation (%)

<i>Education and Technology</i>	<i>UKRAINE</i>		<i>POLAND</i>	
	Female	Male	Female	Male
Out-of-school children of primary school age	28	72	46	54
Primary education attainment rate (aged 25+)	96	98	98	99
Secondary education attainment rate (aged 25+)	85	92	80	86
Tertiary education attainment rate (aged 25+)	40	36	25	20
Tertiary-level students enrolled in STEM ¹ studies	31	69	36	64
Tertiary-level graduates in STEM studies	32	68	40	60
PhD graduates	57	43	55	45
Individuals using the Internet	39	44	62	64
Individuals using a mobile cellular telephone	□	□	□	□

As we see, the described countries has very similar indices. An interesting and common thing is in the PhD graduates participation in education and technology. Here the number of women is higher, but according to the other indices, men predominate over women on all mentioned levels of education and using technologies.

As a result, Ukraine takes 67th place among 145 countries in Gender Gap Index with 0.702 score (0.00 – inequality, 1.00 – equality). Poland takes 51st position with 0.715 score. The second country is closer to the gender equality in education. But, both results are not good among other countries. Such situation could be explained through the Soviet Union heritage, when women were not allowed to participate in different spheres of life.

According to international comparisons Poles are not significantly more conservative with regard to gender roles than other nations in Eastern Europe. Though in comparison to other EU countries, gender stereotypes and a conservative view of the family seem to prevail, attitudes of younger age groups tend to reflect more gender balanced relations at home and in the workplace (Baranowska, 2007).

¹Science, Technology, Engineering and Mathematics



There has been little effort to introduce changes in school curricula that would include explicit education regarding different aspects of gender equality. Much more attention has been paid to the issues of gender equality at workplace and overcoming stereotypes concerning family life, also facilitated by the EU structural funds used for financing different programmes and campaigns aimed at raising awareness.

At the Polish governmental level such activities have been especially visible since 2005 year, as implemented by the Department for Women, Family and Counteracting Discrimination in the Ministry of Labour and Social Policy (closed in 2010). Therefore, several campaigns were aimed at overcoming gender and age stereotypes among employers. One example was the campaign: «Wanted: women over 45 – reliability, commitment, experience» aimed at counteracting discrimination of women over 45. Other actions promoted economic activity of women from the rural areas (the campaign «Stereotype and equal opportunities for women and men in rural societies»), antidiscriminatory laws, flexible forms of employment, equal responsibilities in care work at home, or women's entrepreneurship (notably the campaign «How good to be an enterprising woman!») (The Policy on Gender Equality in Poland, 2011).

The most recent instance of the nongovernmental organization's engagement in the gender studies is Feminist Academy. This initiative organized by Feminoteka Foundation since 2012 brings together scholars and activists to talk about current issues related to gender.

Another important stream of the gender education in Poland are workshops and antidiscrimination educational activities. Another organization which activities go beyond conducting gender workshops is Association for the Antidiscrimination Education (Towarzystwo Edukacji Antydyskryminacyjnej – TEA). The Association that was established in 2009 defines its mission as developing and disseminating antidiscriminatory education, so every person creates the world free from discrimination and violence (Towarzystwo Edukacji Antydyskryminacyjnej, 2009). The organization works with the representatives of the public administration, employers, educators, police, media, business and NGOs to improve standards of gender education in Poland. Apart from the workshops, during the recent years, TEA conducted the holistic screening of the Polish educational system at the elementary to postgraduate level, from the perspective of the antidiscriminatory practices (including the monitoring of the textbooks, and vocational trainings for teachers) and published a well received report on this study «The Great Invisible». On top of it TEA organizes training academy for the antidiscrimination educators in Poland and monitors the Coalition for Antidiscrimination Education that brings together various public and social entities.

Gender approach to the analysis of women and men rights in the Ukrainian society, interpersonal relationships, role and place of each sex in the development of civil society was first used in 1999 within the project «Gender in Development» of the United Nations Development Programme (UNDP), which resulted in the publication «Gender analysis of Ukrainian society» (Gender analysis of Ukrainian society: 1999).



In 2001 in the result of implementation of the UNDP project «Gender expertise of Ukrainian legislation», UNDP program «Promoting gender equality» and supported by the International Fund «Renaissance» the results of gender expertise of constitutional and sectoral legislation have been published. In 2002 with the support of the Canadian-Ukrainian Gender Fund the work «Gender parity in conditions of modern Ukrainian society» was published, which also contained the section «Legal dimension of gender equality» (Gender parity in conditions of modern Ukrainian society, 2002).

The main program, which Ukraine is based on in the issues of gender equality in education, is a program of the EU-UNDP «Equal Opportunities and Women's Rights in Ukraine» (2008-2011). It was a joint project of the European Union, the Swedish Agency for International Development Cooperation (Sida) and the United Nations Development Programme. Ministry of Family, Youth and Sports of Ukraine National was the Project partner. The project started on 15 September 2008. Under this program activity aims to develop education without discrimination and integration of gender knowledge and sensitivity of gender into educational system of Ukraine. The overall expected result of this component of the program implementation is to provide the educational system's functioning without gender biases and stereotypes and presentation of educational programs, plans and textbooks with gender-balanced information.

The Program's implementation in this component framework includes:

- support for the introduction of teaching methodology on gender standards for the Ukrainian teachers of secondary and high school;
- extension of the teachers' competence in overcoming gender bias in education, integration of gender knowledge of gender sensitivity principles in educational system of Ukraine;
- promoting the introduction of gender issue in all spheres of Ukrainian society life, particularly through education (The largest in Eastern Europe gender project summed up its activity, 2011).

It should be noted that the Program of Equal Opportunities and Women's Rights in Ukraine is based on the experience and results achieved under previous stages of Equal Opportunities Program «Ukraine – on the way to equality». The first phase was implemented by UNDP with the support of Sida in Ukraine in 2003–2006, the second in 2006.

The mentioned program shows a great attention paid to the problems of ensuring equal educational opportunities for women in Ukraine, but the analysis of legal materials and documentation does not confirm the presence of clearly defined strategies that Ukrainian society can be guided to achieve equal educational opportunities for women. I think that multi-million projects funded by the World Bank and several international organizations do not save from educational inequality. In addition, inequality in education is a direct result of social inequality, which in Ukraine is quite shown, as experts note the absence of the established middle class in Ukraine.



The attention should be also paid to the teaching staff. In general, the gender aspect of this problem becomes more often the subject to special comparative studies both international organizations and individual researchers. Because women's access to administrative positions in schools and in higher educational institutions is one of the indicators of real equality in the field of education. Poland and Ukraine have not specific requirements for a woman-manager, and have only common ones to any manager of education. Working as the Erasmus Mundus student, I had the opportunity to study local data of gender gap in occupying the administrative positions at the university level of UAM and Pavlo Tychyna Uman State Pedagogical University.

From 15 faculties of Adam Mickiewicz University in Poznan only 3 are administrated by women (Faculty of English, Faculty of Polish and Classical Philology and Faculty of Modern Languages and Literatures). As we can see, all the mentioned faculties have humanitarian direction.

Pavlo Tychyna Uman State Pedagogical University has 12 faculties and 7 of them are administrated by women (Institute of Economy and Business Education, History Department, Foreign Languages Department, Preschool Department, Social and Psychological Education Department, Ukrainian Philology Department and Physical Training Department).

So, the implementation of policies aimed at the enhancement of gender equality in Poland and Ukraine still requires some improvements. On one hand the legal framework guarantees formally equal opportunities in all spheres of life, but on the other – national machinery for gender equality as a politically independent agency has not been established.

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