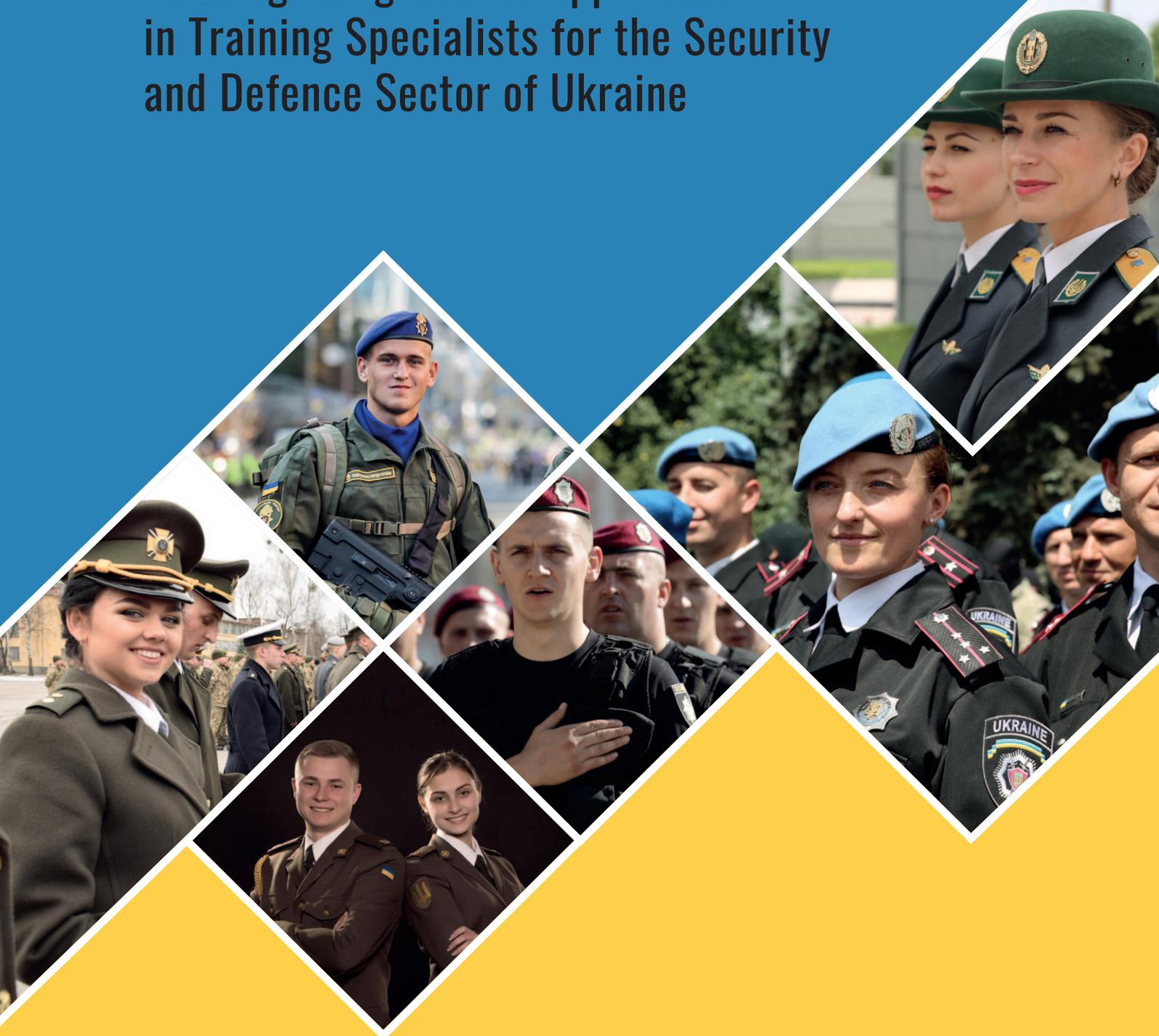


# GUIDELINES

on Integrating Gender Approaches  
in Training Specialists for the Security  
and Defence Sector of Ukraine





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The guidelines highlight fundamental theory and instructional techniques for integrating gender approaches into the educational process of higher education institutions in Ukraine's security and defence sector; it covers the essence, structure, content, forms and methods of gender component implementation in various daily activities; offer a unified approach to gender equality and provide useful practical recommendations.

Designed for teachers, specialists, scientists, and a wide range of experts in the security and defence sector of Ukraine.

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## UN Women

UN Women is the UN entity dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN Women was established to accelerate progress on meeting their needs worldwide.

UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to implement these standards. It stands behind women's equal participation in all aspects of life, focusing on five priority areas: increasing women's leadership and participation; ending violence against women; engaging women in all aspects of peace and security processes; enhancing women's economic empowerment; and making gender equality central to national planning and budgeting. UN Women also coordinates and promotes the UN system's work in advancing gender equality.

The views expressed in this publication are those of the authors and do not necessarily reflect the position of UN Women, the United Nations, or any of its associated organizations, or the official position of the Government of Sweden.

This publication is written as part of UN Women Project "Gender Equality at the Centre of Reforms, Peace and Security", supported by Sweden.

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### **Dear colleagues!**

The development of the State is the mutual responsibility of all men and women. Currently, there are no successful countries where equality is denied. Instead, countries with a high standard of living are usually those where equal rights and equal opportunities for both women and men are fundamental.

NATO and the European Union, of which Ukraine seeks to be a part, foster attitudes and democratic values based on the rule of law and human rights. These specific values should be foundational in all education systems, and will be crucial in developing not only Ukrainian society but especially the security and defence sectors.

Consequently, women representation in the military, security sectors and law enforcement, which have traditionally been considered as a “male domain,” is an important assurance to sustain Ukraine’s development and provide a balanced national decision-making structure.

In the context of Russia's armed aggression against Ukraine, the Government and society have taken significant steps to effectively implement UN Security Council Resolution 1325 on Women, Peace and Security and its related resolutions.

Based on the results of interagency work, we can speak with confidence about the systemic successes in implementing the UNSCR 1325 National Action Plan:

- women serve in the Armed Forces of Ukraine on a par with men, including in officer positions;
- the number of positions for which female personnel can now be assigned has significantly increased;
- equal opportunity for promotion and increased responsibility has been established and is growing;
- women have been given access to military education at all levels, including at the military and naval colleges;
- the institution of gender advisers and gender focal points has been gradually developed and enhanced within the Armed Forces of Ukraine and in the Ministry of Internal Affairs of Ukraine.

But gender perspective is not just about calculating the percentage of men and women in certain positions.

It is about ensuring equal rights and equal opportunities for women and men has become an attitudinal foundation in public life, where gender principles are integrated into state authorities’ daily activities, especially in Ukraine’s security and defence sectors.

What does a gender perspective bring to the security and defence sector?

It is as simple as this:

- increasing confidence in the Armed Forces, the National Police, the National Guard, the Security Service, National Border Guard Service, National Emergency Service, and other security forces;
- expanding opportunities to counter the impact of negative information from the enemy, and other hybrid threats;
- addressing gender stereotypes that affect both women and men;
- improving social and economic infrastructure to ensure equal rights and opportunities for women and men;
- creating conditions for a better work-family balance.

The National Action Plan, *inter alia*, includes gender-responsive professional staff training. The activities of Ukrainian scientists and educators to build common curriculum to teach gender issues in higher educational institutions is commendable and extremely important to continue.

According to the Annual National Program, under the auspices of the NATO-Ukraine Commission, gender should also be integrated into training and education of personnel in the security and defence sector of Ukraine.

For this reason, the *Guidelines on Integrating Gender Approaches in Training Specialists for the Security and Defence Sector of Ukraine* have become a unique and extremely relevant scientific and system-informing work.

I am pleased to note that this work has been accomplished by the joint efforts of expert teams and teachers from security and defence sector educational institutions of Ukraine, UN Women, the Government Commissioner for Gender Policy, the staff of the Government Office for Coordination of European and Euro-Atlantic Integration and the Office of the Deputy Prime Minister for European and Euro-Atlantic integration of Ukraine. I would also like to express my deep and sincere gratitude to the Government of the Kingdom of Sweden for supporting this initiative.

Wishing all good luck and inspiration!

**Olha STEFANISHYNA,**  
**Deputy Prime Minister for**  
**European and Euro-Atlantic**  
**Integration of Ukraine**



Our work is devoted to the prosperity and development of our country and society, creating an environment where men and women may enjoy equal rights and opportunities. While seeking resources for that, we should keep in mind that one of the important sources of economic and social development, ensuring security and decreasing the level of conflict, is gender equality.

This premise is fully relevant for the security and defence sector and its professionals protecting Ukraine against the armed aggression of the Russian Federation, as well as other threats and challenges.

At the same time, the effectiveness of ensuring equal rights and opportunities for women and men in all constituent parts of the security and defence sector is largely driven by the extent of gender equality

integration in institutional policy, internal organizational culture, staff work and professional training.

Thus, creating conditions for ensuring gender equality can be called the key to a successful reform of the security and defence sector of Ukraine, and to increased collaboration with NATO and adoption of its standards and values, among them democracy, human rights and gender equality.

Embedding the country's development pathways towards European and Euro-Atlantic integration into the Constitution of Ukraine, along with steps towards the association of Ukraine with the European Union, has reflected the Ukrainian people's striving for freedom and European values of democracy, human rights and rule of law, and has been a catalyst for gender policy development.

The importance of these questions for the Government of Ukraine was reaffirmed by the adoption and implementation of Ukraine's National Action Plan (NAP) on the implementation of the United Nations Security Council Resolution UNSCR 1325 "Women, peace and security" until 2020.

In order to implement NAP, sectoral plans were adopted and amendments were made to discriminatory legal and regulatory acts. In particular, bans were lifted on more than 450 professions for women and equal rights were provided in the military service, which effectively launched a rapid process of gender mainstreaming.

A draft Gender Equality Strategy for the Security and Defence Sector, and a Strategy for the Prevention of and Response to Conflict-related Sexual Violence were developed.

In October 2020, the Government adopted the 2nd National Action Plan "Women, peace and security", developed in close cooperation with international and civil organizations.

Since 2018, a dedicated section on “Gender equality” has been incorporated in the Annual National Programme under the auspices of the Ukraine – NATO Commission. The Annual Programme for 2020 includes, in particular, providing the security and defence sector of Ukraine with staff qualified in gender management and decision-making as well as gender mainstreaming in the system of training and professional development of personnel in the security and defence sector of Ukraine.

The *Guidelines on Integrating Gender Approaches in Training Specialists for the Security and Defence Sector of Ukraine* were drafted by a group of authors, based on the need for a comprehensive highlighting of diverse issues of law, pedagogy, psychology, administrative work, management, history, sociology, political science, philosophy as well as specialized subjects. Recommendations by Academic Boards of higher education institutions for the use of this Toolkit in the educational process are an endorsement of its potential for achieving objectives in gender mainstreaming in work and education in the security and defence sector.

I wish researchers and educational practitioners a successful, thoughtful and critical use of this Toolkit in training modern professionals who think in categories of human rights, freedom, democracy, equal rights and opportunities for women and men!

**Kateryna LEVCHENKO,**  
**Government Commissioner for Gender Policy,**  
**PhD in Law, Cand. of Sc. in Philosophy,**  
**Professor, Chief of Editorial Board**

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# INTRODUCTION

The Constitution and legal framework of Ukraine guarantees equality between men and women in Ukraine in all sectors. Ukraine is committed to all major international obligations on gender equality and women's rights. Already several achievements have taken shape in implementing national gender policy, they include the adoption of the Law “On Ensuring Equal Rights and Opportunities for Women and Men”, the establishment of an institutional mechanism to carry out its main objectives, and the practical implementation of its provisions in real life, including the security and defence sector.

However, integrating gender into the educational process is important if positive achievements are to be consolidated into the national policy on equal rights and equal opportunities for men and women. Integrating gender perspectives is strategically important to enhance Ukraine's capacity to meet its gender equality commitments, including in the security and defence sector. It is also an essential prerequisite for removing barriers to gender equality, which arise from widespread gender stereotypes about female and male roles. Such stereotypes not only shape attitudes, but also affect the lives and future of young men and women, which is crucial for enjoying their constitutional rights.

The increase in the number of women in the Armed Forces of Ukraine and law enforcement demonstrates female active

participation in defending Ukraine from the Russian Federation supported armed aggression. This threat has become the active stimulus for developing gender competence among defence and security sector personnel so that Ukraine can leverage the rights and interests of all professionals and civilians. To solidify progress, implementing modern policies to ensure equal rights and equal opportunities for women and men in all the sector's components is critical. Teaching gender in educational institutions in a consistent unifying manner will require leveraging national and international experts, teachers and practitioners, and the study and application of best international practices, including the implementation of the UNSC Resolutions on Women, Peace and Security.<sup>1</sup>

Meanwhile, the situation with integrating gender into the educational process in various higher education institutions (HEI) in the security and defence sector resembles a jigsaw puzzle with many gaps: in some educational institutions, classes and activities on gender issues were conducted by teachers whose knowledge and conclusions were based on their own research in this field, with significant divergences in the interpretation of the content, objectives, goals and tools for implementing gender policy, and a simplistic understanding of “gender equality.” So, the times demanded new content and new approaches to training staff.

<sup>1</sup> UN Security Council Resolutions 1325, 1820, 1888, 1889, 1960, 2106, 2122, 2242, 2467, 2493, adopted in 2000-2019, which form Women, Peace and Security Agenda, available at: [https://www.unwomen.org/en/what-we-do/peace-and-security/global-norms-and-standards#\\_WPS\\_resolutions](https://www.unwomen.org/en/what-we-do/peace-and-security/global-norms-and-standards#_WPS_resolutions), accessed 23 July 2020.

The first successful step towards addressing the problem of unification of understanding of gender was “The Gender Impact Assessment of the Security and Defence Sector in Ukraine”, conducted in 2017 at the initiative of the Deputy Prime Minister for European and Euro-Atlantic Integration of Ukraine and in cooperation with UN Women and the Government Office for Coordination of European and Euro-Atlantic Integration. The Assessment revealed a number of systemic problems, to address which the main focus was the integration of gender equality considerations into education and training of security and defence personnel. Specifically, the study demonstrated that in society as a whole, and in the security and defence sector in particular, there are gender stereotypes about men and women, and there is little understanding of how these stereotypes adversely impact women's participation and leadership in the security sector and defence on a par with men. One of the recommendations of the Gender Impact Assessment was the consistent integration of gender equality principles into all training programs for security and defence personnel, as well as the inclusion of gender perspectives into educational curricula at all sector's educational institutions and centres.

The next step was launching a unique pilot project on the unification of approaches to teaching gender, joined by almost a third of all higher education institutions of the security and defence sector of Ukraine. These include: the National Academy of the National Guard of Ukraine, the National Academy of the Security Service of Ukraine, the S. Koroliov Zhytomyr Military Institute, the National Academy of Internal Affairs, the National Academy of the State Border Guard Service of Ukraine, the Military Institute for Tank Troops of the National Technical University “Kharkiv Polytechnic

Institute,” the Ivan Cherniakhovskiy National Defence University of Ukraine, the Hetman Petro Sahaidachniy National Ground Forces Academy, Kharkiv National University of Internal Affairs, the Military Institute of the T. Shevchenko National University of Kyiv, and the Military Academy (Odesa). Today we can already say that the results of the project are successful.

During the first stage, a general review of the institutionalization of gender issues and overall capacity and competence on gender issues was conducted in each pilot educational institution. Initial information was collected for three months, by means of expert meetings that were organized with the participation of a UN Women Consultant, the Government Office for Coordination of European and Euro-Atlantic Integration and the departmental working groups of educational institutions. Despite the difficulties associated with the novelty of the process and a lack of understanding of the content of gender policy, the necessary information was collected and further informed the guidelines.

This work provided a significant impetus in developing initiatives at higher education institutions where gender training started to be provided, research was carried out and plans were developed.

The second stage of the project – the analysis of existing training curricula on gender sensitivity – was more complex than the first, due to the lack of experience in such work among the professionals of higher education institutions. However, it was also successfully addressed. The discussions that were held at the time gave rise to the idea of drafting guidelines for integrating gender in the curricula for training specialists of higher education institutions in the security and defence sector, which will be used by the personnel of the central offices.

For this, a team of drafters was created – they were teachers from all the higher education institutions involved in the pilot project – and the long, hard work started. A series of workshops and trainings were conducted for the drafting group; so that they could learn modern approaches to integrating gender into the educational process and their practical application in writing guidelines, a study tour was organised to the Nordic Centre for Gender in Military Operations (Sweden, October 2019).

As a result, the *Guidelines on Integrating Gender Approaches in Training Specialists for the Security and Defence Sector of Ukraine* were drafted, which were recommended by the Academic Councils of the higher education institutions of the security and defence sector of Ukraine for the use in the educational process.

This project was implemented at the initiative and under the leadership of the Deputy Prime Minister for European and Euro-Atlantic Integration of Ukraine, with expert and technical support provided by UN Women and financial support from the Government of Sweden, from the beginning of the initiative in 2017 to the finalisation of the guidelines in summer 2020.

Under its triple mandate (policy, coordination and operation), UN Women in Ukraine supports the Government of Ukraine in meeting and implementing global standards for achieving gender equality and working with the authorities and civil society to develop laws, strategies, programs and services in order to meet these standards. One of the priority areas of UN Women in Ukraine is to involve women at all stages of peace and security building, since it is of

crucial importance to create the conditions for women's equal participation in national and local policies, programs and plans on security, peace and recovery. The above-mentioned work is guided by UN Security Council Resolutions 1325, 1820, 1888, 1889, 1960, 2106, 2122, 2242, 2467, 2493<sup>2</sup>, which form the agenda for promoting women's rights, peace and security. The Women, Peace and Security Agenda emphasizes the need to involve women in security and defence who have their own vision of security, and highlights the important role of women in conflict prevention and resolution, peace negotiations and post-conflict recovery. Ukraine was the first country to adopt its National Action Plan to implement the Women, Peace and Security Agenda in the context of an ongoing armed conflict. That is why an important component in fulfilling the commitments is building knowledge about gender equality and gender mainstreaming in security and defence, and addressing the stereotypes that exist about women's and men's roles, including also in the security and defence sector.

An important coordinating and expert role in over two years of work on integrating gender approaches into the training of specialists in the security and defence sector was played by: the representatives of the Government Office for Coordination of European and Euro-Atlantic Integration at the Secretariat of the Cabinet of Ministers of Ukraine and the Office of the Deputy Prime Minister for European and Euro-Atlantic Integration of Ukraine; the Government Commissioner for Gender Policy of Ukraine; and the Interdepartmental Working Group for the implementation of UNSCR 1325 on Women, Peace and Security in the security and defence sector of Ukraine. The

2 Available at: [https://www.unwomen.org/en/what-we-do/peace-and-security/global-norms-and-standards#\\_WPS\\_resolutions](https://www.unwomen.org/en/what-we-do/peace-and-security/global-norms-and-standards#_WPS_resolutions), accessed 23 July 2020.

role of the organisational support group to the project should be also noted, including: Mr. Vladyslav Yasniuk, Adviser to the Deputy Prime Minister for European and Euro-Atlantic Integration; Ms. Daria Malakhova, State Expert of the Expert Group for Defence and Security Cooperation with NATO in the Government Office for Coordination of European and Euro-Atlantic Integration at the Secretariat of the Cabinet of Ministers of Ukraine (SCMU); and Mr. Denys Chorniy, State Expert of the Expert Group for cooperation with NATO in the Government Office for Coordination of European and Euro-Atlantic Integration at the SCMU.

The Board of Editors expresses its gratitude to all participants in the process of preparation of the *Guidelines on Integrating Gender Approaches in Training Specialists for the Security and Defence Sector of Ukraine* and is convinced that these will contribute to quality training of modern staff of the security and defence sector. The Editorial Board is grateful for feedback on the draft Guidelines, which were largely taken into account. Some comments and contributions may inform subsequent versions and other similar materials. The Board of Editors expresses its particular gratitude to the National Academy of Internal Affairs for carrying out a pro bono, voluntary review of the Guidelines with regard to academic integrity.

# ABBREVIATIONS

<b>40-1 Bi-SC</b>	40-1 Bi-SC Directive
<b>AFU</b>	Armed Forces of Ukraine
<b>APC</b>	Armoured Personnel Carrier
<b>ATO/JFO</b>	Anti-Terrorist Operation/Joint Force Operation
<b>CEPSF</b>	Convoing and Extradition, Security of State Facilities
<b>CMU</b>	Cabinet of Ministers of Ukraine
<b>DMBR</b>	Detached Mechanized Brigade
<b>ECOSOC</b>	UN Economic and Social Council
<b>EIGE</b>	European Institute for Gender Equality
<b>GDP</b>	Gross Domestic Product
<b>GEC</b>	Gender Equality Commission
<b>HEI</b>	Higher Education Institution
<b>HIV</b>	Human Immunodeficiency Virus
<b>HMEI</b>	Higher Military Education Institution
<b>ILO</b>	International Labour Organization
<b>MFA</b>	Ministry of Foreign Affairs
<b>MIA</b>	Ministry of Internal Affairs
<b>MIKNU</b>	The T. G. Shevchenko Military Institute of Kyiv National University
<b>MTS HEI</b>	Military Training Subdivisions of Higher Education Institutions
<b>NA NGU</b>	National Academy of the National Guard of Ukraine
<b>NA SBGSU</b>	National Academy of the State Border Guard Service of Ukraine

<b>NA SSU</b>	National Academy of the Security Service of Ukraine
<b>NATO</b>	Organization of the North Atlantic Treaty
<b>NCGM</b>	Nordic Centre for Gender in Military Operations
<b>NDUOU</b>	The Ivan Cherniakhovskiy National Defence University of Ukraine
<b>NGO</b>	Non-Governmental Organization
<b>NGU</b>	National Guard of Ukraine
<b>NLO</b>	NATO Liaison Office
<b>OSCE</b>	Organization for Security and Co-operation in Europe
<b>OSCE PC</b>	OSCE Project Coordinator
<b>PoC</b>	Protection of Civilians
<b>PTSD</b>	Post-traumatic Stress Disorder
<b>SBGSU</b>	State Border Guard Service of Ukraine
<b>SCMU</b>	Secretariat of the Cabinet of Ministers of Ukraine
<b>SDGs</b>	Sustainable Development Goals
<b>SDS</b>	Security and Defence Sector
<b>UN</b>	United Nations
<b>UN Women</b>	United Nations Entity for Gender Equality and the Empowerment of Women, the leading body that coordinates the UN system's work in gender equality
<b>UNSC</b>	UN Security Council
<b>UNSCR 1325</b>	UN Security Council Resolution 1325
<b>WwP</b>	working with personnel

# FOREWORD

Gender inequality is a manifestation of the socio-economic differentiation of the population, which determines unequal opportunities for the self-accomplishment of women and men in society. This is not just about the equality of legal rights of women and men, but also involves the equality of conditions and opportunities for exercising these rights. This implies that women and men should enjoy the same social status, have equal conditions for exercising all human rights, and equal opportunities to contribute to political, economic and social development and to enjoy its results.

Gender inequalities in the social and economic sphere are not only contrary to the fundamentals of democracy and the principle of fairness in the equal treatment of person, regardless of gender, but also have implications for the well-being and social development of the entire society, for they reduce the capacity for economic growth through the effective use of human resources. Varied opportunities in the labour market and differing outcomes of certain activities of men and women build the basis for gender inequality in society.

Ensuring equal opportunities for self-accomplishment regardless of gender, age, ethnicity, etc. includes the establishment of a democratic society.

In modern Ukrainian society patriarchal<sup>3</sup> stereotypes regarding military service are common and gender equality issues are misunderstood among representatives of the security and defence sector. As not all officials acknowledge national and institutional obligations on implementing gender equality, there are signs of non-acceptance of gender parity in the SDS and a failure to understand why gender equality is an important component of security and defence sector reform, why women's presence is necessary in the sector, or how it meets NATO standards.

Efficiently ensuring gender equality in the SDS and eliminating gender discrimination depend on understanding the problem, continuous gender education, knowledge of international standards, a legal framework, good practices of gender equality, building gender culture and gender sensitivity.

A clear definition of the scope, subject, purpose, main objectives and anticipated outcomes from the application of the guidelines is an important step for further development of a unified methodological approach in higher education institutions of the security and defence sector to integrate gender into the learning process.

The Guidelines include five Units, a list of resources, a glossary of terms used in the text and annexes.

3 Patriarchy vs Patriarchal: in modern feminist and gender discourses these concepts are differentiated in their meaning. While “patriarchal” is used to denote the relation to archaism, conventionalism, or allegiance to customs, the term “patriarchy” is used to connote the main characteristics of patriarchy, i.e. the organisation of society based on androcentrism, with established inequality and strict regulation of gender relations. Glossary of Gender Terms, by Shevchenko, Z. V., Cherkasy: 2016, 336 pg. [Словник ґендерних термінів / Укладач З.В.Шевченко. Черкаси: 2016.–336с.], available at: <http://a-z-gender.net/ua/patriarxatnij-ta-patriarxalnij.html>, accessed 22 June 2020.

Unit 1, *Gender equality in the security and defence sector: status of the problem and prospects*, identifies the essence of and need for integrating gender equality in the security and defence sector of Ukraine, taking into account best international practice, and determines basic principles for its integration into the educational process of higher education institutions in the security and defence sector of Ukraine.

Unit 2, *Theoretical and Legal Framework for Ensuring Gender Equality in the Security and Defence Sector*, provides comprehensive and inclusive information on the conceptual framework of gender policy, its international and national legal instruments and implementation practices.

The focus of Unit 3, *Practical Issues of Ensuring Gender Equality in the Security and Defence Sector*, is to highlight practical issues of implementing gender equality in security and defence institutions, methods and tools for implementing gender equality and preventing discrimination in the security and defence sector of Ukraine, and domestic practices in this area; the meaning and examples of gender-sensitive communications; and approaches to mainstreaming gender in the prevention of civilian harm in the context of military operations.

Unit 4, *Gender Mainstreaming in Security and Defence Sector Management Practices*, presents a systematic vision of solutions to ensure equal rights for women and men in the management practices of the security and defence sector of Ukraine; outlines ways to build a gender-sensitive environment and

gender-sensitive communications in the security and defence sector, and reveals the role of organisational culture in these processes; identifies the role of the leader in ensuring equal rights for women and men in units of the security and defence sector; discloses the objective of a gender-responsive approach in managing a unit as a social group; and presents ways to improve personal management practices through the implementation of gender equality principles and adherence to the codes of ethics.

Unit 5, *Gender Perspectives in Educational Practices of the Security and Defence Sector*, outlines the main areas, approaches, problems and prospects for integrating gender into the educational process of the security and defence sector of Ukraine, reveals obstacles and routes to building gender competence in the security and defence sector of Ukraine – the Armed Forces, the National Police, the National Guard, the Security Service, the State Border Guard Service, the State Emergency Service – taking into account the experience of leading NATO and Partner countries; provides theoretical requirements and practical recommendations for building gender competence among leaders of the security and defence sector of Ukraine; outlines effective areas for gender analysis of educational and methodological materials; determines teaching principles and methods and typical mistakes in teaching gender; and presents practical examples of integrating gender into the educational process of the security and defence sector of Ukraine.



# UNIT 1

**Gender equality in the security and defence sector: status of the problem and its prospects**



# 1.1

## Importance of gender equality to the security and defence sector of Ukraine

The aim of the activities of the security and defence sector is to protect the national interests of Ukraine from threats to national security.

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***The national interests of Ukraine mean the vitally important interests of the individual, society and the State, the realization of which ensures the national sovereignty of Ukraine and its progressive democratic development, as well as safe living conditions and the welfare of its citizens.<sup>4</sup>***

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Gender equality contributes to a safe life and the welfare of people, regardless of their sex, ethnic and social background, religious and other beliefs, and other

characteristics. It is an underestimated resource of humanity, with this statement relevant to every country and democratic society, regardless of cultural factors or geography.

The Law of Ukraine on Ensuring Equal Rights and Opportunities for Women and Men<sup>5</sup> defines gender equality as the equal legal status of men and women and equal opportunities to achieve it, which allows persons of both sexes to participate equally in all spheres of public life.

Gender mainstreaming policy is an important element to achieve and ensure gender equality.

Similar to many other cases, there is no single definition of gender mainstreaming; however, it mainly refers to the strategy, approach or concept that systematically considers and addresses

the differences between the conditions, situations and needs of women and men in all policies and actions.<sup>6</sup> According to the Instruction on Integrating Gender Approaches in the Development of Regulations, approved by Order No. 86 of the Ministry of Social Policy of 07.02.2020, a gender approach is defined as a strategy that ensures the inclusion of interests and experiences of men and women as an integral part of planning, implementation, monitoring and evaluation of policies and programmes in political, economic, cultural and social spheres in order for women and men to equally benefit.<sup>7</sup> In developing a gender mainstreaming strategy, it is important for everyone to clearly understand the reasons why it has to be integrated into all approaches, policies and practices.<sup>8</sup> This can be achieved in the context of its practical application.

4 The Law of Ukraine on National Security of Ukraine, Article 1, as amended according to Law No. 522-IX of 04.03.2020, available at: <https://zakon.rada.gov.ua/laws/show/2469-19>, accessed 22 June 2020.

5 The Law of Ukraine on Ensuring Equal Rights and Opportunities for Women and Men, as amended according to Laws No.4719-VI of 17.05.2012, VVR, 2013, No. 15, p. 97, No. 1263-VII of 13.05.2014, VVR, 2014, No. 27, p. 915, No. 2229-VIII of 07.12.2017, VVR, 2018, No. 5, p. 35, available at: <https://zakon.rada.gov.ua/laws/show/2866-15/conv>, accessed 22 June 2020.

6 Glossary & Thesaurus, European Institute for Gender Equality (EIGE), available at: <https://eige.europa.eu/thesaurus/terms/1185>, accessed 22 June 2020.

7 Instruction on Integrating Gender Approaches in the Development of Regulations – Order No. 86 of the Ministry of Social Policy of Ukraine of 7 February 2020, available at: [https://www.msp.gov.ua/documents/5674.html?fbclid=IwAR2WUlcqjChDvt99\\_N0gvP90f5wjZPlq3ei4Qgo9VeBqOGS3Os2JYOzffXA](https://www.msp.gov.ua/documents/5674.html?fbclid=IwAR2WUlcqjChDvt99_N0gvP90f5wjZPlq3ei4Qgo9VeBqOGS3Os2JYOzffXA), accessed 22 June 2020.



***It is important that government policies consider not only the number of manufactured goods, kilometres of roads, and investments, but also people who, by definition, include women and men, with their differentiated needs, interests, experiences, etc. In the current context this ensures more effective policies in general and in each sector in particular.<sup>10</sup>***

The first thing to be considered is the transformation of the political process paradigm, from "general, overall" policies to "people-

centred" ones, with the specific inclusion of actual needs that women and men have in all areas of life.

Multidrug-resistant tuberculosis is the most dangerous form of tuberculosis, characterized by resistance to many medicines. The total ratio between men and women with tuberculosis is 66% to 34%, while cases complicated by resistance to drugs include more than 86% of men and less than 14% of women. Men make up the majority of patients who make long interruptions in taking medications (men constitute 80.5% of patients whose treatment has failed) or completely terminate their treatment (men make up 85.7% of those who terminated treatment). The reasons for such behaviour most often include a lack of health awareness and the existence of gender stereotypes of the so-called "masculinity" – "I am a man, so I will be able to do anything and overcome everything" – which are entrenched as early as childhood.<sup>9</sup>

The stereotypes mentioned in the example and their consequences play a significant role in the security and defence sector.

Gender mainstreaming also creates the opportunity to appoint a more balanced Government and achieve a generally better informed political process, because more active involvement of women in all sectors and at all levels contributes their experience and

mainstreams previously neglected problems.

A Government that does not focus on a one-size-fits-all approach and seeks to achieve genuine change in the country should develop those strategies and tactics that best contribute to a better life for people from different social groups. There is a lot of talk about this, but moving forward simply cannot be possible without

8 Assessment of National Policies and Regulations for Compliance with the Principle of Equal Rights and Opportunities for Women and Men / Suslova, O.I., Kyiv: FOP Moskalenko, O.M., 2017, 90 pg., pp. 4 – 5 [Аналіз державної політики та нормативно-правових актів на відповідність принципу рівних прав та можливостей жінок і чоловіків / О. І. Суслова. – Київ: ФОП Москаленко О. М., 2017. – 90 с. – С. 4-5], available at: [https://www.radaprogram.org/sites/default/files/publications/gender\\_public\\_policy\\_web.pdf](https://www.radaprogram.org/sites/default/files/publications/gender_public_policy_web.pdf), accessed 22 June 2020.

9 Gender Budget Analysis of the Programmes Financed from the State and Local Budgets, Kyiv, 2016, available at: <http://grbproject.org/wp-content/uploads/2017/04/Summary-email-ukr.pdf>, accessed 22 June 2020.

10 See footnote 8.

specific tools. Gender mainstreaming is one such tool, which helps to address both gender and many other problems.<sup>11</sup>

Gender mainstreaming helps to use human resources more fully, with due regards to the effects on women and men.

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***Gender policy affects women and men, but women and men also influence the formulation and implementation of gender policy. Such a correlation helps to use human resources more effectively.***<sup>12</sup>

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It is also important to visualize the gender equality issue in society with a clear picture of the consequences for and impact of political initiatives on women and men, as well as on the general balance of the relationship between women and men.

A lot of misunderstandings or speculations could disappear, or

their adverse impact could be reduced, if gender inequality issues are raised not only on the 8th of March<sup>13</sup> or between 25 November and 10 December,<sup>14</sup> but brought up continuously, in a proper and balanced manner.<sup>15</sup>

Gender mainstreaming enhances the capacity to develop non-hierarchical approaches in relations between women and men, and in all social spheres.

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***The slogan “We are all different, but equal” is the best reflection of this. Implementing it now, where linear processes have been increasingly less effective, will contribute to transformative changes in society based on sustainable development and recovery. The comprehensive nature of the process is ensured by the inclusion of all elements and conditions of gender mainstreaming.***<sup>16</sup>

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Gender equality is also at the core of the human rights system and central to the values of the United Nations (UN) and other international organisations. According to the UN Charter, signed by world leaders on 26 June 1945, one of the UN's goals is to achieve international co-operation in promoting and encouraging respect for human rights and for fundamental freedoms for all, without distinction as to race, sex, language, or religion.<sup>17</sup>

The Sustainable Development Goals 2016–2030 (SDGs), which now serve as a guide to all UN member states, determine national development indicators and include 17 goals and 169 specific targets. The list of SDGs was formally approved at the meetings of the UN General Assembly at the end of September 2015.<sup>18</sup> According to Goal 5 “Gender Equality”, Ukraine has committed to enabling the elimination of all forms of discrimination against women and girls.<sup>19</sup> Gender equality underlies the SDGs: more than 25% of all targets refer – directly

11 Assessment of National Policies and Regulations for Compliance with the Principle of Equal Rights and Opportunities for Women and Men / Suslova, O.I., Kyiv: FOP Moskalenko, O.M., 2017, 90 pg., pp. 4 – 5 [Аналіз державної політики та нормативно-правових актів на відповідність принципу рівних прав та можливостей жінок і чоловіків / О. І. Суслєва. – Київ: ФОП Москаленко О. М., 2017. – 90 с. – С. 4-5], available at: [https://www.radaprogram.org/sites/default/files/publications/gender\\_public\\_policy\\_web.pdf](https://www.radaprogram.org/sites/default/files/publications/gender_public_policy_web.pdf), accessed 22 June 2020.

12 Ibid.

13 The 8th of March is International Women's Day.

14 16 Days of Activism against Gender-Based Violence.

15 See footnote 11.

16 Ibid.

17 Charter of the United Nations and Statute of the International Court of Justice, available at: [https://zakon.rada.gov.ua/laws/show/995\\_010](https://zakon.rada.gov.ua/laws/show/995_010), accessed 22 June 2020.

18 Sustainable Development Goals 2016-2030, UN Ukraine, available at: <http://un.org.ua/ua/tsili-rozvytku-tysiacholittia/tsili-staloho-rozvytku>, accessed 22 June 2020.

19 National baseline report “Sustainable Development Goals: Ukraine”, Ministry of Economic Development and Trade of Ukraine, 2017, available at: [http://un.org.ua/images/SDGs\\_NationalReportUA\\_Web\\_1.pdf](http://un.org.ua/images/SDGs_NationalReportUA_Web_1.pdf), accessed 22 June 2020.

or indirectly – to gender equality and the empowerment of women and girls; in Ukraine these are 10 of the 17 goals, 25 of 86 targets, and 45 of 172 indicators of the National Action Plan “Sustainable Development Goals: Ukraine”.<sup>20</sup> Thus, gender equality in the country is a fundamental principle of the sustainable development of a democratic society.

Gender equality is an important area of activity for the following organisations: the United Nations, the Council of Europe, the Organisation for Security and Co-operation in Europe, the North Atlantic Treaty Organisation, and the European Union. All these organisations have adopted strategies or action plans for gender equality. Such initiatives provide a reliable basis for partnership and cooperation, ensuring possibilities for joint action, interoperability and synergy.<sup>21</sup>

Furthermore, achieving gender equality is central to the fulfilment of the Council of Europe’s mission: safeguarding human rights, upholding democracy and preserving the rule of law.

According to the Council of Europe’s Gender Equality Strategy 2018–2023, gender equality entails equal rights for women and

**At the 2014 Wales Summit, leaders of the member countries of the North Atlantic Alliance (NATO) acknowledged that integration of gender perspectives into the three core tasks of NATO (collective defence, crisis management and cooperative security) will contribute to a more modern, ready, and responsive NATO.<sup>22</sup>**

men, girls and boys, as well as the same visibility, empowerment, responsibility and participation, in all spheres of public and private life. It also implies equal access to and equitable distribution of resources between women and men.<sup>23</sup>

“Recognizing diversity means respect for and appreciation of those who are different from us” – in the security and defence sector this means that members of any organisation should treat with respect and politeness their colleagues and other persons they interact with while performing their duties in any situations. They should not discriminate against them on grounds of sex, race, ethnicity, religion or beliefs, disability, age or sexual orientation.<sup>24</sup>

The security and defence sector requires diverse expertise and resources to ensure, achieve or maintain peace and security.

Additional skills of both male and female personnel are important for the effective fulfilment of the sector’s tasks. To that end, the security and defence sector should actively seek to integrate gender perspectives in the assessment, planning, implementation and evaluation of its activities. It is an important aspect in cooperating with other country-partners. The security and defence sector should also promote greater gender equality and involvement of women in the activities of its institutions.

Gender perspective has the potential not only to reduce the adverse impact of war on women and to increase women’s participation and empower women in society, but also to favourably influence performance, especially in terms of how force is used for achieving political goals.

20 Gender Equality. UN Ukraine, available at: <http://www.un.org.ua/ua/nasha-robota/gender>, accessed 22 June 2020.

21 Women, Peace and Security, NATO, 10 July 2019, available at: [https://www.nato.int/cps/en/natohq/topics\\_91091.htm#](https://www.nato.int/cps/en/natohq/topics_91091.htm#), accessed 22 June 2020.

22 Wales Summit Declaration, NATO, available at: [https://www.nato.int/cps/en/natohq/official\\_texts\\_112964.htm](https://www.nato.int/cps/en/natohq/official_texts_112964.htm), accessed 22 June 2020.

23 Council of Europe Gender Equality Strategy 2018-2023.

24 Women, Peace and Security, NATO, 10 July 2019, available at: [https://www.nato.int/cps/en/natohq/topics\\_91091.htm#](https://www.nato.int/cps/en/natohq/topics_91091.htm#), accessed 22 June 2020.

The Ukrainian security and defence sector's direction of travel is towards increasing women's participation and empowerment.

Indeed, according to the Main Personnel Directorate of the General Staff of the Armed Forces of Ukraine, there are

**27,074** female personnel,  
including  
**949** senior officers,

performing military service as of September 2019, as compared to 24,897 women in military service in 2018, 23,000-odd women in 2017, and only 1,800 women in 2008.

Combatant status to participate in the Anti-Terrorist Operation / Joint Forces Operation was granted to 9,916 women, including 166 female personnel who have received state awards of Ukraine since 2014.

In 2019, for the first time ever, girls were granted the right to be admitted to the military lyceums of Ukraine. 20 girls enrolled in the Ivan Bohun Kyiv Military Lyceum, and two girls enrolled in the Naval Lyceum, which is in Odesa region.<sup>25</sup>

The 2018 National Survey on Equality between Men and Women in Ukraine, conducted by the National Democratic Institute in Ukraine and commissioned by the Office of the Deputy Prime Minister for European and Euro-Atlantic Integration of Ukraine,<sup>26</sup> revealed that



**81%**  
of women



**73%**  
of men

assessed equality between men and women as an “important” or “very important” issue. According to the Survey findings,

**49%** of Ukrainians believe that men and women should be equally involved in professional activities.

25 The Number of Women in Our Forces Has Increased 15 Times in Ten Years, website of the Ministry of Defence of Ukraine, 17 September 2019 [Кількість жінок у нашому війську за десять років збільшилась у 15 разів, веб-сайт Міністерства оборони України, 17 вересня 2019], available at: <http://www.mil.gov.ua/news/2019/09/17/kilkist-zhinok-u-nashomu-vijsku-za-desyat-rokiv-zbilshilas-u-15-raziv/>, accessed 22 June 2020.

26 Ivanna Klympush-Tsintsadze Presented the Results of the First National Survey on Equality between Men and Women, Government Portal, 29 November 2018 [Іванна Климпуш-Цинцадзе презентувала результати першого національного опитування щодо рівності чоловіків та жінок. Урядовий портал, 29 листопада 2018 р.], available at: <https://www.kmu.gov.ua/ua/news/ivanna-klympush-cincadze-prezentuvava-rezultati-pershogo-nacionalnogo-opituvannya-shchodo-rivnosti-cholovikiv-ta-zhinok>, accessed 22 June 2020.

The issue of gender policy challenges for the achievement of gender equality in the security and defence sector of Ukraine is extremely relevant, especially in the context of armed aggression of the Russian Federation.

Increased participation of women in law enforcement and peace-keeping not only facilitates prevention of conflict escalation, but also ensures the transparency of the security and defence sector.

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***According to the USA National Centre for Women and Policing, women were involved in only 5% of citizens' complaints about abuse of force, and in 2% of proven cases of power abuse (while they constitute 13% of the personnel of such institutions).***<sup>27</sup>

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Changing the widespread format "what is masculine is important, what is feminine is secondary" into a communication of parity "it is the idea that matters, not who expressed it" enhances the performance and capacity of the security and defence sector of Ukraine.

Eliminating all forms of discrimination will result in the creation of a healthy team environment

and better working conditions for both men and women.

There is an urgent need to go beyond stereotypes and patriarchal patterns to ensure harmonious development and the fullest human realization. This is the reason why developed countries (such as Finland, France, Japan, Lithuania, the Netherlands, Sweden, countries of the British Commonwealth, etc.) actively use a gender approach in assessing policies and addressing public issues.

The use of a gender approach in public discourse provides wide possibilities for re-visiting the culture, changing values and re-viewing many established beliefs. It is a multifaceted process that includes dialogue about the form of interaction and interoperability and plays an important role in building democratic society in Ukraine. In this sense, the gender component of the security and defence sector should be characterized by an individual's professionalism and leadership skills that will help him/her to achieve the highest levels of career development, as well as changes of public institutions and behavioural patterns of future generations.

Creating equal opportunities for the professional growth of women and men increases the general capacity of the institutions in the security and defence

sector. Considering gender in the decision-making process creates the conditions for enhanced performance and increased defence capability of the State.

Gender mainstreaming helps to establish a sensitive environment for persons with family responsibilities which, in turn, creates an enabling environment for personnel to fulfil their family duties and develop professionally.

Gender equality overcomes existing social stereotypes and transforms views of the value of roles and activity types that are considered feminine or masculine.

There are no characteristics, behaviours or inclinations inherent to each and every woman, just as there are no characteristics, behaviours or inclinations inherent exclusively to men.

Gender equality makes it possible to increase men's life expectancy. The media today show the visual image of a man who doesn't exist in real life. Men who do not comply to these standards can be led into destructive behaviour: alcoholism, drug addiction and suicide.

Social change driven by national gender policy are also reflected in the security and defence sector, since people who serve and work there are also part of society.

27 MEN, WOMEN, AND POLICE EXCESSIVE FORCE: A Tale of Two Genders, The National Center for Women & Policing, April 2002, available at: [http://womenandpolicing.com/PDF/2002\\_Excessive\\_Force.pdf](http://womenandpolicing.com/PDF/2002_Excessive_Force.pdf), accessed 22 June 2020.

Effective implementation of gender equality is based on the following principles:<sup>28</sup>

- **Recognition:** Gender issues permeate all aspects of international cooperation, its management systems, personnel policies, organizational culture and working methods and the issues it addresses, from policy planning, programming and implementation to evaluation. Acknowledging this fact is necessary to tackle the systemic barriers to gender equality;
- **Diversity and intersection:** Policies, programmes and projects affect women and men differently but not all women and all men experience the same form of gender-based discrimination and marginalization. Sub-groups of men and sub-groups of women may experience specific gender inequalities that must be acknowledged and documented to be adequately addressed;
- **Equality:** Gender equality requires the protection and promotion of human rights for all: the rights of young and adult men and women, boys and girls; Equality also implies ensuring equal opportunities;

- **Equity:** Specific measures that favour the most disadvantaged sex must be designed to eliminate disparities between the sexes, sexist-stereotypes and discrimination. Equity compensates for unequal opportunities and guarantees the fairness of our programmes (equity leads to equality);
- **Empowerment and agency:** Individual and collective empowerment is central for boys, girls, young and adult women and men to meet their immediate practical needs as well as their long-term strategic interests. It begins with consciousness-raising and leads to self-realization. UNESCO must support processes that increase women's and men's self-confidence, develop their self-reliance, and help them set their own agendas;
- **Participation and parity:** Equal participation of young and adult men and women as agents of change in economic, social and political processes is essential to achieving gender equality;
- **Partnership between women and men:** Empowering women does not mean excluding men. It is about establishing partnerships between women and men

that empower both sexes. This implies giving an equally pivotal role to men and women in creating more equal societies;

- **Social justice:** Though gender inequality breeds poverty, anti-poverty measures alone cannot redress gender inequalities. Poverty reduction efforts must be coupled with actions to eliminate gender inequality in order to be truly effective.

Gender equality enables the creation of conditions for quality of life for women and men. For the security and defence sector of Ukraine, it enables the creation of opportunities to adhere to the basic principles of ensuring the national security of Ukraine and the priorities of its national interests, namely the protection of persons and citizens – their lives and dignity, constitutional rights and freedoms, a safe environment for the life of society, including its democratic values, welfare and conditions for sustainable development of the State – of its constitutional order, sovereignty, territorial integrity and inviolability of the territory, and of the environment from emergencies.<sup>29</sup>

28 UNESCO's Gender Mainstreaming Implementation Framework (GMIF) for 2002-2007 / page 9 / 2003 / The section for women and gender equality of the bureau of strategic planning g7, Paris, France, available at: <https://unesdoc.unesco.org/ark:/48223/pf0000131854/>, accessed 22 June 2020.

29 The Law of Ukraine on National Security of Ukraine (as amended according to Law No. 522-IX of 04.03.2020), available at: <https://zakon.rada.gov.ua/laws/show/2469-19>, accessed 22 June 2020.

# 1.2

## International experience in mainstreaming gender in the activity of the security and defence sector

In the security and defence sector of most countries of the world, in particular within their armed forces, there is currently an understanding that, in order to enhance the performance of the military institution, it is important not only to involve women in the ranks of the military, but to distinguish clearly the roles and needs of female and male military personnel. This cannot be achieved without building the capacities of the armed forces themselves to address gender issues.<sup>30</sup>

Since the 20th century, researchers of war and conflict have pointed out changes in the methods of conducting military operations and, similarly, in the subsequent establishment of peace processes. This triggered the development of a new paradigm of the concept of security that shifted from the idea of ensuring border protection and state sovereignty towards an understanding of the need to ensure the security of people and communities.

Multiple international documents specify that social relations,

expected norms of behaviours and social roles in certain communities are defined and governed by, *inter alia*, ethnicity, religion, age and economic status, which can pose different risks to men and women, boys and girls in particular situations depending on different factors.

In the United Kingdom, all military professions in all forces, including units of special operations forces such as the Special Air Service (SAS), have been open to women since 2018,<sup>31</sup> while restrictions on women's service in close combat forces in Britain were lifted back in 2016.

**The Royal Armoured Corps, corresponding to the armoured division, became the first ground close-combat unit which started recruiting women, in November 2016. Since then, 35 women have served or undergone training for service in this Corps.**

**Currently women already serving in the British military can enrol in the Corps of Royal Marines or in the Infantry, and later, after completing the necessary training, they will be able to join units of the special operation forces, including the SAS.**

**Lance Corporal Kat Dixon became the first woman tank gunner in the Royal Wessex Yeomanry. "If you can meet the necessary requirements, I don't think anything should be off-limits, but you need to meet equal requirements," the British woman says. She also said that the rigorous tests she had to go through were tough, adding that it was challenging for women, but not unsurpassable.**

30 The Concept of Leadership in accordance with the Armies Standards of NATO Countries: Handbook / Vitchenko, A., Krymets, L., Khmiliar, O., et al / K: Ivan Cherniakhovskiy National Defence University of Ukraine, 2018, 252 pg. [Концепція лідерства за стандартами армій країн НАТО: навчальний посібник / А. Вітченко, Л. Кримець, О. Хміляр та ін. / К.: НУОУ ім. Івана Черняхівського, 2018. – 252 с.]

31 BBC News Ukraine, Women in the United Kingdom Have Been Allowed to Serve in All Branches of Forces, 25 October 2018, available at: <https://www.bbc.com/ukrainian/news-45982538>, accessed 22 June 2020.

In Finland,<sup>32</sup> which is not a member of NATO, but only a partner, men aged 18 or over undergo one

year of military or civil service, while women can choose to do

this. Women have been allowed to serve in the military since 1995.

## Five facts about women in the Finnish Forces:

- 1 Voluntary service in Finland became accessible to women in 1995;
- 2 The same year 795 women applied to the military, with only 25 of them selected;
- 3 In 2018, the number of applications (1,500) broke the record. Most of these women were accepted;
- 4 Women constitute on average 2.5% of recruits in Finland;
- 5 60 to 70% of women in the military undergo officer training.

Hungary successfully increased the participation of women in its armed forces from 4.3% in 2005 to 17.56% in 2006.<sup>33</sup> Determining a strategy for the recruitment, retention and deployment of women, including updating the Law on Military Service that upholds equal rights of women and men in the armed forces; creating an Equal Opportunity Team and Equal Opportunity Plan for human resources; establishing the Committee on Women of the Hungarian Defence Forces, which conducts research on the status of gender equality and advises on changes, and on the coordination of women's focal points established at unit level; and steps to improve conditions within the units for rest and hygiene – all of these contributed to the changes.

Sweden is a good example of gender mainstreaming,<sup>34</sup> because the country has shown success in incorporating gender-sensitive policies into its security and defence sector reform. In 2003 the Swedish Armed Forces established a national project, based on the implementation of UNSCR 1325, called Genderforce, which facilitated partnership between government and non-government actors, focusing not only on increasing women's participation in security forces, but also on integrating a gender perspective into security training, strategy, and operations.

32 BBC News Ukraine, Women in the Military: How Finns Do This, Maria Unkuri, 3 July 2018, available at: <https://www.bbc.com/ukrainian/features-44694435>, accessed 22 June 2020.

33 Kristin Valasek, Security Sector Reform and Gender, Geneva: DCAF, 2008, p.32, available at: [https://www.dcaf.ch/sites/default/files/publications/documents/tool\\_1.pdf](https://www.dcaf.ch/sites/default/files/publications/documents/tool_1.pdf), accessed 22 June 2020.

34 Julie L. Arostegui, Gender and the Security Sector: Towards a More Secure Future, Vol. 14, No. 3 (summer 2015), 24 pg., pp. 7 – 30, available at: [https://www.jstor.org/stable/26326406?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/26326406?seq=1#metadata_info_tab_contents), accessed 22 June 2020.



The partners included:

- the Swedish Armed Forces;
- the Swedish Police;
- the Swedish Rescue Services Agency;
- Kvinna till Kvinna (“Woman to Woman,” a women’s civil society organisation);
- the Association of Military Officers in Sweden;
- the Swedish Women’s Voluntary Defence Organisation.

It is worth noting that the initiative consisted of eight projects to promote gender balance and integrate gender:

- 1** Increasing the recruitment of women in partner organisations, through altering their recruitment methods.
- 2** Carrying out gender analysis of government policies and enacting changes that have clear directives for gender equality and the participation of women, including working with local women’s organisations and assessing security risks to women.
- 3** Conducting a study of civil-military relations in the field and making recommendations to improve cooperation.
- 4** Developing a gender advisory training programme in order to create a pool of gender advisors for international operations.
- 5** Implementing a gender coaching programme for twelve senior officials.
- 6** Providing training for personnel in international operations on how to recognise signs of human trafficking.
- 7** Developing gender training modules within the training course of the armed forces.
- 8** Carrying out a study of best practices for including local women in the planning, implementation, and evaluation of military and humanitarian operations, in order to integrate the findings into pre-deployment training.

The GENDERFORCE Project of the Ministry of Defence of the Netherlands could serve as another example of integrating gender perspective.

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***In 2004, the Ministry of Defence of the Netherlands began to implement its Action Plan for the Achievement of Gender Equality, aimed at increasing women's participation in military personnel. The following year, this Plan became part of a comprehensive Project called Genderforce that covered the following issues:***

- ***gender in crisis management operations;***
  - ***gender in personnel training;***
  - ***comprehensive gender mainstreaming.***
- 

A number of mechanisms for internal and external control were used to implement the Project. Internal control system of the Genderforce Project included a number of measures to enhance the recruitment, retention and career development of female military personnel, in particular by increasing women's participation in career development training courses.

**The Netherlands Police, too, has taken steps to increase women's participation in its forces. In 2007, the Minister of the Interior, Guusje ter Horst, came up with a plan according to which women's participation in the Police should have reached 25% by 2011. To that end, quotas were established requiring that women must constitute 50% of new police officers. The intervention strategy included individual agreements with police stations on candidate roles. In order to facilitate the process, a temporary entity was established that assumed responsibility for participation in the selection of candidates, consulting at all stages of the process and monitoring the implementation of the quotas. Women's participation increased significantly in a short period, which subsequently allowed the quota approach to be cancelled.**

As a result of the GENDERFORCE Project:

- the gender awareness of the personnel has been raised;
- women's participation in military personnel has increased significantly (up to 9%);
- women's participation in senior command ranks in the armed forces has increased;
- greater attention has been given to the issue of retention of women, because as a result of the Project it became clear that this was the priority for achieving a more balanced female-male personnel ratio;
- a gender perspective has been integrated into the processes of current planning, control and decision-making;

- the support base for the integration of the gender perspective has been broadened.<sup>35</sup>

The experience of the US Military, where an extensive list of instructions for leadership at all levels has been developed, including on combating gender-based violence, should be considered as an example of implementing gender equality in the forces' daily activity:

<sup>35</sup> National Report from the Netherlands for the Committee on Women in NATO Forces, Hague, May 2007, available at: <https://www.nato.int/ims/2007/win/pdf/netherlands-2007.pdf>, accessed 22 June 2020.

### US Armed Forces Commander's Checklist for Reports of Sexual Assault:

- 1 Establish a command climate that is predicated on mutual respect and trust, that recognizes and embraces diversity, and that values the contributions of all its members.
- 2 Emphasize that sexual assault violates the core values of the Armed Forces professional and ultimately destroys unit cohesion and the trust that is essential for mission success.
- 3 Emphasize Department of Defence and Military Service policies on sexual assault and the potential legal consequences for those who commit such crimes.
- 4 Keep a "finger on the pulse" of the organisation's climate and respond with appropriate action toward any negative trends that may emerge.<sup>36</sup>

Committees or networks representing the interests of military and civil female personnel have been established in the armed forces of Bulgaria, Hungary, Canada and the United Kingdom. Although they do not have an official mandate for implementing gender policy, these groups monitor issues of concern for female personnel, communicate these issues to the leadership and provide recommendations to the leadership on how to address them. Such associations can be an effective mechanism of internal control.

The experience in providing equal opportunities for women and men by foreign intelligence services is also interesting. It is positive that the leaders of intelligence services specifically emphasize in their speeches the need to consider so-called "gender equality power". In particular, in 2017 the MI6 Chief, Sir Alex Younger, stressed that gender was not a precondition for working in the

intelligence service, but rather character, creativity and determination.<sup>37</sup> Andrew Parker, the head of MI5, pointed out that his service and its staff must reflect British society as a whole, because a diverse workforce is able to protect national values and interests and effectively combat the threat of current criminal groups.<sup>38</sup>

In 2015 the United States Federal Bureau of Investigation employed

10,381 male special agents and 2,610 female special agents, and in 2017 these numbers amounted respectively to 10,984 and 2,683.<sup>39</sup>

Foreign intelligence services, including those of the United Kingdom, are actively involved in public initiatives for the accountability of institutions and organisations, both public and private, regarding the implementation of ideas of diversity.

36 US Department of Defence, Checklist for Reports of Sexual Assault, p. 4, available at: [https://www.sapr.mil/public/docs/miscellaneous/toolkit/COMMANDER\\_CHECKLIST.pdf](https://www.sapr.mil/public/docs/miscellaneous/toolkit/COMMANDER_CHECKLIST.pdf), accessed 22 June 2020.

37 Praseeda Nair, MI 6 Chief on Why Gender Diversity is a Matter of National Urgency, 26 January 2017, available at: <https://www.growthbusiness.co.uk/mi-6-chief-gender-diversity-matter-national-urgency-2549476/>, accessed 22 June 2020.

38 K. Sengupta, MI5 and MI6 Have 'Glorious Lack' of Ethnic Minority and Female Staff at Senior Levels, Report Reveals, The Independent, 18 July 2018, available at: <https://www.independent.co.uk/news/uk/home-news/mi5-ethnic-minority-mi6-female-staff-senior-roles-security-services-bame-gchq-a8452431.html>, accessed 22 June 2020.

39 Erin Duffin, Number of Federal Bureau of Investigation Employees in 2017, by Role and Gender, 11 October 2019, available at: <https://www.statista.com/statistics/745497/number-of-fbi-employees-by-gender/>, accessed 22 June 2020.

In 2017, MI5 was named in *The Times Top 50 Employers for Women 2017*, for the second year running, as a leader in gender equality, in particular in creating workplaces where women are able to progress and reach their full potential.<sup>40</sup> This list is compiled within the national gender equality campaign. The awards for gender diversity and inclusion are prestigious and recognise advances being made by organisations and businesses in creating inclusive workplaces where women are able to progress and reach their full potential. In particular, the Diversity and Inclusion Team said at the awards presentation that among areas of professional development their Inspiring Future Women Leaders programme is a key part of MI5's efforts to implement principles of equal rights and opportunities for women and men.

MI5 was also awarded gold banding for gender in 2015 and 2016, and won first place in the Business in the Community Diversity and Wellbeing Benchmark in 2016.<sup>41</sup> This is the UK's most prominent benchmark for workplace gender and race diversity. It evaluates organisations on a variety of areas including career progression, recruitment, staff diversity, and senior management and board representation of ethnic minorities and women.

Jeremy Fleming, director of GCHQ (Government Communications Headquarters), maintained<sup>42</sup> that striving for diversity meant changing the perception of a career in the intelligence community, so that men and women from every part of society can fulfil their potential in the intelligence and security world. In his speech he stressed that it is essential that the intelligence community reflects the United Kingdom of today with a diverse and inclusive workforce, because diversity encourages challenge, drives innovation and ensures better decision making.

Another means of public discussion and information about the prerequisite for the development of gender policy in the state, including in the activity of the security and defence sector elements, is to release reports of Parliamentary Committees on this subject.

One particularly interesting experience is the research on diversity and inclusion in MI6, MI5, GCHQ,

the Defence Intelligence Agency, the Office for Security and Counter-Terrorism (OSCT), the National Security Secretariat (NSS), and the Joint Intelligence Organisation (JIO) by the Intelligence and Security Committee of Parliament of the United Kingdom (ISC).

In a report released in 2015, titled *Women in the UK Intelligence Community*, the Intelligence and

Security Committee of Parliament found that while 53% of the UK civil service are women, currently only 37% of the secret services are. At least 38% of senior civil servants are women, but this only translates to 19% of the senior civil servants in the intelligence agencies.<sup>43</sup> Given the specified disproportions, a British government committee has ruled that

40 MI5 Security Service, MI5 Named as a Leader in Gender Equality, 27 April 2017, available at: <https://www.mi5.gov.uk/news/mi5-named-as-a-leader-in-gender-equality>, accessed 22 June 2020.

41 MI5 Security Service, MI5 Named as a Leader in Gender Equality, 27 April 2017, available at: <https://www.mi5.gov.uk/news/mi5-named-as-a-leader-in-gender-equality>, accessed 22 June 2020.

42 K. Sengupta, MI5 and MI6 Have 'Glorious Lack' of Ethnic Minority and Female Staff at Senior Levels, Report Reveals, *The Independent*, 18 July 2018, available at: <https://www.independent.co.uk/news/uk/home-news/mi5-ethnic-minority-mi6-female-staff-senior-roles-security-services-bame-gchq-a8452431.html>, accessed 22 June 2020.

43 VICE News, 'Gender Equality Is Going Backwards': Why Britain Needs More Female Spies, 6 March 2015, available at: [https://news.vice.com/en\\_us/article/8x7zq5/gender-equality-is-going-backwards-why-britain-needs-more-female-spies](https://news.vice.com/en_us/article/8x7zq5/gender-equality-is-going-backwards-why-britain-needs-more-female-spies), accessed 22 June 2020.

the UK intelligence agencies need to increase their ratio of female employees, and suggested that they attempt to recruit more female students in universities, set up after-school clubs and summer camps for younger girls, and target middle-aged women and mothers as potential staff members. Dominic Grieve, then chairman of the ISC, emphasized the importance of involving a broad representation of the British society in the work of the intelligence community:

“In an increasingly competitive employment market, it is important that the UK intelligence community is able to attract, and draw upon, the skill, talent and experience of all sectors of our society – to protect and promote our values, and keep our nation safe.”<sup>44</sup>

The *Women in the UK Intelligence Community* report also states that

a lack of diversity can further lead to “stereotypical bias” in workforce recruitment, which would affect the agencies' abilities to identify threats and make decisions on their neutralization.<sup>45</sup>

The Intelligence and Security Committee report, *Diversity and Inclusion in the UK Intelligence Community*, released in 2018, states that there is a glaring lack of minority ethnic and female staff at senior levels in MI5 and MI6. It notes that only one third of the senior civil servants in MI5 are women, and that figure is even lower across the other agencies.

The above-mentioned report also emphasizes that although MI5, MI6, GCHQ and other services have made “significant progress” in implementing gender policy, the Intelligence and Security Committee found that, at senior level in particular, the intelligence

community is still not gender-balanced and does not fully reflect the ethnic makeup of modern Britain. Furthermore, there is a glaring lack of black, Asian and minority ethnic staff at senior levels across all the intelligence agencies. “And although 31% of the senior civil servants in MI5 are women, that figure is considerably lower – around 25% – across the rest of the intelligence community,” the report states.<sup>46</sup> It is interesting that the report suggests mentoring as a way to promote diversity.

Women started to work in the police from the beginning of the 20th century; however, even today their percentage, especially in leadership positions, is still inadequate (cf. Table 1.2.1).

**TABLE 1.2.1**

**Percentage of female police officers in 30 countries of the world<sup>47</sup>**

No	Country	% of women
1	Latvia	37.4
2	Lithuania	36.12
3	Guyana	29.04
4	United Kingdom	28.61

44 K. Sengupta, MI5 and MI6 Have 'Glaring Lack' of Ethnic Minority and Female Staff at Senior Levels, Report Reveals, The Independent, 18 July 2018, available at: <https://www.independent.co.uk/news/uk/home-news/mi5-ethnic-minority-mi6-female-staff-senior-roles-security-services-bame-gchq-a8452431.html>, accessed 22 June 2020.

45 Gender Equality Is Going Backwards: Why Britain Needs More Female Spies, available at: [https://news.vice.com/en\\_us/article/8x7zq5/gender-equality-is-going-backwards-why-britain-needs-more-female-spies](https://news.vice.com/en_us/article/8x7zq5/gender-equality-is-going-backwards-why-britain-needs-more-female-spies), accessed 22 June 2020.

46 See footnote 42.

47 M. Natarajan and E. Oliveira (2019) “Women and international criminal justice”, in M. Natarajan (ed.) *International and Transnational Crime and Justice*, New York: Cambridge University Press.

No	Country	% of women
5	Trinidad and Tobago	24.77
6	Serbia	23.22
7	Belgium	21.75
8	Malta	19.29
9	France	19.03
10	Singapore	18.08
11	Croatia	17.62
12	Slovakia	16.98
13	Barbados	16.44
14	Finland	16.29
15	Czech Republic	15.73
16	Poland	15.4
17	Chile	15.12
18	Denmark	14.43
19	Mexico	13.56
20	Slovenia	13.3
21	El Salvador	12.78
22	Honduras	10.34
23	Albania	9.6
24	Montenegro	9.34
25	Paraguay	7.97
26	Portugal	7.47
27	Bosnia and Herzegovina	7.31
28	Italy	7.13
29	Kazakhstan	6.86
30	Algeria	6.35



***The HeForShe movement is supported by more than two million people in the world, including world leaders, company executives and celebrities.***

A Policing Gender Equality Summit was hosted in the United Kingdom on 20 November 2019. It was organized by Sussex Police, which was the first police force globally to become a thematic champion for the United Nations' gender equality initiative, HeForShe.<sup>48</sup>

The UK's police forces have made HeForShe commitments to improve gender imbalances at senior levels within policing, and to continue to work to combat domestic and sexual violence in society. Also, the first Annual Report was introduced.

At the summit, attendees worked to:

- Explore the links between gender inequality and serious crime and violence.

- Encourage gender equality in the workplace, and share approaches to improving the representation of women at senior levels in policing – women make up 26% of senior leaders in UK police forces.
- Present best practice – forces shared interesting examples of how they are working to fulfil their HeForShe commitments and the progress they have made.

Working in emergency services is also often considered to be an exclusively male business. However, in the USA, for example, women have been firefighters for over 200 years. Molly Williams became the first woman firefighter in 1815. During the blizzard of 1818, Molly pulled the pump to fires through heavy snow on an equal footing with her male counterparts.<sup>49</sup>

The Municipal Association of Victoria (MAV) developed a gender and emergency management strategy<sup>50</sup> aimed at reducing the negative consequences of gender-blind practices.

Evidence shows that the incidence of family violence increases post-disaster. Men are more likely to die in floods and bushfires than women, and men strongly influence family decisions to stay and defend homes during bushfires, sometimes with tragic results. To positively affect such outcomes, the influence of gender roles and differences must be understood and addressed.

48 HeForShe Initiative for gender equality, available at: <https://www.heforshe.org/en>, accessed 22 June 2020.

49 Redzone, History of Women in Firefighting, 9 March 2016, available at: <https://www.redzone.co/2016/03/09/history-of-women-in-firefighting/>, accessed 22 June 2020.

50 Gender and emergency management strategy, Municipal Association of Victoria, available at: <https://www.mav.asn.au/what-we-do/policy-advocacy/emergency-management/gender-and-emergency-management>, accessed 22 June 2020.

The current context creates new requirements.

The MAV's strategy will help communities improve their understanding of gender differences and incorporate gender considerations into their emergency management policy, planning, decision making and service delivery.<sup>51</sup>

Foreign researchers identify the following ways to achieve proportional involvement of women and men in the security and defence sector:<sup>52</sup>

- Hire more women, because research shows that diverse work groups function better and produce better results, and women bring a different perspective to security issues;
- Involve women in mentoring, because mentorship is an attractive way to get introduced to security issues and make addressing them relevant to a group of people who are not predominantly selected on specific grounds, in particular their sex, in a given environment;
- Maintain cooperation with civil society organisations implementing gender equality principles;
- Encourage girls and women to explore how national security can be ensured.

<sup>51</sup> For more details, please, see Annex A.

<sup>52</sup> E. Francen, Gender Inequality in Information Security, Infosecurity Magazine, 13 March 2018, available at: <https://www.infosecurity-magazine.com/opinions/gender-inequality-security/>, accessed 22 June 2020.

# 1.3

## Indicators for Assessing the State of Implementation of Gender Policy in the Security and Defence Sector of Ukraine

Each institution of the security and defence sector of Ukraine has its own specific role. However, all institutions have common trends, which allows all elements of the security and defence sector to use the Guidelines.

In order to assess the implementation of gender policies, the following indicators should be used:<sup>53</sup>

### Theme A: Performance effectiveness

1. Capacity and training
2. Access to services
3. Data on gender-related crime

### Theme B: Laws, policies and planning

4. National, regional and international laws and standards
5. Institutional policy, procedures and coordination

### Theme C: Community relations

6. Public perception
7. Cooperation and consultation with the public

### Theme D: Accountability and oversight

8. Complaints against security sector personnel
9. Internal and external oversight

### Theme E: Personnel

10. Recruitment and selection
11. Retention
12. Assignments, deployment, promotion and remuneration
13. Mentoring and support
14. Infrastructure and equipment

### Theme F: Institutional culture

15. Understanding of gender issues and relations between male and female personnel
16. Leadership and public presentation.

53 Megan Bastick, Gender Self-Assessment Guide for the Police, Armed Forces and Justice Sector, Geneva: DCAF, 2011, p. 17.



Such an assessment was conducted for the security and defence sector in Ukraine in 2017, by UN Women in close cooperation with the Office of the Deputy Prime Minister on European and Euro-Atlantic Integration.<sup>54</sup> Five institutions of the security and defence sector were included in the assessment: the Ministry of Defence and the General Staff, the Ministry of Interior, the National Police, the State Border Guard Service, and the National Guard.

It was recommended, *inter alia*, to integrate gender perspective into the defence reform process; to increase commitment and accountability at leadership level; to increase capacity and expertise to implement the principle of equal rights and opportunities for women and men; to ensure that training on gender equality is systematic; to remove barriers to advancing gender equality; to improve coordination for successful implementation; and to improve

the conditions of service for women in the sector.

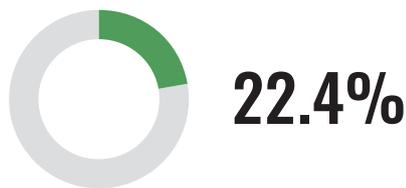
The security and defence sector of Ukraine has a lot more to do in this area, but even today there are some trends that give rise to real progress.

All the main institutions of the security and defence sector demonstrate an existing trend towards increased women's participation.

<sup>54</sup> UN Women in Ukraine, Gender Impact Assessment of the Security and Defence Sector in Ukraine 2017, available at: [https://www2.unwomen.org//media/field%20office%20eca/attachments/publications/2018/gender%20impact%20assessment%20ukraine%202017\\_ua\\_fin.pdf?la=en&vs=2813](https://www2.unwomen.org//media/field%20office%20eca/attachments/publications/2018/gender%20impact%20assessment%20ukraine%202017_ua_fin.pdf?la=en&vs=2813), accessed 22 June 2020.

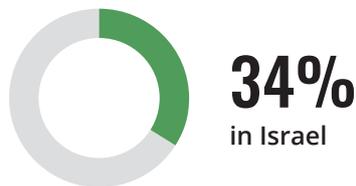
Overall, the number of women working and serving in the Armed Forces of Ukraine constitutes around

**56 thousand persons**

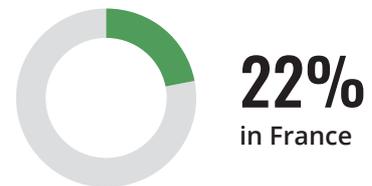


of all personnel, including both female military personnel and civilian employees.

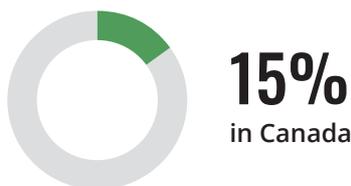
By way of comparison:<sup>55</sup>



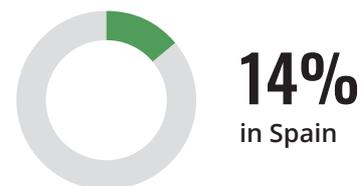
**34%**  
in Israel



**22%**  
in France



**15%**  
in Canada



**14%**  
in Spain



**10%**  
in the United Kingdom



**10%**  
in Germany

As of September 2019, the percentage of female military personnel in the Armed Forces of Ukraine in UN peacekeeping operations constituted 6.25% of the overall number.

Female members of the military also serve in the following missions and hold positions as detailed below:

- Peacekeeping mission of the UN Stabilization Mission in Congo (Observer);

- The UN Mission in the Republic of South Sudan (Staff Officer);
- Joint Peacekeeping Forces in the Security Zone of the Transnistria region of the Republic of Moldova (Observer).<sup>56</sup>

Table 1.3.1 provides data on the main Personnel Directorate of the General Staff of the Armed Forces of Ukraine on numbers of female military personnel.

The Gender Mainstreaming Service of the Human Resource Directorate of the Main Department of the National Guard of Ukraine was established a couple of years ago. Data of the Service with regard to numbers of female national guards in the National Guard of Ukraine<sup>57</sup> are provided in Table 1.3.2.

55 The Number of Women in Our Forces Has Increased 15 Times in Ten Years, website of the Ministry of Defence of Ukraine, 17 September 2019 [Кількість жінок у нашому війську за десять років збільшилась у 15 разів, веб-сайт Міністерства оборони України, 17 вересня 2019], available at: <http://www.mil.gov.ua/news/2019/09/17/kilkist-zhinok-u-nashomu-vijsku-za-desyat-rokiv-zbilshilas-u-15-raziv/>, accessed 22 June 2020.

56 Ibid.

57 About Gender Equality, Stereotypes and Laws in Today's World, 15 June 2018, available at: <http://ngu.gov.ua/ua/news/pro-vprovadzhennya-gendernoyi-rivnosti-stereotypy-i-zakony-suchasnogo-svitu>, accessed 22 June 2020.

**TABLE 1.3.1**

<b>27 074</b> persons	Overall number of female personnel	<b>9 916</b> persons	Female members of the military holding combatant status for participation in the Anti-Terrorist Operation / Joint Forces Operation
<b>949</b> persons	Female senior officers		
<b>949</b> persons	Overall number of female senior officers in the military	<b>166</b> persons	Female members of the military awarded with state awards of Ukraine since 2014
		<b>7</b> persons	Female members of the military killed during the Anti-Terrorist Operation / Joint Forces Operation

**TABLE 1.3.2**

<b>4 769</b> persons	Overall number of female national guards	Female national guards hold the following positions:	
		<b>17</b> persons	Deputy Commanders of ROS Units and Offence Prevention Officers
<b>509</b> persons	Female officers serve in all units of the National Guard of Ukraine	<b>8</b> persons	Platoon commanders
<b>250</b> persons	Female members of the military ensure public order on a daily basis	<b>748</b> persons	Health workers
<b>126</b> persons	Female members of the military: escorting, extradition and protection of defendants, guarding government facilities	<b>79</b> persons	Psychologists
		<b>1</b> person	Chief Warrant Officer ( <i>Starshina</i> ) of the Military Unit
		<b>1</b> person	Driver
<b>840</b> persons	Female members of the military have been through the Anti-Terrorist Operation / Joint Forces Operation		

All positions in the forces were open to female military personnel of the National Guard in 2018. Due to this, the number of female military personnel increased by 5.5% during the year.

The number of women at senior level in the security and defence sector has also been increasing. The first woman promoted to the

rank of general – Major-General of the Police – was Tetiana Podashevskaya in 2004. Hanna Pomarenko, Liudmyla Shuhalei, Oksana Khomenko, and Yuliia Laputina have also been promoted to the rank of general.

In contrast, more than a hundred women in the USA Armed Forces have the rank of general.

The adoption of the first National Action Plan on Women, Peace and Security for the Period 2016–2020 to implement the UNSCR 1325 on Women, Peace and Security was a clear indication of the reflection of gender equality in national policies of the security and defence sector.

The National Plan includes six main areas of activity:

- peace-building and peacekeeping activity;
- women's participation in peace-building;
- conflict prevention and violence prevention;
- protection of conflict-affected women and girls;
- providing assistance and rehabilitation services to conflict-affected persons.
- monitoring of the implementation of the National Action Plan for the Implementation of UNSCR 1325 on Women, Peace and Security for the Period up to 2020.<sup>58</sup>

Order No. 292 of the Ministry of Defence of Ukraine on Amending the Interim List of Staff Positions for Privates, Sergeants and Warrant Officers (*Starshinas*) of 03.06.2016<sup>59</sup> also regulates gender policy issues. This Order

significantly expanded the list of combat positions (it was increased by over 100 combat military occupational specialties) for female members of the military who perform military service under contract.

Every year Annual National Programmes, which include separate Gender Equality sections, are approved under the auspices of the NATO-Ukraine Commission.<sup>60</sup>

As of today, women are still prohibited from being recruited to officer positions related to:

- the use of explosive substances;
- diving work.

All of the following positions are closed to women:

- on submarines and surface ships;
- in the management of brigades of surface ships (except for the occupational specialisms of moral and psychological and medical support);

- in special operations;
- in fire protection services where the work is directly related to fire-fighting;
- in logistic support services where the work is related to poisonous substances.<sup>61</sup>

An important gender equality indicator in the security and defence sector is the educational component.

The Ministry of Defence of Ukraine:

- has addressed the issue of entitling girls to education in military (naval) lyceums since 2019;<sup>62</sup>
- has cancelled restrictions with regard to enrolling women in higher military education institutions.

Overall, the number of women attending military education institutions amounts to 8% of the total enrolment.

58 National Action Plan for the Implementation of UNSCR 1325 on Women, Peace and Security for the Period up to 2020 / As amended according to Resolution No. 637-p of the Cabinet of Ministers of Ukraine of 5 September 2018, available at: <https://www.kmu.gov.ua/npas/proryadzhennya-kabinetu-ministriv-ukrayini-vid-24-lyutogo-2016-f-113>, accessed 22 June 2020.

59 Order No. 292 of the Ministry of Defence of Ukraine on Approval of Amendments to the Interim Lists of Military Occupational Specialties and Established Positions for Privates, Sergeants and Warrant Officers (*Starshinas*) and Female Military Personnel, as well as the Pay Grades for the Mentioned Military Personnel of 3 June 2016, available at: <https://zakon.rada.gov.ua/laws/show/z0880-16>, accessed 22 June 2020.

60 Government approves a new quality Ukraine-NATO Annual National Program, Government Portal, 5 February 2020, available at: <https://www.kmu.gov.ua/news/uryad-shvaliv-richnu-nacionalnu-programu-ukrayina-nato-novoyi-yakosti>, accessed 22 June 2020.

61 The Number of Women in Our Forces Has Increased 15 Times in Ten Years, website of the Ministry of Defence of Ukraine [Кількість жінок у нашому війську за десять років збільшилась у 15 разів, веб-сайт Міністерства оборони України, 17 вересня 2019], 17 September 2019, available at: <http://www.mil.gov.ua/news/2019/09/17/kilkist-zhinok-u-nashomu-vijsku-za-desyat-rokiv-zbilshilas-u-15-raziv/>, accessed 22 June 2020.

62 Decree No. 1087 of the Cabinet of Ministers of Ukraine on Approval of the Regulation on Military (Naval) Lyceum of 17 July 2003, as amended according to Decree No. 486 of the Cabinet of Ministers of Ukraine of 15.05.2019, available at: <https://zakon.rada.gov.ua/laws/show/1087-2003-%D0%BF>, accessed 22 June 2020.

# 1.4

## The Necessity to Integrate Gender Equality Principles into the Educational Process of Higher Education Institutions of the Security and Defence Sector of Ukraine



***When it obtained independence, Ukraine also inherited the Soviet approach to women and men. At the time, speaking about being involved in gender equality issues was not only unpopular, but also risky, at least in terms of facing mockery and corny jokes – a mixture of xenophobia, stereotypes and bias... Patriarchal rhetoric about the absence of gender issues in the State continued among public servants. And this was at a time when female unemployment, violence against women and human trafficking were increasing drastically.***<sup>63</sup>

The development of national gender policy in all areas requires strengthening expert and educational capacity with a high level of gender competency. In order to do so, not only access to gender knowledge must be ensured, but also the development of presentation skills for different audiences and an ability to overcome non-perception barriers built on stereotypes.

In response to the gender challenges and threats resulting from Russian aggression, processes promoting gender equality have begun to develop in the security and defence sector. They are characterized by an understanding at decision-making levels of the need to integrate the principle of equal rights and opportunities for women and men into all areas and in all spheres of activity.

People must live the way they want to, regardless of whether they are girls or boys, women or men. This implies the freedom to

choose one's sphere of activity and questions the true character of the assertion that there are "natural roles" for men or women. Ultimately, this is also about better addressing people's needs. This can be facilitated by gender equality policies.<sup>64</sup>

Views on the roles of men and women in society are developed while the individual is socialized under the influence of family, school, media and social environment, as well as political and government structures.

Education is the fundamental sphere where human development can be achieved in the era of globalization and the main space for advancing gender policy in order to develop equality between women and men in the security and defence sector of Ukraine.

Today, there is a gap between numerous statements of Ukrainian politicians and the real situation with regard to mainstreaming

63 Assessment of National Policies and Regulations for Compliance with the Principle of Equal Rights and Opportunities for Women and Men / Suslova, O.I., Kyiv: FOP Moskalenko O.M., 2017, 90 pg., pp. 4-5, available at: [https://www.radaprogram.org/sites/default/files/publications/gender\\_public\\_policy\\_web.pdf](https://www.radaprogram.org/sites/default/files/publications/gender_public_policy_web.pdf), accessed 22 June 2020.

64 Gender & Gleichstellungspolitik, available at: [http://www.genderkompetenz.info/genderkompetenz-2003-2010/gender/gender\\_und\\_gleichstellungspolitik.html](http://www.genderkompetenz.info/genderkompetenz-2003-2010/gender/gender_und_gleichstellungspolitik.html), accessed 22 June 2020.



gender into higher education. One of the reasons for this is the resistance of higher education institutions to integrating gender programmes into the education process.

Gender mainstreaming is frequently seen as a non-priority area in higher education institutions of the security and defence sector of Ukraine, and managerial staff often do not have the slightest gender competence. The result is insufficient political will and economical support, and gender equality policy remains peripheral.

In general, the managers of educational institutions consider gender perspective as something that should be implemented through extracurricular activities by the units responsible for gender mainstreaming in the educational institution.

Any suggestions for expanding the educational curriculum and creating new gender courses are usually perceived as illegitimate interference with the affairs of the faculties and as unacceptable reform in certain fields (such as science and military subjects). The

key reforms are mainly limited to changes in human resources policy (increased enrolment of female students, cadets and lecturers), rather than integrating gender into educational curricula.

The implementation of gender equality principles into the educational process should lead to gender equality issues being more effectively addressed. The key consideration is that, during the process of education and exchange of experience, participants begin to question established beliefs on the capabilities



***Gender equality is an intersectoral task for the entire organisation, and it is assigned not only to certain persons, particularly gender focal points, but to all members of the organisation, i.e. both men and women. The leadership has a special responsibility to implement gender equality. Therefore, implementation of gender equality principles into the educational process of higher education institutions of the security and defence sector of Ukraine requires, first of all, political will on the part of the leadership of the educational institution.***

and roles of women and men in the security and defence sector of Ukraine, and they acquire new

skills through a gender approach to perform their functions and official duties.

In Spain, the Women and Science Unit, an advisory body that is now part of the organisational structure of the Ministry of Economy, was established in 2005. This Unit has become key to incorporating gender issues into various laws.

The Law on Equality (3/2007) states that efforts to implement gender equality should be focused on both educational curricula and scientific research, and that specialized postgraduate schools should be established.

The Law on Universities (1393/2007) requires Universities to incorporate gender-sensitive content into their education curricula.

The Law on Science, Technologies and Innovations (14/2011) provides standards for the integration of a gender perspective into scientific and research subjects.

The National Advisory Council is made up of experts who are politically appointed; regular consultations with the units responsible for gender equality in Universities have not been launched yet. In Catalonia, the Directors of Equality Units of the Universities hold a meeting with government officials responsible for University policies at least twice a year, as well as with other senior staff of the Catalan Agency for Women's Policy, in order to promote gender equality in academia.<sup>65</sup>

In Ukraine, the following might be considered as the main objectives for integrating gender equality principles into the didactic process of the higher education institutions of the security and defence sector:

- awareness-raising and better understanding of gender equality issues and related notions, the language and provisions of international and domestic legislation;

65 Tània Verge, Mariona Ferrer-Fons, Ma José González, Resistance to mainstreaming gender into the higher education curriculum, *European Journal of Women's Studies*, 9 January 2017, available at: <https://journals.sagepub.com/doi/full/10.1177/1350506816688237>, accessed 22 June 2020.



- supporting changes in behaviour and attitudes towards gender equality;
- capacity-building and organizing the processes needed to build a more gender-responsive institutional culture;
- providing participants in the process with the required skills to ensure properly the effective integration of gender equality at all stages of the gender competence development cycle,

thus expanding the key efforts of higher education institutions and their capacity to achieve the main gender goals;

- contributing to the integration of gender equality into educational curricula;
- contributing to mainstreaming gender equality in the security and defence sector of Ukraine.

For a systematic understanding of the issues and how the principles

of gender equality can be implemented in the educational process of higher education institutions of the security and defence sector of Ukraine, it is also important to consider the cross-cutting nature of the gender component. As such, it is necessary to assess the impact, on women and men, of any planned activities, including legislation and policies in education at all levels, so that they can equally benefit from them.

# LIST OF RESOURCES

## to unit 1

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# UNIT 2

Theoretical and legal framework  
for ensuring gender equality in  
the security and defence sector



# 2.1

## Notions of GENDER and GENDER EQUALITY in Socio-Political and Academic Discourses

Knowledge of the essence and background of the establishment of such notions as “gender”, “gender equality”, “gender-based discrimination” and “gender mainstreaming” reveals their inextricable connection with progressive trends in the modern development of humanity, a new level of social development that starts with the disappearance of the bi-polar world order, which necessitates a fuller involvement in decision-making of a wider range of social groups.

Views on the roles of a man and a woman in society are developed during an individual's socialization under the influence of family, school, media and social environment, as well as political, public and government structures. It is essential today to build a positive attitude towards women leaders, who significantly influence the shaping of public consciousness.

Improved technology in house-keeping and an expanded service network, which have reduced the need for women to be involved in domestic work, have resulted in an increased involvement of women in production. A new perspective on the social role of a woman has been forming

in Western countries since the 1960s. Longer life expectancy and a decline in the birth rate have reduced the period of time spent in bringing up children. As functions within the family changed, more and more women began to work outside the home. Women's desire to progress their career was influenced by their mass involvement in production. Women have ceased to identify themselves only with the traditional roles of a mother and a wife.

The issue of gender identification has become increasingly relevant in times of social transformations. The process of changing traditional beliefs and stereotypes should include a re-evaluation of the established roles of a man and a woman and a realization of the fact that there are no purely “male” or “female” personalities. Everyone is characterized by strength or weakness, independence or dependence, a proactive or passive attitude, depending on certain conditions and situations.

Among scientific sources should be noted the works of authors such as J. Outshorn, V. Bryson, J. Bussemaker, C. Valiente, F. Gardiner, C. Kilpatrick, M. Leyenaar, J. Lovenduski, P. Norris, B. Reynald

and J. Forbes. The works of N. Luman and J. Hakanen and of L. Mosionzhnik have been used to analyse a methodological toolkit. N. Hrytsiak, O. Kulachek, K. Levchenko, L. Lobanova and M. Piren examined gender issues in public administration. O. Rudneva, O. Suslova, A. Pohorielova, S. Plotian, A. Chyhryn, T. Makiichuk, I. Lavrenchuk, etc., focused on gender issues in legislative activity. N. Darmohrai, O. Sorokopud, O. Yarosh, V. Horbatenko and M. Ostapenko explored gender aspects of political institutions and processes. International and national experience in gender equality development is described in the works of T. Melnyk, L. Kobelianska, T. Martseniuk, O. Surnina-Dalekorei, S. Oksamytna, M. Skoryk, etc. The history of the establishment and development of gender policy was explored by M Havryshko, O. Kis, L. Smoliar, etc.

Scientific studies at the end of the 20th century and the beginning of the 21st have been marked by an increased attention of linguists to the formation and development of systems of sectoral terms. And this is natural, because terminology has been the basis of the lexis of modern literary language,



***There are many definitions of the term “gender” (due to the multidisciplinary character of gender studies), but most of them stress the social category of the notion.***

and especially now, in times of rapid development of new techniques and the emergence of new branches of knowledge. Indeed, gender studies have developed rapidly in international and Ukrainian linguistics over recent decades (since the 1970s in the West and 1990s in Ukraine), which resulted in the emergence of a new linguistic area – gender linguistics.<sup>66</sup> The term “gender” appeared in social science to designate new strategies for the regulation of social and gender relations. In time, gender approaches were developed across almost all the humanities and social branches of the academic curriculum: from sociology, psychology, pedagogy, history, philosophy, religious studies, literary studies and arts to political science, law, public administration science, economics and statistics.<sup>67</sup>

Modern gender research focuses on how gender inequality is reproduced, on the relations between women and men in society. The gender system should be considered not only as ideas and institutions, but also as the behaviour of individuals and all kinds of communicational interactions, the cumulative social roles attributed to an individual. Within feminist

theory, gender studies have become the aspect that stresses the impossibility of adequate understanding of women’s status in society without comprehension and gender analysis of relations.<sup>68</sup>

The notions “sex” and “gender” must be distinguished. The term “sex” is used to describe biological, anatomical and physiological differences between female and male bodies, which are manifested by the different roles of men and women in the reproductive process, their different genitals and chromosome sets. While biological sex is assigned to the person at birth, gender is socially constructed and determined by the culture of society in a particular historical period. Gender is a social sex that determines behavioural, cultural, psychological, visual and other socially and culturally determined differences between men and women.

Now there are many definitions of the term “gender” (due to the multidisciplinary character of gender studies), but most of them stress the social category of the notion, for example: gender is a “social, cultural and symbolic construction of sex, intended to define a particular associative link, ensure

66 O. Chueshkova, Formation of Gender Linguistics Term System, Herald of Lviv Polytechnic National University “Problems of Ukrainian Terminology”, 2016, No. 842, pp. 161-164, p. 161 [Становлення терміносистеми ґендерної лінгвістики, О. Чуєшкова. Вісник Національного університету “Львівська політехніка”. Проблеми української термінології. – 2016. – № 842. – С. 161-164, С. – 161], available at: [http://nbuv.gov.ua/UJRN/VNULPUT\\_2016\\_842\\_35](http://nbuv.gov.ua/UJRN/VNULPUT_2016_842_35), accessed 22 June 2020.

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68 Glossary of Gender Terms by Shevchenko, Z. V., Cherkasy: 2016, 336 pg. [Словник ґендерних термінів / Укладач З. В. Шевченко– Черкаси: 2016. – 336 с.], available at: <https://books.google.com.ua/books?id=j8tBDwAAQBAJ&pg=PA49&lpg=PA49&d.q#v=onepage&q&f=false>, accessed 22 June 2020.

full communication and maintain social order”;<sup>69</sup> “modelled by society and supported by social institutions’ system of values, norms and attributes of the behaviour of men and women, their lifestyles and mindsets, the roles of and relations between women and men, established by them as individuals during socialisation, which is mainly defined by social, political, economic and cultural contexts of being and captures the idea of a woman and a man based on their sex”;<sup>70</sup> “a set of social and cultural characteristics that covers all areas of human activity; an individual characteristic of a person that is not defined by their biological sex, but culturally and socially constructed; something that people do not have as a given, but show / communicate / demonstrate (knowingly or unknowingly) while they interact with other people in various institutional situations”;<sup>71</sup> etc.

Gender is a complex social construct. The concept of gender by Michael Kimmel from his famous work “The Gendered Society”,<sup>72</sup> in particular, is that gender refers to a social construct consisting of

three elements – identity, interactions and institutions – and of the interconnections between them, intended to explain two related phenomena, namely gender difference and gender inequality. The notion of gender is also used with several meanings in scientific literature: gender as a social and role-based and cultural interpretation of an individual’s attributes and of behaviour models of men and women, in contrast to biological sex; gender as the acquisition of sociality by individuals born within the biological categories of female or male sex.<sup>73</sup>

The modern philosophical dictionary defines gender in two ways: general – the difference between men and women based on their anatomical sex; and societal – a social division that is often based on anatomical sex, but does not necessarily correspond to it.<sup>74</sup> The Encyclopaedic Dictionary of Sociology defines gender as a notion that determines social expectations of different sexes from each other. For example, the sociologist Anthony Giddens interprets gender as follows: “We use the term “sex” when we refer

to noticeable physical attributes of the human body, and the term “gender” in the case of psychological, social and cultural differences between men and women. The difference between sex and gender is fundamental, because many differences between men and women are of non-biological origin”.<sup>75</sup>

The notion of gender appeared fairly recently – it came into use within academia only in the 1960s. There are two most common versions of the origin of the term “gender”. According to one version, the researcher John Money used it in the British Journal of Medical Sexology in 1955. A more widespread version attributes authorship of the term to the psychoanalyst Robert Stoller, who used the word in 1968, in the title of his article “Sex and Gender: on the Development of Masculinity and Femininity”. The origins of gender theory are what are called micro-level relationship theories that study individual, interpersonal interactions. Three main theories are: the social constructionist approach of Peter Berger and Thomas Luckmann (“The Social

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72 Michael S. Kimmel, The Gendered Society / Translated from English. – K.: Sphera, 2003. – 490 pg., available at: [https://gender.org.ua/images/lib/genderovane\\_suspil.pdf](https://gender.org.ua/images/lib/genderovane_suspil.pdf), accessed 24 June 2020.

73 Glossary of Gender Terms, by Shevchenko, Z. V., Cherkasy: 2016, 336 pg. [Словник ґендерних термінів / Укладач З.В.Шевченко. Черкаси: 2016.– 336с.], available at: <https://books.google.com.ua/books?id=J8tBDwAAQBAJ&pg=PA49&lpg=PA49&d.q#v=onepage&q&f=false>, accessed 24 June 2020.

74 Encyclopaedic Dictionary of Philosophy. K.: Ukrainian Centre of Spiritual Culture, 1999, 728 pg. [Філософський енциклопедичний словник. – К.: Український центр духовної культури, 1999. – 728 с.].

75 A. Giddens, Sociology. – K.: Osnovy, 1999. – 726 pg., p. 119 [Соціологія, Е. Ґіденс. – К.: Основи, 1999. – 726 с., С. – 119]



**"Gender" is the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men.**

Construction of Reality", 1966); the ethnomethodological approach of Harold Garfinkel ("Studies in Ethnomethodology", 1967); and the symbolic interactionism and dramaturgy of Erving Goffman ("The Presentation of Self in Everyday Life", 1959).<sup>76</sup>

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***The Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence (the Istanbul Convention) is one of the key international instruments regulating the issues of protection of women's rights that contains a definition of the term "gender"***<sup>77</sup>

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"Gender" is the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men.

However, gender is not just a descriptive attribute, but a critique of the quite narrow scenario for the behaviours of women and men. Gender studies criticize this phenomenon as gender polarization (the tendency to see only differences in women and men), because women, just like men, constitute a heterogeneous group

that is diverse within itself. Androcentrism (a cultural tradition that reduces human subjectivity to a single masculine norm, represented as universal objectivity) and patriarchy as the norm of social life are also criticized. References to gender primarily imply not only differences between men and women but also their inequality. The hierarchy, stratification and power embedded in gender relations are referenced along with inequality. Power implies an uneven division of different resources (economical, time, status). Gender theory entails the change of social reality with a view to ensuring gender equality.

The emergence of the notion "gender equality" may be related to the Fourth World Conference on Women (Beijing, 1995). The grounds for this assertion are a statement by the President of that Conference on the commonly understood meaning of the term "gender"; that, during the 19th meeting of the Commission on the Status of Women, which acted as the preparatory body for the Conference, an issue arose concerning the meaning of the word "gender" in the context of the Platform for Action of the Conference. To conclude consideration of the history of the formation of the notions "gender" and "gender equality", the following points can be made:

76 Gender and Gender Equality. Electronic resource, p. 13, available at: [http://ekmair.ukma.edu.ua/bitstream/handle/123456789/12117/Tema\\_1.pdf?sequence=6&isAllowed=y](http://ekmair.ukma.edu.ua/bitstream/handle/123456789/12117/Tema_1.pdf?sequence=6&isAllowed=y), accessed 24 June 2020.

77 Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence of 11.05.2011, available at: <https://rm.coe.int/1680093d9e>, accessed 24 June 2020.

- the accurate and comprehensive definition of these notions is a scientific issue, given the dynamism of modern processes of development of the social relations they describe;
- these notions describe a certain ideal standard, to be achieved through the progressive and effective development of individual countries and humanity in general;
- the international institutions and international legal instruments that represent the outcome of contemplating general human experience in the area of gender play a definitive role in developing understanding of the terms “gender” and “gender equality” and in determining how to legislate for them and integrate them into the existing life of society;
- ensuring gender equality at national level should be based on considering the gender relations that have developed in that society throughout its previous history, so that the most effective mechanisms to eliminate gender stereotypes and biases can be designed;
- as an indicator of successful development of a modern society,

assured and established gender equality should be one of the priorities of public authorities, political parties, and civil society.<sup>78</sup>

It is worth mentioning the outcomes in this area achieved at previous stages of the development of Ukrainian legal discourse, where the idea of gender equality goes back a long way. Realization of the fact that equal rights and opportunities must be ensured for each and every person, regardless of their sex, is a component of the general movement of the Ukrainian people towards achieving freedom and independence and building a just and

effective society. Nowadays, when establishing and ensuring gender equality is one of the pre-conditions for Ukraine's successful Euro-integration processes, it is a pressing requirement of the time to explore, re-evaluate and mainstream the experience gained in this area by the Ukrainian people at previous historical stages. It is particularly important given that over the last century, for well-known reasons, perspectives on the historical past of Ukrainians were developed under the influence of either the socio-economic or nation-state paradigm. Women, their legal status in society and the struggle for equal rights were

The term “gender equality” appeared in Ukrainian legislation for the first time in the Decree of the Cabinet of Ministers of Ukraine on the National Action Plan for the Advancement of Women and Promotion of Gender Equality in Society for 2001–2005 of 6 May 2001.<sup>79</sup> The Law of Ukraine on Ensuring Equal Rights and Opportunities for Women and Men, mentioned above and adopted by the Verkhovna Rada of Ukraine on 8 September 2005, is of key importance in legislating for the idea of gender equality.<sup>80</sup> According to the Recommendations of Parliamentary hearings on the Realities of and Prospects for Equal Rights and Opportunities in Ukraine, held on 27 June 2007, this Law and the mentioned Decree “defined the institutional and legal principles of gender relations in society”.<sup>81</sup>

78 Andrusiak I., Gender Equality Idea in Ukrainian Legal Discourse in the Second Half of the 19th Century. – Lviv: “Lviv Polytechnic”, 2017. – 200 pg., p. [83]Ідея гендерної рівності в українській правовій думці другої половини XIX століття, І. Андрусак. – Львів: “Львівська політехніка”, 2017. – 200 с., С. – 83].

79 Decree No. 1402-2003-п of the Cabinet of Ministers of Ukraine on the National Action Plan for the Advancement of Women and Promotion of Gender Equality in Society for 2001 - 2005 of 04.09.2003, available at: <http://zakon2.rada.gov.ua/laws/show/479-2001-%D0%BF>, accessed 24 June 2020.

80 The Law of Ukraine No. 2229-VIII on Ensuring Equal Rights and Opportunities for Women and Men of 07.12.2005, available at: <http://zakon2.rada.gov.ua/laws/show/2866-15>, accessed 24 June 2020.

81 Decree No. 45 of the Verkhovna Rada of Ukraine on the Recommendations of Parliamentary Hearings on Realities and Prospects of Equal Rights and Opportunities in Ukraine of 27.06.2007, available at: <http://zakon2.rada.gov.ua/laws/show/1241-v>, accessed 24 June 2020.



either completely disregarded by researchers or considered in the context of the two approaches mentioned above. However, it might be added that, from the beginning of the mid-19th century, a group of prominent Ukrainian public figures emerged who understood that the fight for equal rights for women was needed as an independent condition for the progressive development of society.

The idea of rejecting the subjection of women and their powerless and oppressed situation has

always been an integral part of Ukrainian national identity, whose spiritual foundation was laid by Taras Shevchenko. It was also reflected in the public and political activities of prominent thinkers and leaders of the Ukrainian national movement, such as Mykola Kostomarov, Panteleimon Kulish, Mykhailo Drahomanov, Ivan Franko, Mykhailo Pavlyk, and Volodymyr Barvinskiy. In their works we find the ideas of achieving and ensuring equal rights for women and men, and of establishing the right of access to education and participation in public and

political life for each and every person, regardless of their sex. Therefore, we note their input in establishing and developing the idea of gender equality in Ukrainian legal discourse. An important aspect of the scientific heritage of M. Kostomarov is his research on the role and place of a woman in history. He was interested in “the phenomenon of prominent women in history and their influence both on men in making landmark decisions and on history in general”,<sup>82</sup> and his historical and feminist research “has demonstrated the relevance of the

82 Buriak L., *The Scientific and Artistic Heritage of M. Kostomarov in the Context of Historical Feminology // Historiographical Research in Ukraine*. – K.: The National Academy of Science of Ukraine. Institute of History of Ukraine, 2008. – Issue No. 19. – pp. 348 - 363 [Науково-творча спадщина М. Костомарова у контексті історичної фемінології, Л. Буряк // Історіографічні дослідження в Україні. – К.: НАН України. Інститут історії України, 2008. – Вип. 19. – С. 348-363].

subject matter in the context of social, cultural and psychological transformations of society”<sup>83</sup> that were taking place in the second half of the 19th century.

Another member of the Brotherhood of Saints Cyril and Methodius, who cannot be overlooked when referring to the emergence and development of the idea of gender equality in Ukrainian legal discourse of the middle of the second half of the 19th century, was Panteleimon Kulish. His impact in the area is dual: first of all, the writer made an impact through his own works, and secondly, through his support for and facilitation of the appearance of women in Ukrainian literature. It is safe to say that it is first and foremost because of Kulish that both Mariia Oleksandrivna Vilinska (Marko Vovchok) and Oleksandra Mykhailivna Bilozerska (Hanna Barvinok) began to engage in literary work.

The issue of the situation and status of women was also the

focus of attention of the greatest Ukrainian thinker of the second half of the 19th century, Mykhailo Drahomanov, who proactively and strongly advocated for gender equality as the full and unconditional equality of people in their political, civil, economical and other rights, regardless of their sex. The definition and description of the notion “gender equality” in its current understanding within Ukrainian legal discourse first appeared in the “Programme” to “Hromada”, a magazine established in Geneva in 1880 by Mykhailo Drahomanov together with Mykhailo Pavlyk and Serhii Podolynskyi. In it was clearly stated that the requirement of an “equal right for each and every person, for men and boys, as well as for women and girls, was the condition of all progressive political, social and economic changes in society”.<sup>84</sup>

The origin of an organized Ukrainian women's movement is connected, traditionally and rightly,

with the establishment of the Ukrainian Women's Society in 1884, at the initiative of Nataliia Kobrynska. It would be incorrect, however, to think that it was the initiative of individual women, rather than an organic element and natural stage of the development of gender equality principles, the realization by society that along with the issues of national and social liberation it was necessary also to raise the issue of eliminating discrimination on the grounds of sex. That is why, at the same time, the first women's organisation emerged in the Ukrainian lands under the rule of the Russian Empire. It started with the student group established at the initiative of Olena Dobrohraieva in 1883, which became a women's organisation a year later.<sup>85</sup> The Ukrainian women's movement in general, as well as all of its prominent members in particular, took on the challenge of tasks that went far beyond the struggle for women's rights.

83 Ibid.

84 Drahomanov M., Pavlyk M., Podolynskyi S., The Programme of “Hromada”, 1880 // At the origin of the Ukrainian Socialist Movement. M. Drahomanov and the Geneva Socialist Group. Compiled by M. Hrushevskyi. – Vienna, 1922. – pp. 150 - 153 [Програма “Громади”, 1880 р., М. Драгоманов, М. Павлик, С. Подолинський // З починів українського соціалістичного руху. М. Драгоманов і женецький соціалістичний гурток. Зладив М. Грушевський. – Відень, 1922. – С. 150 – 153].

85 Bohachevska-Khomiak, M., White on White. Women in Public Life of Ukraine. – K.: Lybid, 1995. – 424 pg., p. 48 [Білим по білому. Жінки в громадському житті України, М. Богачевська-Хом'як. – К.: Либідь, 1995. – 424 с., С. – 48].

# 2.2

## The International Legal Framework for Gender Equality

Gender equality is one of the most important principles for ensuring human rights, the basis of civil society and a State governed by the rule of law, as well as the democratic development of individual countries and the international community. Women and men must be empowered to tackle discrimination practices, gender segregation in the labour market, the pay gap, gender-based violence, etc. As such, it is important to explore the existing international legal standards in this area in order to analyse the compatibility of Ukraine's national legislation with its international commitments, the development of new opportunities for national, regional and international institutions and mechanisms to ensure gender equality, conflict prevention and resolution, as well as the involvement in peacekeeping actions in the security and defence sector.

International organisations have been active at different levels of international cooperation, and their task is to ensure the protection of

human rights and to establish organisational, monitoring and other means of such protection, as well as cooperation with national authorities in this area.

### The United Nations

*The United Nations* (UN) is made up of 193 Member States. The work of the United Nations is guided by the purposes contained in its 1945 Charter. The United Nations can make decisions on issues such as peace and security, climate change, sustainable development, human rights, disarmament, terrorism, gender equality, etc. The first instruments towards the achievement of these purposes are the 1948 Universal Declaration of Human Rights,<sup>86</sup> the 1952 Convention on the Political Rights of Women,<sup>87</sup> the 1957 Convention on the Nationality of Married Women,<sup>88</sup> the 1960 Convention against Discrimination in Education, the 1974 Declaration on the Protection of Women and Children in Emergency and Armed Conflict,<sup>90</sup> etc.

In considering issues of gender equality, it is necessary to distinguish the emergence of the idea of legal equality of people regardless of their sex and the appearance of the term “gender equality” itself. Clearly, the idea of equality emerged far earlier than the term.

The first international instrument that clearly and expressly sets forth the principle of equality between men and women as a necessary condition to social progress and improvement of the living conditions of humanity is the Charter of the United Nations. The preliminary draft of the UN Charter was developed at the Conference of the representatives of the USSR, USA, the United Kingdom and China that took place in August–October 1944 in Dumbarton Oaks (USA). The final text was signed on 26 June 1945, in San Francisco (USA), at the United Nations Conference on International Organisation, and came into force on 24 October 1945 after its ratification by the USSR, USA, the United Kingdom,

86 Universal Declaration of Human Rights, available at: <http://www.un.org.ua/ua/publikatsii-ta-zvity/global-un-publications/3722-zahalna-deklaratsiia-prav-liudyny>, accessed 24 June 2020.

87 Convention on the Political Rights of Women, available at: [https://zakon.rada.gov.ua/laws/show/995\\_156](https://zakon.rada.gov.ua/laws/show/995_156), accessed 24 June 2020.

88 Convention on the Nationality of Married Women, available at: [https://zakon.rada.gov.ua/laws/show/995\\_158](https://zakon.rada.gov.ua/laws/show/995_158), accessed 24 June 2020.

89 Convention against Discrimination in Education, available at: [https://zakon.rada.gov.ua/laws/show/995\\_174](https://zakon.rada.gov.ua/laws/show/995_174), accessed 24 June 2020.

90 Declaration on the Protection of Women and Children in Emergency and Armed Conflict, available at: [https://zakon.rada.gov.ua/laws/show/995\\_317](https://zakon.rada.gov.ua/laws/show/995_317), accessed 24 June 2020.

France, China, Ukraine (Ukrainian SSR) and the majority of other signatory States of the UN Charter. As one of its tasks, according to the Charter, the United Nations declared the reaffirming faith “in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small”, as well as “no restrictions on the eligibility of men and women to participate in any capacity and under conditions of equality in its (UN) principal and subsidiary organs”.<sup>91</sup>

The adoption of this norm is clear confirmation that the leaders of UN Member States at that time understood the inextricable link between the progressive development of humanity and ensuring equal rights for women and men. Legitimization of the idea of equal rights for men and women was accompanied by establishment of the institutional mechanism to implement it in international legal practice. The Sub-Commission on the Status of Women was established on 16 February 1946 within the Commission on Human Rights in the system of the Economic and Social Council (the Economic and Social Council is one of the main UN organs which, together with

the General Assembly and under its authority, is responsible for discharging the functions of the Organisation). However, on 21 June 21 1946, this Sub-Commission was granted the status of a commission and named the Commission on the Status of Women.<sup>92</sup>

Article 1 of the 1948 *Universal Declaration of Human Rights* states that all human beings are born free and equal in dignity and rights. It was in Article 2 of the Universal Declaration of Human Rights, adopted on 10 December 1948, that for the first time at international level the UN laid down the provision that envisaged the equality of all people: “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status”.<sup>93</sup> With this provision, the authors of the Declaration, representatives of the countries that were signatories to it, who had survived the horrors of the First and Second World Wars, sought to determine the main direction of further development of humanity as a society of human beings who would be equal in their dignity and rights

despite all their differences. Furthermore, Article 16 provides that men and women over the age of majority have the right to marry and to found a family, without any limitation due to race, nationality or religion. They are entitled to equal rights to marriage, during marriage and at its dissolution.<sup>94</sup>

The Declaration, however, was not the first international instrument enshrining equal rights and freedoms for all people, including without regard to their sex.<sup>95</sup>

*The 1952 UN Convention on the Political Rights of Women*, desiring to implement the principle of equality of rights for men and women contained in the UN Charter, guarantees political rights, in particular: women are entitled to vote in all elections on equal terms with men, without any discrimination (Article 1); women are eligible for election to all publicly elected bodies established by national law, on equal terms with men, without any discrimination (Article 2); women are entitled to hold public office and to exercise all public functions established by national law, on equal terms with men, without any discrimination.<sup>96</sup>

91 Charter of the United Nations and Statute of the International Court of Justice (as amended on 16.09.2005), available at: [https://zakon.rada.gov.ua/laws/show/995\\_010#Text](https://zakon.rada.gov.ua/laws/show/995_010#Text), accessed 24 June 2020.

92 UN Commission on the Status of Women, available at: [https://undocs.org/en/E/RES/11\(II\)](https://undocs.org/en/E/RES/11(II)), accessed 15 July 2020.

93 The UN Universal Declaration of Human Rights of 10.12.1948, available at: [https://zakon.rada.gov.ua/laws/main/995\\_015](https://zakon.rada.gov.ua/laws/main/995_015), accessed 24 June 2020.

94 Ibid.

95 Chueshko O., Formation of Gender Linguistics Term System, Herald of Lviv Polytechnic National University “Problems of Ukrainian Terminology”. – 2016. – No. 842. – pp. 161 - 164, p. 78 [Становлення терміносистеми ґендерної лінгвістики, О. Чуєшкова / Вісник Національного університету “Львівська політехніка”. Проблеми української термінології. – 2016. – № 842. – С. 161-164, С. – 78], available at: [http://nbuv.gov.ua/UJRN/VNULPUT\\_2016\\_842\\_35](http://nbuv.gov.ua/UJRN/VNULPUT_2016_842_35), accessed 24 June 2020.

96 UN Convention on the Political Rights of Women of 20 December 1952, available at: [https://zakon.rada.gov.ua/laws/main/995\\_156](https://zakon.rada.gov.ua/laws/main/995_156), accessed 24 June 2020.

The adoption of the Declaration on the Elimination of All Forms of Discrimination Against Women became a landmark in ensuring gender equality. This Declaration was endorsed by the General Assembly on 7 November 1967. It states that “the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women as well as men in all fields”, and thus, it is necessary “to ensure the universal recognition in law and in fact of the principle of equality of men and women”. It also adds that “discrimination against women, denying or limiting as it does their equality of rights with men, is fundamentally unjust and constitutes an offence against human dignity”.<sup>97</sup>

***The Convention on the Elimination of All Forms of Discrimination against Women was prepared on the basis of the Declaration and concluded in 1979. It sets out specific obligations of the States with regard to the practical implementation of***

### ***the norms and requirements enshrined in it.***<sup>98</sup>

*The UN Convention on the Elimination of All Forms of Discrimination against Women* is a basic treaty in the field of human rights and the

principle of equal rights and opportunities for women and men. The Convention was approved by the UN General Assembly on 19 December 1979 and entered into force on 3 September 1981. Ukraine ratified the Convention on 19 December 1980.

#### **The Convention regulates the policy of State Parties, who undertake:**

- to embody the principle of the equality of men and women in their national constitutions, or other appropriate legislation if not yet incorporated therein, and to ensure, through law and other appropriate means, the practical realization of this principle;
- to adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women;
- to establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination, etc.<sup>99</sup>

#### **The Convention defines a substantive equality model that includes:**

- equality of opportunities;
- equality of access to opportunities;
- equality of outcome.<sup>100</sup>

97 Human Rights. The Main International Legal Documents / Compiled by Y. K. Kachurenko. – K.: Naukova dumka, 1989. – 248 pg., p. 133.

98 Andrusiak I., Gender Equality Idea in Ukrainian Legal Discourse in the Second Half of the 19th Century. – Lviv: “Lviv Polytechnic”, 2017. – 200 pg., p. 81 [Ідея ґендерної рівності в українській правовій думці другої половини XIX століття, І. Андрусак. – Львів: “Львівська політехніка”, 2017. – 200 с., С. – 81].

99 The United Nations Convention on the Elimination of All Forms of Discrimination against Women (as amended on 06.10.1999, available at: [http://zakon3.rada.gov.ua/laws/show/995\\_207](http://zakon3.rada.gov.ua/laws/show/995_207), accessed 24 June 2020.

The United Nations Today, available at: [www.un.org/ar/geninfo/pdf/UN.today.pdf](http://www.un.org/ar/geninfo/pdf/UN.today.pdf), accessed 24 June 2020.

100 The United Nations Convention on the Elimination of All Forms of Discrimination against Women and Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women, available at: [http://wicc.net.ua/media/convention\\_cedaw\\_plus\\_04.pdf](http://wicc.net.ua/media/convention_cedaw_plus_04.pdf), accessed 24 June 2020. The United Nations Today, available at: [www.un.org/ar/geninfo/pdf/UN.today.pdf](http://www.un.org/ar/geninfo/pdf/UN.today.pdf), accessed 24 June 2020.

This model is built on the basis of the concept according to which formal equality is often mentioned in gender-neutral action programmes, policies or legislation, although it is not entirely sufficient to effectively guarantee equal rights to women and men.

The human rights guaranteed by the Convention are of a comprehensive nature, but a certain gap still remains between the Convention obligations and the reality in which women live. The Optional Protocol adopted by the UN General Assembly in 1999 seeks to narrow this gap. It is a separate treaty that does not contain any new material rights, but establishes the protection mechanism and guarantees the rights provided for by the Convention. It enhances the implementation of the Convention and the development of jurisprudence in women's cases, through better understanding of standards and setting precedents that will ensure advancement of women in the long term.

The Protocol also calls on the State Parties to identify and amend all current discriminatory laws and practices, to implement the provisions of the Convention, and to

increase public awareness of human rights standards related to discrimination against women.

Ukraine ratified the Optional Protocol on 5 June 2003. It envisages two procedures:

- the complaints procedure, by which the Committee can consider communications and decide whether the rights set forth in the Convention have been violated, as well as determining measures to protect the victims;
- the investigation procedure, by which the Committee can initiate an investigation into situations of grave or systematic violation of the rights set forth in the Convention.

Over decades of activity, the UN has made significant progress in ensuring gender equality, including through its landmark treaties, namely: the *UN Convention on the Elimination of All Forms of Discrimination against Women* of 18 December 1979 and the *Beijing Declaration and Platform for Action* approved on 15 September 1995.

The *Beijing Declaration and Platform for Action* determine the equal rights and inherent human

dignity of women and men; the ensuring of the full implementation of the human rights of women and girls, as an integral part of all human rights and fundamental freedoms; the empowerment and advancement of women; their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, which are fundamental for the achievement of equality, development and peace.<sup>101</sup>

Ukraine has ratified the main conventions of the *International Labour Organisation (ILO)*, such as the: Equal Remuneration Convention, 1951 (No. 100);<sup>102</sup> Maternity Protection Convention (Revised), 1953 (No. 103);<sup>103</sup> Discrimination (Employment and Occupation) Convention, 1958 (No. 111);<sup>104</sup> Workers with Family Responsibilities Convention, 1981 (No. 156);<sup>105</sup> ILO Declaration on Fundamental Principles and Rights at Work, 1998,<sup>106</sup> etc. At the same time, Ukraine has not yet renounced the Underground Work (Women) Convention, 1935 (No. 45).<sup>107</sup> This Convention contradicts the principle of equal opportunities and treatment of women and men in employment and occupation.

101 The 1995 Beijing Declaration, available at: [http://zakon2.rada.gov.ua/laws/show/995\\_507](http://zakon2.rada.gov.ua/laws/show/995_507), accessed 24 June 2020.

102 Equal Remuneration Convention, 1951 (No. 100), available at: [https://zakon.rada.gov.ua/laws/show/993\\_002](https://zakon.rada.gov.ua/laws/show/993_002), accessed 24 June 2020.

103 Maternity Protection Convention (Revised in 1952) (No. 103), available at: [https://zakon.rada.gov.ua/laws/show/993\\_122](https://zakon.rada.gov.ua/laws/show/993_122), accessed 24 June 2020.

104 Discrimination (Employment and Occupation) Convention (No. 111) (as amended on 24.06.1975, available at: [https://zakon.rada.gov.ua/laws/show/993\\_161](https://zakon.rada.gov.ua/laws/show/993_161), accessed 24 June 2020.

105 Workers with Family Responsibilities Convention (No. 156) (of 23 June 1981), available at: [https://zakon.rada.gov.ua/laws/show/993\\_010](https://zakon.rada.gov.ua/laws/show/993_010), accessed 24 June 2020.

106 ILO Declaration on Fundamental Principles and Rights at Work (of 18 June 1998), available at: [https://zakon.rada.gov.ua/laws/show/993\\_260](https://zakon.rada.gov.ua/laws/show/993_260), accessed 24 June 2020.

107 Underground Work (Women) Convention of 30.05.1937, available at: [https://zakon.rada.gov.ua/laws/show/993\\_134](https://zakon.rada.gov.ua/laws/show/993_134), accessed 24 June 2020.

Resolution 1325 (2000) of 31 October 2002 stands out among all the Resolutions of the UN Security Council. It urges all actors to ensure: increased representation of women at all decision-making levels in national, regional and international institutions; mechanisms for the prevention, management, and resolution of conflict; and the appointment of more women as special representatives and envoys to pursue good offices on behalf of the Secretary-General at decision-making levels in conflict resolution and peace processes. The Resolution envisages that the special needs of conflict-affected women and girls will be considered in peace agreements in all situations and by all actors.<sup>108</sup>

UNSCR 1325 is connected to several other Resolutions that together make up the comprehensive Women, Peace and Security Agenda and concern different aspects of conflict and peace. It has been constantly amended by new Resolutions which have expanded the understanding of actions and perspectives. Resolution 1820 (2008) condemns sexual violence as a tactic of war and declares rape and other forms of sexual violence as a war crime. It requests the Secretary-General to submit an annual report on the implementation of Resolution 1325. Resolution 1888 (2009) calls for the appointment of a Special Representative on sexual violence in conflict and for the establishment of a team of experts to work on reducing gender-based violence. Annual reports are deemed mandatory. Resolution 1889 (2009) focuses on the requirement on the Secretary-General to develop a strategy for the implementation of Resolution 1325 and global indicators to track its implementation. Resolutions 1960 (2010) and 2106 (2013) are aimed at ending impunity for sexual violence in armed conflicts. Resolution 2122 (2013) emphasises the importance of sustained consultation with women's organisations, as well as special financial support of women's initiatives, and active and equal participation of women in electoral processes. Resolution 2242 (2015) is dedicated to the issues of the responsibility and commitment of men and boys with regard to activities involving women in addressing peacebuilding and security issues, as well as their partnership with women's organisations. Resolution 2467 (2019) once again called upon States to combat sexual violence in armed conflicts. Resolution 2493 (2019) of the UN Security Council<sup>109</sup>, adopted in October 2019, urges Member States to facilitate the assurance of women's rights and encourage the creation of a safe environment for those who work to advance women's rights. These documents are important to the security and defence sector, given that they define how it can be reformed on the basis of principles of equality and non-discrimination.

108 Resolution 1325 (2000) adopted by the UN Security Council at its 4213th meeting, on 31 October 2000, available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N00/720/18/PDF/N0072018.pdf?OpenElement>, accessed 15 June 2020.

109 Resolution 2493 (2019) on Women, Peace and Security, available at: <http://unscr.com/en/resolutions/2493>, accessed 24 June 2020.

In 2015, the UN General Assembly adopted Resolution “*Transforming our world: the 2030 Agenda for Sustainable Development*” and 17 **Sustainable Development Goals** (SDGs). According to the Resolution, the Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in wider freedom. The UN will be guided by the SDGs in its decision-making at regional and global levels while considering different national realities, opportunities and levels of development and respecting national strategies and priorities.<sup>110</sup>

*Achievement of gender equality and empowerment of all women and girls* is one of the Sustainable Development Goals – Goal 5. At the same time, gender equality is a cross-cutting principle for other Goals, as it is impossible to achieve them without ensuring equal rights and opportunities for women and men. There is no way to fully unlock potential and ensure sustainable development, if half of humanity is still deprived of access to all their opportunities and human rights. Women and girls should enjoy equal access to quality education, economic resources and opportunities to participate in political life, as well as equal opportunities with men

and boys in employment, leadership and decision-making at all levels.<sup>111</sup>

**UN Women** – the United Nations Entity for Gender Equality and the Empowerment of Women – is a leading agency that coordinates the work of the UN system on gender equality. It was established by the Resolution of the General Assembly in 2010 with the aims of accelerating progress towards meeting women’s needs worldwide, of making better use of available resources and of bringing together the mandates and duties of various units of the UN system.

UN Women have an Office in Ukraine and, in cooperation with the Government of Ukraine, implement numerous programmes designed to integrate gender equality in all areas and sectors, especially in the security and defence sector.<sup>112</sup>

### The Council of Europe

The Council of Europe includes 47 Member States. Membership is open to all European States that acknowledge the rule of law and guarantee the fundamental human rights and freedoms to their nationals. Other States that are not located on the European

continent, but share the values and principles of the Organisation, also accede to the Council of Europe’s documents (Conventions and Recommendations). The Council of Europe examines issues important to its Member States, including crime prevention, drug abuse, environment protection, bioethics and migration. It also plays an important role in ensuring gender equality and non-discrimination.

Article 14 of the 1950 *Convention for the Protection of Human Rights and Fundamental Freedoms* provides for the prohibition of discrimination: “The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.” The Protocols that complement the Convention are an important part of it.

Recommendation Rec (2003)3 of the Committee of Ministers to the Member States, on balanced participation of women and men in political and public decision-making, is based on the 1950 Convention for the Protection of

110 Resolution No. 70/1 adopted by the UN General Assembly on 25 September 2015 “Transforming our world: the 2030 Agenda for Sustainable Development,” available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N15/291/92/PDF/N1529192.pdf?OpenElement>, accessed 24 June 2020.

111 Goal 5: Achieve gender equality and empower all women and girls, available at: <http://www.un.org/sustainabledevelopment/gender-equality/>, accessed 24 June 2020.

112 Activity of UN Women in Ukraine], available at: <http://www.un.org.ua/ua/informatsiyni-tsentri/news/3053-2013-02-19-13-30-35-diyalnist-oon-zhinki-v-ukrayin>, accessed 24 June 2020.

Human Rights and Fundamental Freedoms and its Protocols, as well as on the European Social Charter. It lists the steps that should be undertaken by Member States in order to achieve gender balanced participation and representation in political and public decision-making processes. Protocol No. 12 to the Convention for the Protection of Human Rights and Fundamental Freedoms defines the general prohibition of discrimination.

The issues of women's participation in politics are also discussed in nine Resolutions of the Parliamentary Assembly of the Council of Europe. In particular, Resolution 2111(2016)48<sup>113</sup> and Resolution 1898(2012)49<sup>114</sup> assess the impact of measures to improve women's political representation and the role of political parties in women's political representation, respectively.

The Council of Europe Transversal Programme on Gender Equality,<sup>115</sup> launched in 2012, aims to increase the impact and efficiency of gender equality documents through the support of their implementation in Member States and within the Organisation itself. The Programme mobilises

all Council of Europe institutions, sectors and intergovernmental structures, monitoring mechanisms and partial agreements, as well as its external partners, and thus pools resources for more powerful impact and increased focus. The Gender Equality Commission of the Council of Europe (GEC) plays a pivotal role in such efforts.

*The Council of Europe Gender Equality Strategy 2018–2023*<sup>116</sup> outlines the goals and priorities, identifies working methods and main partners, as well as the measures required to achieve better results. The importance is recognised of addressing persistent gender gaps in employment, pay, poverty and pensions, and the unbalanced division of household and care responsibilities between women and men, because these issues constitute key factors towards women's economic independence. The latter, along with women's empowerment, is a prerequisite for gender equality and for equitable and sustainable societies.

It is important to ensure effective implementation of gender equality policy and empowerment of women and men in the

Council of Europe Member States by supporting the implementation of existing instruments and strengthening the Council of Europe *acquis* on gender equality under the guidance of the Gender Equality Commission (GEC). The focus for the period 2018-2023 will be on six strategic areas:

- Prevent and combat gender stereotypes and sexism
- Prevent and combat violence against women and domestic violence
- Ensure the equal access of women to justice
- Achieve a balanced participation of women and men in political and public decision-making
- Protect the rights of migrant, refugee and asylum-seeking women and girls
- Achieve gender mainstreaming in all policies and measures.<sup>117</sup>

113 Assessing the impact of measures to improve women's political representation, 21 April 2016, available at: <https://assembly.coe.int/nw/xml/XRef/Xref-DocDetails-EN.asp?FileID=22745&lang=EN>, accessed 24 June 2020.

114 Political parties and women's political representation, 3 October 2012, available at: <https://assembly.coe.int/nw/xml/XRef/Xref-DocDetails-EN.asp?FileID=19134&lang=EN>, accessed 24 June 2020.

115 Council of Europe Transversal Programme on Gender Equality (2012), available at: <https://rm.coe.int/09000016807b8030>, accessed 24 June 2020.

116 Council of Europe Gender Equality Strategy 2018 - 2023, available at: <https://rm.coe.int/prems-041318-gbr-gender-equality-strategy-2023-ukr-new2/16808b35a4>, accessed 24 June 2020.

117 Ibid.



**Another key international instrument that constitutes the basis for combating violence is the Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence (Istanbul Convention) signed on 11 May 2011.<sup>118</sup>**

**The Convention entered into force on 1 August 2014 and is a comprehensive international instrument aimed at protecting, preventing, prosecuting and developing strategy in the area of combating violence against women and domestic violence. Ukraine signed the Convention in 2011, but has not ratified it.**

The main purposes of the Convention are:

- protect women against all forms of violence, and prevent, prosecute and eliminate violence against women and domestic violence;
- contribute to the elimination of all forms of discrimination against women, promote equality between women and men and empower women;
- protect and assist all victims of violence against women and domestic violence;
- promote international co-operation against these forms of violence;
- provide support and assistance to organisations and law enforcement agencies to co-operate in order to adopt an integrated approach to eliminating violence against women and domestic violence.

The Council of Europe Office in Ukraine, together with the Government of Ukraine and civil society, implements numerous projects designed to ensure human rights and gender equality, the rule of law and democratic transformations in Ukraine.

### **The Organisation for Security and Co-operation in Europe**

The OSCE has a comprehensive approach to security that encompasses politico-military, economic and environmental, and human aspects. It therefore addresses a wide range of security-related concerns, including arms control, confidence- and security-building measures, human rights, national minorities, democratization, policing strategies, counter-terrorism and economic and environmental activities. All 57 participating States enjoy equal status, and decisions are taken by consensus on a politically but not legally binding basis.<sup>119</sup>

OSCE recognises that equal rights for women and men are essential to peace, sustainable democracy and economic development. The Charter for European Security adopted at the OSCE Istanbul Summit declares the following: “The full and equal exercise by women of their human rights is essential to achieve a more peaceful, prosperous and democratic OSCE area. We are committed to making equality between men and women an integral part of our policies, both at the level of our States and within the Organisation.”<sup>120</sup>

118 Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention), Handbook for Parliamentarians, available at: <https://rm.coe.int/1680096e45>, accessed 24 June 2020.

119 Gender Equality. OSCE Project Co-ordinator in Ukraine, available at: <https://www.osce.org/project-coordinator-in-ukraine/gender-equality>, accessed 24 June 2020; Kaminska N., Romanova N. The Organization for Security and Co-operation in Europe Activities in the Area of Gender Equality. Legal Principles of European and Euro-Atlantic Integration of Ukraine: Achievements and Prospects. Materials of the Participants of the II Virtual Scientific and Practical Conference (Lviv, 23 November 2018). Lviv: NNIPP of Lviv Polytechnic National University, 2018, pp. 144 – 147 [Камінська Н., Романова Н. Діяльність Організації з безпеки і співробітництва в Європі у сфері гендерної рівності Правові засади європейської та євроатлантичної інтеграції України: досягнення та перспективи: матеріали учасників II-ої заочної науково-практ. конференції (Львів, 23 листопада 2018 року). Львів: ННІПП НУ “Львівська Політехніка”, 2018. С. 144-147].



**Respect for human rights and fundamental freedoms, democracy, and the rule of law is at the core of the OSCE's comprehensive concept of security.**

OSCE participating States adopted some specific policies and measures to promote gender equality. The *2004 OSCE Action Plan for the Promotion of Gender Equality*, adopted by Decision No. 638 of the Permanent Council of 2 December 2004 and outlined in Annex No. 14/04<sup>121</sup> to this Decision, provides that respect for human rights and fundamental freedoms, democracy, and the rule of law is at the core of the OSCE's comprehensive concept of security. The Plan provides the framework for OSCE activities on gender equality and determines the responsibilities and tasks of the Secretariat of the Organisation, its institutions and field operations, as well as participating States, including:

- to ensure that gender perspective is mainstreamed into all OSCE activities, policies and programmes;
- to provide the staff with means and opportunities to receive training on gender issues;
- to develop a professional and gender-sensitive management culture and working environment;
- to increase women's representation at senior level;
- to support the efforts of participating States in achieving gender equality;

- to define specific priorities to further promote women's rights;
- to highlight and promote the role of women in conflict prevention and peace reconstruction processes;
- to monitor and assess progress in implementing the Action Plan for the Promotion of Gender Equality.

The OSCE Secretary General reports annually to the Permanent Council on the implementation of this Action Plan.

Meanwhile, repeated attempts of participating States to initiate the development of a Regional Action Plan for the implementation of the UNSCR 1325 on Women, Peace and Security have been blocked by the Russian Federation.

With local partners, OSCE develops and runs projects across the OSCE area to empower women and build local capacities and expertise on gender issues. It cooperates with authorities in reviewing legislation and assists in building national mechanisms to ensure equality between women and men. The Office of the OSCE Project Co-ordinator is operational in Ukraine.<sup>122</sup>

120 Decision No. 14/04 2004, OSCE Action Plan for the Promotion of Gender Equality (MC.DEC/14/04 of 7 December 2004), available at: <https://www.osce.org/ru/mc/23298?download=true>, accessed 24 June 2020.

121 2004 OSCE Action Plan for the Promotion of Gender Equality, available at: <https://www.osce.org/files/f/documents/2/7/14713.pdf>, accessed 24 June 2020.

122 Mandate, OSCE Project Co-ordinator in Ukraine, available at: <https://www.osce.org/project-coordinator-in-ukraine/mandate>, accessed 24 June 2020.

## The North Atlantic Treaty Organisation

The role and significance of the *North Atlantic Treaty Organisation (NATO)* in ensuring gender equality are indisputable. This Organisation was created in 1949 for the collective defence of the Western European and North American countries according to the principles of Article 51 of the UN Charter.<sup>123</sup> NATO's mission is to promote sustainable and durable peace where gender equality and women's empowerment are the key factors. The North Atlantic Alliance seeks to mainstream gender perspective at all stages of its operation – in developing, planning, implementing, monitoring and assessing policies and programmes.

NATO's policy on gender equality has a long history and is well structured.<sup>124</sup>

Since 1961, NATO female senior officers have organised conferences to discuss the status, organisation, conditions of employment and career possibilities of women in the armed forces of the Alliance. In 1976, the Military Committee endorsed formal recognition of

In 2009, NATO adopted the Bi-Strategic Command Directive 40-1, which introduced specific steps to involve NATO military structures in the Women, Peace and Security Agenda. The Directive was reviewed twice – in 2012 and 2017. The 2017 version entitled “Integrating UNSCR 1325 and Gender Perspective into the NATO Command Structure, Including Measures for Protection in Armed Conflict”<sup>126</sup> is a significant step towards understanding the complex and comprehensive nature of gender mainstreaming. It provides for clear accountability, designation of persons responsible for the implementation, support for gender advisors, etc.

The Directive outlines general policy in this area and it applies to all international military staff or any other organisation cooperating with NATO. It includes NATO's standards of behaviour in executing operations and missions, states that women should be considered as actors of ensuring sustainable peace and engaged at all stages of crisis or conflict, and insists that women's role in operations and missions should be increased at all levels.<sup>127</sup>

the Committee on Women in the NATO Forces (CWINF).

In 1998, the Office of Women in the NATO Forces was established permanently to provide information on gender issues and diversity for the support of CWINF activities. It is now called the Office of the Gender Advisor.

In May 2009, CWINF's mandate was expanded to support the integration of a gender perspective into NATO's military operations, in particular to support the implementation of UNSCR 1325, as well as its related Resolutions. The Committee was renamed the “NATO Committee on Gender Perspectives”.<sup>125</sup>

123 Charter of the United Nations and Statute of the International Court of Justice, available at: [https://zakon.rada.gov.ua/laws/show/995\\_010](https://zakon.rada.gov.ua/laws/show/995_010), accessed 24 June 2020.

124 Women, Peace and Security: Toolkit for the Staff of the Ministry of Defence and the General Staff of the Armed Forces of Ukraine. K.: pp. 12 - 13.

125 Gender perspectives in NATO Armed Forces, 22 August 2019, available at: [https://www.nato.int/cps/en/natohq/topics\\_101372.htm](https://www.nato.int/cps/en/natohq/topics_101372.htm), accessed 24 June 2020.

126 Bi-Strategic Command Directive 040-001, 17 October 2017, available at: <https://www.act.nato.int/images/stories/structure/genderadvisor/nu0761.pdf>, accessed 24 June 2020.

127 NATO/EAPC Policy for the implementation of UNSCR 1325 on Women, Peace and Security and related resolutions, 1 April 2014, available at: [https://www.nato.int/cps/en/natohq/official\\_texts\\_109830.htm](https://www.nato.int/cps/en/natohq/official_texts_109830.htm), accessed 24 June 2020.



### **Gender Advisor:**

***Gender advisors advise, assist and support the implementation of NATO policies on gender perspectives within HQ functions and processes. A gender advisor serves as a cross-functional staff enabler, incorporating gender analysis and perspectives into all planning for an operation or mission and thereby enhancing effectiveness.***

NATO Standard AJP-01 Allied Joint Doctrine<sup>128</sup> requires gender perspectives to be considered during all stages of a NATO operation; men and women must participate equally to achieve a comprehensive and enduring resolution. NATO is committed to fully implementing the United Nations Security Council Resolution (UNSCR) on Women, Peace and Security across all three of its core tasks. Gender inequalities are often exacerbated during periods of crisis and conflict and, if not addressed, may continue after the end of conflict.

The Office of the Gender Advisor (IMS GENAD)<sup>129</sup> reports directly to the Director General of the International Military Staff (DGIMS) and provides information and advice on gender issues, including on the effective implementation of United Nations Security Council Resolution (UNSCR) 1325 and related Resolutions. It also serves as the Secretariat for the NATO Committee on Gender Perspectives (NCGP).

Among its responsibilities, the Office of the Gender Advisor collects and disseminates information on national policies relating to gender and the implementation of UNSCR 1325 and related Resolutions in the armed forces of NATO member states and partner

nations. Additionally, the Office facilitates dialogue with partner countries on relevant gender issues and liaises with international organisations and agencies concerned with the integration of gender perspectives into military operations.

NATO Standard AJP-03 Allied Joint Doctrine, Edition C Version 1 2019<sup>130</sup> determines the responsibilities of gender advisors.

The NATO Committee on Gender Perspectives (NCGP) promotes gender mainstreaming as a strategy for making the concerns and experiences of both women and men an integral dimension of the design, implementation, monitoring and evaluation of policies, programmes and military operations.

By advising NATO's political and military leadership, as well as member nations, on gender-related issues and the implementation of UNSCR 1325 and related Resolutions, the NCGP contributes to operational effectiveness in line with Alliance objectives and priorities.

Other responsibilities of the NCGP include facilitating the exchange of information among NATO members on gender-related policies, ensuring appropriate coordination and collaborating with

128 NATO Standard AJP-01 Allied Joint Doctrine, February 2017, available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/860502/doctrine\\_nato\\_allied\\_joint\\_doctrine\\_ajp\\_01.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860502/doctrine_nato_allied_joint_doctrine_ajp_01.pdf), accessed 24 June 2020.

129 Gender perspectives in NATO Armed Forces, available at: [https://www.nato.int/cps/en/natohq/topics\\_101372.htm](https://www.nato.int/cps/en/natohq/topics_101372.htm), accessed 24 June 2020.

130 NATO Standard AJP-03 Allied Joint Doctrine, Edition C, Version 1, February 2019, available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/797323/doctrine\\_nato\\_conduct\\_of\\_ops\\_ajp\\_3.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/797323/doctrine_nato_conduct_of_ops_ajp_3.pdf), accessed 24 June 2020.



international organisations and agencies concerned with the integration of gender perspectives into military operations.

In 2012, the position of the NATO Secretary General's Special Representative for Women, Peace and Security was established in order to strengthen NATO's policy in the area of gender transformation. Mari Skåre held this post during the period from 2012 to 2014, Marriët Schuurman from 2014 to 2017, and Clare Hutchinson has held it since 2018.

NATO adopted its first Action Plan for the implementation of UNSCR 1325 in 2007.

The Policy and Action Plan on Women, Peace and Security were revised and endorsed at the Summit in Brussels in 2018. The new Policy builds on a framework of 3 I's:

- *Integration* – ensuring that gender equality is considered as an integral part of NATO policies, programmes and projects,

guided by effective gender mainstreaming practices;

- *Inclusiveness* – promoting increased representation of women across NATO and in national forces to enhance operational effectiveness and success;
- *Integrity* – enhancing accountability, with the intent of increasing awareness and implementation of the Agenda in accordance with international frameworks.<sup>131</sup>

131 NATO/EAPC Women, Peace and Security Policy and Action Plan, 2018, available at: [https://www.nato.int/nato\\_static\\_fl2014/assets/pdf/pdf\\_2018\\_09/20180920\\_180920-WPS-Action-Plan-2018.pdf](https://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2018_09/20180920_180920-WPS-Action-Plan-2018.pdf), accessed 24 June 2020.

Women were allowed to fill positions in the armed forces of 96.3% of NATO member nations in 2016, which represents an increase of 11.7% compared to the previous year and an increase of 26% compared to 2014. Almost 67% of NATO member nations reported that they have special programmes or measures in place to support parents when both of them are members of the armed forces, as compared to 52% in 2015. Support related to service duties to single parents also increased to 67% from 65% in 2015.<sup>132</sup>

The NATO Representation to Ukraine is open and operational. It consists of the NATO Liaison Office<sup>133</sup> and the NATO Information and Documentation Centre<sup>134</sup>. Together with Ukrainian partners, the Representation implements programmes and projects aimed, *inter alia*, at ensuring gender equality in the security and defence sector.

Ensuring gender equality and empowering all women and girls, men and boys in the area of security and defence is not the task only of the States, but also of international organisations involved in building and improving national legislative mechanisms to protect human rights regardless of sex, race, skin colour,

political, religious or other beliefs, ethnic or social origin, property status, place of residence, linguistic or other characteristics. It is important to implement the best international practices, to supervise compliance with the policy and its implementation, and to contribute to the sustainable development of the world.

132 Women, Peace and Security, NATO, 10 July 2019, available at: [https://www.nato.int/cps/en/natohq/topics\\_91091.htm#](https://www.nato.int/cps/en/natohq/topics_91091.htm#), accessed 24 June 2020.

133 NATO Liaison Office in Ukraine, NATO, 14 November 2011, available at: [https://www.nato.int/cps/en/natolive/topics\\_79926.htm](https://www.nato.int/cps/en/natolive/topics_79926.htm), accessed 24 June 2020.

134 NATO Information and Documentation Centre, available at: <https://www.nato.int/nidc/docs/nidc-e.pdf>, accessed 24 June 2020.

## 2.3

# Ukrainian Legislation on Ensuring Equal Rights and Opportunities for Women and Men

The national legislative framework for ensuring equal rights and opportunities for men and women in the security and defence sector could be classified as follows:

**Group 1** – international legal treaties, ratified by Ukraine as established by law, that form part of national legislation under Article 9 of the Constitution of Ukraine. The provisions of such instruments have priority over regulations adopted at national level.

**Group 2** – regulations that contain general provisions and define strategic and conceptual issues related to the formulation and implementation of gender policies concerning the entire society, not just the security and defence sector. This group would include laws and government strategies, programmes and plans approved by Presidential decrees, and decrees or resolutions of the Cabinet of Ministers of Ukraine.

**Group 3** – regulations of security and military legislation which contain general and specific provisions that regulate the external

relationships of personnel of the security and defence sector units and play an important role in formulating and implementing gender equality policy in the security and defence sector.

**Group 4** – regulations directly related to the formulation and implementation of gender policy in the security and defence sector units, which contain specific provisions.

It is worth noting that this classification is not set in stone; specific individual documents could be assessed as falling within several groups.

The issue of international legal instruments for the implementation of gender equality was addressed in the previous section.

At the core of the national legislative framework on gender issues

**The Constitution of Ukraine:** The provisions of the Ukrainian Constitution set forth the fundamental human rights and freedoms and have a direct effect which requires the government authorities to respect the relevant rights and establishes the mechanism for protecting these rights. Indeed, Article 24 of the Constitution of Ukraine<sup>135</sup> states:

*There cannot be any privileges or restrictions based on race, skin colour, political, religious, and other beliefs, sex, ethnic and social origin, property status, place of residence, linguistic or other characteristics.*

*Equality of the rights of women and men shall be ensured by providing women with opportunities equal to those of men in public, political and cultural activities, in obtaining education and in professional training, in work and its remuneration, etc.*

135 The Constitution of Ukraine, adopted at the Fifth Session of the Verkhovna Rada of Ukraine on 28 June 1996. Vidomosti Verkhovnoyi Rady Ukrainy. 1996. No. 30, p. 141.

are the Constitution of Ukraine and the following Laws of Ukraine: on Ensuring Equal Rights and Opportunities for Women and Men; on the Principles for Preventing and Combating Discrimination in Ukraine; and on Preventing and Combating Domestic Violence.

**The Law of Ukraine No. 2866-IV on Ensuring Equal Rights and Opportunities for Men and Women** was adopted on 8 September 2005.<sup>136</sup> The Law aims to achieve parity between women and men in all spheres of public life through the legal enforcement of equal rights and opportunities for women and men, the elimination of gender-based discrimination and the implementation of special interim measures to address the imbalance of the opportunities of men and women in exercising their equal rights granted to them under the Constitution and laws of Ukraine. In consequence of this Law, Ukraine has started to build its national gender equality mechanism in a systematic manner.

The Law contains the legal definition of the key notions in the specified area:

*Gender equality refers to an equal legal status of men and women and equal opportunities for its realization which allows for persons of*

*both sexes to equally participate in all spheres of public life.*

*Equal rights of women and men refer to an absence of restrictions or privileges on the grounds of sex.*

*Equal opportunities for women and men refer to equal conditions to exercise equal rights of women and men.*

It is this Law that defined the notion of sex-based discrimination for the first time ever in national legislation.<sup>137</sup>

*Sex-based discrimination refers to a situation where a person and/or a group of persons faces any kind of restrictions, outlined by the Law of Ukraine on the Principles for Preventing and Combating Discrimination in Ukraine, on the grounds of their sex characteristics, that were, are or may be actual or perceived, in the recognition, exercise or enjoyment of the rights and freedoms or privileges, unless such restrictions or privileges are objectively justified by a legitimate aim, and the means of achieving that aim are appropriate and necessary.*

The Law also contains legal definition of the notion “sexual harassment”:

*Sexual harassment refers to actions of a sexual nature expressed either verbally (threats, intimidation,*

*inappropriate remarks) or physically (touching, spanking) that humiliate or insult persons with subordinate status in terms of their employment, service, material or other status.*

In addition to the terms, the Law also defined key areas of the national gender policy, as well as the authorities responsible for its implementation and structural elements of the policy. In particular, the provision of equal rights and opportunities to women and men in the civil service and local government service is enshrined in Article 16.

Appointments to the civil service and local government service are made in accordance with the representation of candidates of each sex.

Sex-based discrimination in recruitment to the civil service and local government service and during the term of employment is prohibited.

The leadership of public authorities and local government is required to provide citizens with equal access to the civil service and local government service according to each candidate’s qualifications and professional background and regardless of his/her sex.

136 The Law of Ukraine No. 2866-IV on Ensuring Equal Rights and Opportunities for Men and Women of 8 September 2005 (Vidomosti Verkhovnoyi Rady Ukrainy (VVR), 2005, No. 52, p. 561) {As amended according to Laws No. 4719-VI of 17.05.2012, VVR, 2013, No. 15, p. 97, No. 1263-VII of 13.05.2014, VVR, 2014, No. 27, p. 915, No. 2229-VIII of 07.12.2017, VVR, 2018, No. 5, p.35} // Verkhovna Rada of Ukraine. Official web-portal. Legislation of Ukraine, available at: <https://zakon.rada.gov.ua/laws/show/2866-15#Text>, accessed 18.02.2020.

137 The definitions as amended according to Law No. 2229-VIII of 07.12.2017.

In building a talent pool to fill and promote to positions in the civil service and local government service, equal rights and opportunities of women and men must be ensured.

Affirmative action may be applied to achieve balanced representation of women and men in the civil service and local government service, with due regard to staff grades.

The Law determines that it is necessary and important to implement the gender mainstreaming principle in all areas and spheres of politics, and also that gender approaches must be considered in legislative drafting.

**The Law of Ukraine No. 5207-VI on Principles for Preventing and Combating Discrimination in Ukraine**, of 6 September 2012.<sup>138</sup> This Law determines the organisational and legal framework for preventing and combating discrimination in order to ensure equal opportunities to exercise human and citizen rights and freedoms.

Article 1 of the Law contains definitions of the key notions: discrimination, indirect discrimination, instigation of discrimination,

aiding and abetting discrimination, direct discrimination.

Article 5 determines the forms of discrimination: direct discrimination; indirect discrimination; instigation of discrimination; aiding and abetting discrimination; harassment.

According to experts,<sup>139</sup> the value of the legal definition of discrimination lies in the fact that it identifies the key principles enabling the determination of cases where differentiation between persons or groups of persons would constitute a form of discrimination:

- existence of the violation of rights and freedoms (restriction of their recognition, exercise or enjoyment);
- existence of a specific protected characteristic based on which the differentiation has occurred;
- absence of a legitimate and objectively justified aim for which the differentiation is made;
- failure to comply with the proportionality principle (appropriateness and necessity) with regard to the aim of differentiation and the means of achieving it.

**Legitimacy of the aim:** Different treatment is considered discriminatory where it does not have an objective and reasonable justification or, in other words, where different treatment does not have a legitimate purpose and absent reasonable proportionality between the means and aim.

The purpose of the restriction must be established by law. The grounds are rather narrow for establishing restrictions on the exercise of human rights that, in some circumstances, could be deemed lawful. Such grounds are determined in the text of relevant provisions of the Constitution:

- interests of national security, territorial integrity or public security;
- prevention of riots or crimes;
- protection of health or morals;
- protection of other persons' reputation or rights;
- prevention of disclosure of confidential information;
- maintaining the authority and impartiality of the judiciary.

138 The Law of Ukraine No. 5207-VI on the Principles for Preventing and Combating Discrimination in Ukraine of 6 September 2012 (Vidomosti Verkhovnoyi Rady Ukrainy (VVR), 2013, No. 32, p. 412 {As amended according to Law No. 1263-VII of 13.05.2014, VVR, 2014, No. 27, p. 915} // Verkhovna Rada of Ukraine. Official web-portal. Legislation of Ukraine), available at: <https://zakon.rada.gov.ua/laws/show/5207-17#Text>, accessed 18.02.2020.

139 Assessment of National Policies and Regulations for Compliance with the Principle of Equal Rights and Opportunities for Women and Men / Suslova O.I. – Kyiv: FOP Moskalenko O.M., 2017. – 90 pg. [Аналіз державної політики та нормативно-правових актів на відповідність принципу рівних прав та можливостей жінок і чоловіків / О. І. Суслова. – Київ: ФОП Москаленко О. М., 2017. – 90 с.], available at: [https://radaprogram.org/sites/default/files/publications/gender\\_public\\_policy\\_web.pdf](https://radaprogram.org/sites/default/files/publications/gender_public_policy_web.pdf), accessed 24 June 2020.



Such purposes are related to urgent public necessity (for example, in economic, labour, social or other areas) that outweighs individual needs and interests. In the field of labour, it could be based on specific requirements inherent to a certain professional activity.

**Proportionality:** To justify different treatment, the purpose must be not only legitimate, i.e.

justified in terms of the law and/or urgent public necessity, but also achievable by proportionate means.

This means that:

- there are no other means of achieving this aim that would involve a lesser degree of interference in the exercise of the right to equal treatment (the necessary harm to achieve the aim must be minimal);

- the aim is important enough to justify the degree of interference.

**The Law of Ukraine No. 2229-VIII on Preventing and Combating Domestic Violence of 7 December 2017.**<sup>140</sup> To implement this Law in practice, in addition to the Law on Amending the Criminal Code of Ukraine and the Criminal Procedural Code of Ukraine to Implement the Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence (adopted by the Verkhovna Rada of Ukraine in December 2017, came into force in January 2019), the following regulations, including those of a general nature, were drafted and adopted:

- Decree No. 453 of the Cabinet of Ministers of Ukraine on Approval of the State Social Programme “National Action Plan for the Implementation of the UN Convention on the Rights of the Child” until 2021, dated 30 May 2018;<sup>141</sup>
- Order No. 2260/5 of the Ministry of Justice of Ukraine on Approval of Amendments to the Regulation on Free Secondary Legal Aid Centres of 03.07.2018;<sup>142</sup>
- Order No. 509 of the Ministry of Education and Science of Ukraine on Approval of the Regulation on the Psychological Service in the Education System of Ukraine of 22.05.2018;<sup>143</sup>
- Decree No. 658 of the Cabinet of Ministers of Ukraine on Approval of the Cooperation Procedure for the Actors Implementing Measures on Preventing and Combating Domestic and Gender-Based Violence of 22.08.2018;<sup>144</sup>
- Decree No. 655 of the Cabinet of Ministers of Ukraine on Approval of the Template Regulation on the Shelter for the Victims of Domestic and/or Gender-Based Violence of 22.08.2018;<sup>145</sup>
- Decree No. 654 of the Cabinet of Ministers of Ukraine on Approval of the Template Regulation on the Mobile Team Providing Social and Psychological Assistance to the Victims of Domestic and/or Gender-Based Violence of 22.08.2018;<sup>146</sup>

140 The Law of Ukraine No. 2229-VIII on Preventing and Combating Domestic Violence of 7 December 2017 (Vidomosti Verkhovnoyi Rady Ukrainy (VVR), 2018, No. 5, p. 35 // Verkhovna Rada of Ukraine. Official web-portal, available at: <https://zakon.rada.gov.ua/laws/show/2229-19#Text>, accessed 18 February 2019.

141 Decree No. 453 of the Cabinet of Ministers of Ukraine on Approval of the State Social Programme “National Action Plan for the Implementation of the UN Convention on the Rights of the Child” for the period until 2021 of 30 May 2018, available at: <https://zakon.rada.gov.ua/laws/show/453-2018-%D0%BF>, accessed 24 June 2020.

142 Order No. 2260/5 of the Ministry of Justice of Ukraine on Approval of Amendments to the Regulation on Free Secondary Legal Aid Centres of 03.07.2018, available at: <https://zakon.rada.gov.ua/laws/show/z0774-18>, accessed 24 June 2020.

143 Order No. 509 of the Ministry of Education and Science of Ukraine on Approval of the Regulation on the Psychological Service in the Education System of Ukraine of 22.05.2018, available at: <https://imzo.gov.ua/2018/05/25/nakaz-mon-vid-21-05-2018-509-pro-zatverdzhennya-polozhennya-pro-psyhologichnu-sluzhbu-u-systemi-osvity-ukrajiny/>, accessed 24 June 2020.

144 Decree No. 658 of the Cabinet of Ministers of Ukraine on Approval of the Cooperation Procedure for the Actors Implementing Measures on Preventing and Combating Domestic and Gender-Based Violence of 22.08.2018, available at: <https://zakon.rada.gov.ua/laws/show/658-2018-%D0%BF>, accessed 24 June 2020.

145 Decree No. 655 of the Cabinet of Ministers of Ukraine on Approval of the Template Regulation on the Shelter for the Victims of Domestic and/or Gender-Based Violence of 22.08.2018, available at: <https://zakon.rada.gov.ua/laws/show/655-2018-%D0%BF>, accessed 24 June 2020.

146 Decree No. 654 of the Cabinet of Ministers of Ukraine on Approval of the Template Regulation on the Mobile Team Providing Social and Psychological Assistance to the Victims of Domestic and/or Gender-Based Violence of 22.08.2018, available at: <https://zakon.rada.gov.ua/laws/show/654-2018-%D0%BF>, accessed 24 June 2020.

- Order No. 654 of the Ministry of Interior of Ukraine on Approval of the Procedure for the Issuance of an Emergency Barring Order with Regard to the Perpetrator by the Competent Units of the National Police of Ukraine of 01.08.2018;<sup>147</sup>
- Order No. 1434 of the Ministry of Social Policy on Approval of the Template Perpetrator Programme of 01.10.2018;<sup>148</sup>
- Decree No. 800 of the Cabinet of Ministers of Ukraine on Some Issues of Social Protection of Children in Difficult Situations, Including Potentially Threatening to Their Life and Health of 03.10.2018;<sup>149</sup>
- Resolution No. 728-p of the Cabinet of Ministers of Ukraine on Approval of the Concept of the State Social Programme for Preventing and Combating Domestic and Gender-Based Violence for the Period Until 2023 of 10.10.2018;<sup>150</sup>
- Decree No. 1145 of the Cabinet of Ministers of Ukraine on Expanding the Pilot Project for Development of Single-Entry Point to Process Appeals from Citizens and Requests for Public Information into Applications and Reports on/from Victims of Human Trafficking, Domestic Violence, Gender-Based Violence, Violence Against Children or on the Threats of Such Violence of 27.12.2019;<sup>151</sup>
- Decree No. 972 of the Cabinet of Ministers of Ukraine on Implementation of the Pilot Project for Development of a Single-Entry Point to Process Appeals from Citizens and Requests for Public information of 27.11.2019;<sup>152</sup>

147 Order No. 654 of the Ministry of Interior of Ukraine on Approval of the Procedure for the Issuance of the Emergency Barring Order with Regard to the Perpetrator by the Competent Units of the National Police of Ukraine of 01.08.2018, available at: <https://zakon.rada.gov.ua/laws/show/z0965-18>, accessed 24 June 2020.

148 Order No. 1434 of the Ministry of Social Policy on Approval of the Template Perpetrator Programme of 01.10.2018, available at: <https://zakon.rada.gov.ua/laws/show/z1222-18>, accessed 24 June 2020.

149 Decree No. 800 of the Cabinet of Ministers of Ukraine on Some Issues of Social Protection of Children in Difficult Situations, Including Potentially Threatening to Their Life and Health of 03.10.2018, available at: <https://zakon.rada.gov.ua/laws/show/800-2018-%D0%BF>, accessed 24 June 2020.

150 Resolution No. 728-p of the Cabinet of Ministers of Ukraine on Approval of the Concept of the State Social Programme for Preventing and Combating Domestic and Gender-Based Violence for the Period Until 2023 of 10.10.2018, available at: <https://zakon.rada.gov.ua/laws/show/728-2018-%D1%80>, accessed 24 June 2020.

151 Decree No. 1145 of the Cabinet of Ministers of Ukraine on Expanding the Pilot Project for Development of Single-Entry Point to Process Appeals from Citizens and Requests for Public Information into Applications and Reports on/from Victims of Human Trafficking, Domestic Violence, Gender-Based Violence, Violence Against Children or on the Threats of Such Violence of 27.12.2019, available at: <https://zakon.rada.gov.ua/laws/show/1145-2019-%D0%BF>, accessed 24 June 2020.

152 Decree No. 972 of the Cabinet of Ministers of Ukraine on Implementation of the Pilot Project for Development of Single-Entry Point to Process Appeals from Citizens and Requests for Public information of 27.11.2019, available at: <https://zakon.rada.gov.ua/laws/show/972-2019-%D0%BF>, accessed 24 June 2020.

- Decree No. 824 of the Cabinet of Ministers of Ukraine on Approval of the Template Regulations on the Day Centre for Social and Psychological Assistance for Victims of Domestic and/or Gender-Based Violence, and on the Specialized Service for Initial Social and Psychological Counselling for Victims of Domestic and/or Gender-Based Violence of 21.08.2019;<sup>153</sup>
- Decree No. 234 of the Cabinet of Ministers of Ukraine On Approval of the Procedure for the Formation, Keeping and Access to the Unified State Register of Cases of Domestic Violence and Gender-Based Violence of 20.03.2019;<sup>154</sup>
- Order No. 1037 of the Ministry of Social Policy of Ukraine on Approval of the Forms of the Documents that Constitute the Personal File of the Victim Settled in the Shelter for Victims of Domestic and/or Gender-Based Violence of 03.07.2019 and registered with the Ministry of Justice of Ukraine under No. 772/33743 on 11.07.2019;<sup>155</sup>
- Joint Order No. 369/180 of the Ministry of Social Policy and the Ministry of Interior on Approval of the Procedure for the Domestic Violence Risk-Assessment of 13.03.2019 and registered with the Ministry of Justice of Ukraine under No. 333/ 33304 on 02.04.2019;<sup>156</sup>
- Order No. 33 of the Coordination Centre for Legal Aid Provision under the Ministry of Justice of Ukraine on Approval of the Guidelines for the Identification of Cases of Gender-Based Discrimination and the Mechanism for Providing Legal Aid of 12.03.2019;<sup>157</sup>
- Order No. 124 of the Ministry of Interior of Ukraine on Approval of the Procedure for the Inclusion of the Perpetrator in the Preventive List, Carrying Out Preventive Work with the Perpetrator and Exclusion of the Perpetrator from the Preventive List by the Competent Unit of the National Police of Ukraine of 25.02.2019 and registered with the Ministry of Justice of Ukraine under No. 270/33241 on 18.03.2019;<sup>158</sup>

153 Decree No. 824 of the Cabinet of Ministers of Ukraine on Approval of the Template Regulations on the Day Centre for Social and Psychological Assistance for Victims of Domestic and/or Gender-Based Violence, and on the Specialized Service for Initial Social and Psychological Counselling for Victims of Domestic and/or Gender-Based Violence of 21.08.2019, available at: <https://zakon.rada.gov.ua/laws/show/824-2019-%D0%BF>, accessed 24 June 2020.

154 Decree No. 234 of the Cabinet of Ministers of Ukraine On Approval of the Procedure for the Formation, Keeping and Access to the Unified State Register of Cases of Domestic Violence and Gender-Based Violence of 20.03.2019, available at: <https://zakon.rada.gov.ua/laws/show/234-2019-%D0%BF>, accessed 24 June 2020.

155 Decree No 1037 of the Cabinet of Ministers of Ukraine on Approval of the Forms of the Documents that Constitute the Personal File of the Victim Settled in the Shelter For Victims of Domestic and/or Gender-Based Violence of 03.07.2019 and registered with the Ministry of Justice of Ukraine under No. 772/33743 on 11.07.2019, available at: <https://zakon.rada.gov.ua/laws/show/z0772-19>, accessed 24 June 2020.

156 Joint Order No. 369/180 of the Ministry of Social Policy and the Ministry of Interior on Approval of the Procedure for the Domestic Violence Risk-Assessment of 13.03.2019 and registered with the Ministry of Justice of Ukraine under No. 333/ 33304 on 02.04.2019, available at: <https://zakon.rada.gov.ua/laws/show/z0333-19>, accessed 24 June 2020.

157 Order No. 33 of the Coordination Centre for Legal Aid Provision under the Ministry of Justice of Ukraine on Approval of the Guidelines for the Identification of Cases of Gender-Based Discrimination and the Mechanism for Providing Legal Aid of 12.03.2019, available at: [https://zakononline.com.ua/documents/show/112397\\_\\_112397](https://zakononline.com.ua/documents/show/112397__112397), accessed 24 June 2020.

158 Order No. 124 of the Ministry of Interior of Ukraine on Approval of the Procedure for the Inclusion of the Perpetrator in the Preventive List, Carrying Out Preventive Work with the Perpetrator and Exclusion of the Perpetrator from the Preventive List by the Competent Unit of the National Police of Ukraine of 25.02.2019 and registered with the Ministry of Justice of Ukraine under No. 270/33241 on 18.03.2019, available at: <https://zakon.rada.gov.ua/laws/show/z0270-19>, accessed 24 June 2020.

- Order No. 278 of the Ministry of Health of Ukraine on Approval of the Procedure for the Carrying Out and Documentation of Medical Examination of Victims or Possible Victims of Domestic Violence and Providing Them with Medical Care of 01.02.2019 and registered with the Ministry of Justice of Ukraine under No. 262/33233 on 14.03.2019;<sup>159</sup>
- Order No. 16 of the Prosecutor General's Office in Ukraine on Approval of Amendments to the Regulation on the Procedure for Keeping the Unified Register of Pre-Trial Investigations of 31.01.2019 and registered with the Ministry of Justice of Ukraine under No. 179/33150 on 21.02.2019;<sup>160</sup>
- Order No. 1852 of the Ministry of Social Policy of Ukraine on Establishment of the State Institution "Call-Centre of the Ministry of Social Policy of Ukraine on Combating Human Trafficking, Preventing and Combating Domestic Violence, Gender-Based Violence and Violence Against Children" of 11.12.2018;<sup>161</sup>
- Order No. 86 of the Ministry of Social Policy on Approval of the Instruction on Integrating Gender Approaches in the Development of Regulations of 07.02.2020 and registered with the Ministry of Justice of Ukraine under No. 211/34494 on 27.02.2020;<sup>162</sup>
- Order No. 257 of the Ministry of Social Policy of Ukraine on Approval of the Guidelines for Assessing Gender Impact of Sectoral Reforms of 14.04.2020;<sup>163</sup>
- Order No. 56 of the Ministry of Social Policy of Ukraine on Approval of the Guidelines on the Inclusion of Provisions Aimed at Ensuring Equal Rights and Opportunities for Women and Men in Employment Relations to the Collective Agreements and Arrangements of 29.01.2020.<sup>164</sup>

159 Order No. 278 of the Ministry of Health of Ukraine on Approval of the Procedure for the Carrying Out and Documentation of Medical Examination of Victims or Possible Victims of Domestic Violence and Providing Them with Medical Care of 01.02.2019 and registered with the Ministry of Justice of Ukraine under No. 262/33233 on 14.03.2019, available at: <https://zakon.rada.gov.ua/laws/show/z0262-19>, accessed 24 June 2020.

160 Order No. 16 of the Prosecutor General's Office in Ukraine on Approval of Amendments to the Regulation on the Procedure for Keeping the Unified Register of Pre-Trial Investigations of 31.01.2019 and registered with the Ministry of Justice of Ukraine under No. 179/33150 on 21.02.2019, available at: <https://zakon.rada.gov.ua/laws/show/z0179-19>, accessed 24 June 2020.

161 Order No. 1852 of the Ministry of Social Policy of Ukraine on Establishment of the State Institution "Call-Centre of the Ministry of Social Policy of Ukraine on Combating Human Trafficking, Preventing and Combating Domestic Violence, Gender-Based Violence and Violence Against Children" of 11.12.2018, available at: <https://zakon.rada.gov.ua/laws/show/z1458-18>, accessed 24 June 2020.

162 Order No. 86 of the Ministry of Social Policy on Approval of the Instruction on Integrating Gender Approaches in the Development of Regulations of 07.02.2020 and registered with the Ministry of Justice of Ukraine under No. 211/34494 on 27.02.2020, available at: <https://zakon.rada.gov.ua/laws/show/z0211-20>, accessed 24 June 2020.

163 Order No. 257 of the Ministry of Social Policy of Ukraine on Approval of the Guidelines for Assessing Gender Impact of Sectoral Reforms of 14.04.2020, available at: <https://www.msp.gov.ua/documents/5701.html?PrintVersion>, accessed 24 June 2020.

164 Order No. 56 of the Ministry of Social Policy of Ukraine on Approval of the Guidelines on the Inclusion of Provisions Aimed at Ensuring Equal Rights and Opportunities for Women and Men in Employment Relations to the Collective Agreements and Arrangements of 29.01.2020, available at: <https://www.msp.gov.ua/documents/5627.html?PrintVersion>, accessed 24 June 2020.

Important aspects of the national gender policy and the prevention of discrimination are outlined in the Law of Ukraine No. 3739-VI on Combating Human Trafficking of 20 September 2011,<sup>165</sup> and the Law of Ukraine No. 1706-VII on Ensuring Rights and Freedoms of Internally Displaced Persons of 20 October 2014<sup>166</sup>, and other instruments.

The group of regulations that define strategic and conceptual issues related to the formulation and implementation of gender policies includes the National Human Rights Strategy (hereinafter, “the Strategy”) approved by Decree No. 501/2015 of the President of Ukraine of 25 August 2015.<sup>167</sup> It states that the events of the Revolution of Dignity (November 2013–February 2014) have proved the irrevocable commitment of the Ukrainian people towards building a democratic state governed by the rule of law, where human rights and freedoms would be guaranteed and assured. It also states that the issue of protecting human rights and freedoms is especially acute in the context of the temporary

occupation of part of Ukrainian territory and the armed aggression of the Russian Federation. Along with the top-priority objectives with regard to strengthening national security, overcoming the economic crisis, reforming public governance, etc., ensuring human rights and freedoms remains the main obligation of the State and should define the content and focus of all the State's efforts. The risks of disproportional restriction of human rights and freedoms increase in a context of crisis, which requires special control by society.

The Strategy is intended to unite society in understanding the value of human rights and freedoms protected on the basis of principle of equality and without discrimination.

One of the key underlying principles of the Strategy is the guarantee of equality and non-discrimination in ensuring human rights and freedoms. The following strategic areas are defined: preventing and combating discrimination, ensuring equal rights and opportunities for women and

men, combating gender-based violence, human trafficking and slavery, and combating domestic violence.

With regard to ensuring equal rights and opportunities for women and men, the Strategy states that, despite the progress achieved, the inequality of rights and opportunities for women and men remains a problem in Ukraine, which means that active and comprehensive work must be continued to address gender discrimination and ensure genuine gender equality.

Decree No. 722/2019 of the President of Ukraine, on the Sustainable Development Goals of Ukraine for the Period until 2030, of 30 September 2019,<sup>168</sup> sets out the requirement to ensure gender equality and empower all women and girls, with a view to ensuring the national interests of Ukraine related to the sustainable development of the economy, civil society and the State, in order to improve the level and quality of people's life and to comply with human and citizen rights and freedoms under the Constitution.

165 The Law of Ukraine No. 3739-VI on Combating Human Trafficking of 20 September 2011 (Vidomosti Verkhovnoyi Rady Ukrainy (VVR), 2012, No. 19 - 20, p. 173 {As amended according to the Code No. 4651-VI of 13.04.2012, VVR, 2013, No. 9-10, No. 11-12, No. 13, p.88, Laws No. 5459-VI of 16.10.2012, VVR, 2013, No. 48, p.682, No. 245-VII of 16.05.2013, VVR, 2014, No. 12, p.178, No. 1697-VII of 14.10.2014, VVR, 2015, No. 2-3, p. 12, No. 766-VIII of 10.11.2015, VVR, 2015, No. 52, p.482} // Verkhovna Rada of Ukraine. Official web-portal, available at: <https://zakon.rada.gov.ua/laws/show/3739-17#Text>, accessed 18 February 2020.

166 The Law of Ukraine No. 1706-VII on Ensuring Rights and Freedoms of Internally Displaced Persons of 20 October 2014 (Vidomosti Verkhovnoyi Rady Ukrainy (VVR), 2015, No. 1, p. 1 {As emended according to Laws No. 77-VIII of 28.12.2014, VVR, 2015, No. 11, p.75, No. 245-VIII of 05.03.2015, VVR, 2015, No. 21, p.140, No. 921-VIII of 24.12.2015, VVR, 2016, No. 6, p.58, No. 936-VIII of 26.01.2016, VVR, 2016, No. 10, p. 99, No. 1972-VIII of 23.03.2017, VVR, 2017, No. 18, p. 218, No. 2249-VIII of 19.12.2017, VVR, 2018, No. 6-7, p. 43, No. 2279-VIII of 08.02.2018, VVR, 2018, No. 11, p. 59, No. 341-IX of 05.12.2019, the Code No. 396-IX of 19.12.2019} // Verkhovna Rada of Ukraine. Official web-portal, available at: <https://zakon.rada.gov.ua/laws/show/1706-18#Text>, accessed 18 February 2020.

167 Decree No. 501/2015 of the President of Ukraine on Approval of the National Human Rights Strategy of 25 August 2015, the Official gazette of Ukraine, 2015, No. 69, p. 2257.

168 Decree No. 722/2019 of the President of Ukraine on Sustainable Development Goals of Ukraine for the Period until 2030 of 30 September 2019, available at: <https://www.president.gov.ua/documents/7222019-29825>, accessed 24 June 2020.

Issues of Ukraine's gender policy are implemented within the framework of state programs, concepts and strategies, among which the following should be highlighted:

- The State Social Programme on Ensuring Equal Rights and Opportunities for Women and Men for the Period Until 2021, approved by Decree No. 273 of the Cabinet of Ministers of Ukraine of 11 April 2018;<sup>169</sup>
- The National Action Plan for the Implementation of UN Security Council Resolution 1325 on Women, Peace and Security for the Period Up To 2020, approved by Resolution No. 113-p of the Cabinet of Ministers of Ukraine of 24 February 2016 (as amended according to Resolution No. 634-p of 5 September 2018);<sup>170</sup>

Among the regulations of security and military legislation (Group 3) that contain general and specific provisions regulating the external relationships of personnel of the security and defence sector units and playing an important role in formulating and implementing gender policy in the security and defence sector, the following instruments should be highlighted:

the Law of Ukraine on the National Security of Ukraine,<sup>171</sup> the Law of Ukraine on Military Duty and Military Service,<sup>172</sup> the Law of Ukraine on Social and Legal Protection of Military Personnel and Their Family Members,<sup>173</sup> the Internal Service Statute of the Armed Forces of Ukraine,<sup>174</sup> which also applies to other military formations, and the Regulation on Military Service.<sup>175</sup>

It should be noted that military legislation was substantially reformed by the Law of Ukraine No. 2523-VII on Amending Some Laws of Ukraine to Ensure Equal Rights and Opportunities for Women and Men during Military Service in the Armed Forces of Ukraine and Other Military Forces, of 6 September 2018.<sup>176</sup>

169 Decree No. 273 of the Cabinet of Ministers of Ukraine on Approval of the State Social Programme on Ensuring Equal Rights and Opportunities for Women and Men for the Period Until 2021 of 11 April 2018. The Official gazette of Ukraine, 2018, No. 33, p. 1165, available at: <https://zakon.rada.gov.ua/laws/show/273-2018-%D0%BF>, accessed 24 June 2020.

170 Resolution No. 113-p of the Cabinet of Ministers of Ukraine on Approval of the National Action Plan for the Implementation of UN Security Council Resolution 1325 on Women, Peace and Security for the Period Up To 2020 of 24 February 2016 (as amended according to Resolution No. 634-p of 5 September 2018). The Official gazette of Ukraine, 2016, No. 18, p. 748, available at: <https://zakon.rada.gov.ua/laws/show/113-2016-%D1%80>, accessed 24 June 2020.

171 The Law of Ukraine on National Security of Ukraine of 21.06.2018 (Vidomosti Verkhovnoyi Rady (VVR), 2018, No. 31, p. 241 [as amended according to Law No. 522-IX of 04.03.2020]), available at: <https://zakon.rada.gov.ua/laws/show/2469-19>, accessed 24 June 2020.

172 On Military Duty and Military Service, available at: <https://zakon.rada.gov.ua/laws/show/161-20>, accessed 24 June 2020.

173 The Law of Ukraine on Social and Legal Protection of Military Personnel and Their Family Members (Vidomosti Verkhovnoyi Rady Ukrainy (VVR), 1992, No. 15, p. 190), available at: <https://zakon.rada.gov.ua/laws/show/2011-12>, accessed 24 June 2020.

174 The Law of Ukraine on the Internal Service Statute of the Armed Forces of Ukraine (Vidomosti Verkhovnoyi Rady Ukrainy (VVR), 1999, No. 22 - 23, p. 194), available at: <https://zakon.rada.gov.ua/laws/show/548-14>, accessed 24 June 2020.

175 The Regulation on Military Service of Military Personnel of the Security Service of Ukraine approved by Decree No. 1262/2007 of the President of Ukraine of 27 December 2007. The Official gazette of Ukraine, 2007, No. 99, p. 3581.

The Regulation on Military Service of Citizens of Ukraine in the Armed Forces of Ukraine approved by Decree No. 1153/2008 of the President of Ukraine of 10 December 2008. Ofitsiyniy Visnyk Prezydenta Ukrainy, 2008, No. 47, p. 1417.

The Regulation on Military Service of Citizens of Ukraine in the State Border Guard Service of Ukraine approved by Decree No. 1115 of the President of Ukraine of 29 December 2009. The Official gazette of Ukraine, 2017, No. 68, p. 2043.

176 The Law of Ukraine No. 2523-VII on Amending Some Laws of Ukraine to Ensure Equal Rights and Opportunities for Women and Men during Military Service in the Armed Forces of Ukraine and Other Military Forces of 6 September 2018. Vidomosti Verkhovnoyi Rady Ukrainy, 2018, No. 44, p. 353, available at: <https://zakon.rada.gov.ua/laws/show/2523-19>, accessed 24 June 2020.

- The National Action Plan for the Implementation of the Recommendations Set Out in the Concluding Observations of the UN Committee on the Elimination of Discrimination Against Women in the Eighth Periodic Report of Ukraine on the Implementation of the Convention on the Elimination of All Forms of Discrimination Against Women Until 2021, approved by Resolution No. 634-p of the Cabinet of Ministers of Ukraine of 5 September 2018.<sup>177</sup>

From a review of the regulations that determine directions for the development of the security sphere and the reform of the institutions of Ukraine's security and defence sector, it could be concluded that not all of them contain provisions regulating the issues of ensuring equal rights and opportunities for women and men and they are limited to related, yet general issues.

The Integrated Border Management Strategy for the Period Until 2025, approved by Resolution No. 687-p of the Cabinet of Ministers of Ukraine of 24 July 2019,<sup>178</sup> defines as one of its objectives raising the awareness of those involved in integrated

border management of respect for human rights with due regard to the gender equality principle, namely: providing special training and drills; and implementing the experience of international organisations on human rights and gender equality.

Ukraine's National Security Strategy, approved by Decree No. 287/2015 of the President of Ukraine of 26 May 2015,<sup>179</sup> provides that the national security policy of Ukraine is based on respect for the rules and principles of international law. Ukraine will protect its fundamental values defined by the Constitution and Laws of Ukraine: independence, territorial integrity and sovereignty, dignity, democracy, personal rights and freedoms, the rule of law, and ensuring welfare, peace and security.

The goal of the Concept of the Development of the Security and Defence Sector of Ukraine, approved by Decree No. 92/2016 of the President of Ukraine of 14 March 2016,<sup>180</sup> is to define ways of forming national security and defence capacities, which will make it possible to restore Ukraine's territorial integrity within the internationally recognized state

border of Ukraine, to guarantee the peaceful future of Ukraine as a sovereign and independent, democratic and social state governed by the rule of law, and also to ensure the establishment of a national crisis response system, early detection, prevention and neutralization of external and internal threats to national security, a guarantee of personal security, human and citizen rights and freedoms under the Constitution, ensuring cybersecurity, and an efficient and collective response to crises and emergencies.

Many successful steps have been taken towards formulating gender policy in the Armed Forces of Ukraine that will comply with the requirements of the North Atlantic Alliance. This process, however, cannot be considered complete as long as full consistency is not achieved and gender equality is not integrated into the general concept of the State gender policy.

Given the above, it should be noted that the Committee on National Security, Defence and Intelligence of the Verkhovna Rada of Ukraine has started work on developing a new version of the General Statutes of the Armed

177 Resolution No. 634-p of the Cabinet of Ministers of Ukraine on Approval of the National Action Plan for the Implementation of the Recommendations Set Out in the Concluding Observations of the UN Committee on the Elimination of Discrimination Against Women in the Eighth Periodic Report of Ukraine on the Implementation of the Convention on the Elimination of All Forms of Discrimination Against Women Until 2021 of 5 September 2018. *Uriadovyi Kurier*, 2018, No.172, available at: <https://zakon.rada.gov.ua/laws/show/634-2018-%D1%80>, accessed 24 June 2020.

178 Resolution No. 687-p of the Cabinet of Ministers of Ukraine on Approval of the Integrated Border Management Strategy for the Period Until 2025 of 24 July 2019. *The Official gazette of Ukraine*, 2019, No. 70, p. 2472.

179 The Strategy of National Security of Ukraine, approved by Decree No. 287/2015 of the President of Ukraine of 26 May 2015. *The Official gazette of Ukraine*, 2015, No. 43, p. 1353.

180 The Concept of the Development of the Security and Defence Sector of Ukraine, approved by Decree No. 92/2016 of the President of Ukraine of 14 March 2016. *The Official gazette of Ukraine*, 2016, No. 10, p. 195.

Forces of Ukraine. The Working Group of the Committee included representatives of the Ministry of Defence of Ukraine, the General Staff of the Armed Forces of Ukraine and the Ivan Cherniakhovskiy National Defence University of Ukraine.

In order to enhance the processes of achieving the criteria for NATO membership by the Armed Forces of Ukraine through accelerated domestic reforms, transition of the security and defence sector of Ukraine to NATO standards and improved interoperability between the Armed Forces of Ukraine and the Armed Forces of NATO Member States, members of the Working Group have incorporated the general principles and provisions that determine the framework for military service in the Armed Forces of NATO Member States, including gender equality principle, into the structure and content of the draft of General Statutes of the Armed Forces of Ukraine.

Looking at the **fourth group** of regulations that are directly related to the formulation and

implementation of gender policy in the security and defence sector units and contain specific provisions, recent positive trends should be highlighted in women's empowerment with regard to assignment to military positions in the Armed Forces of Ukraine and other military forces. Indeed, the Interim List of Established Positions for Privates, Sergeants and Warrant Officers (*Starshinas*), approved by Order No. 337 of the Ministry of Defence of Ukraine of 27 May 2014, provided that women were allowed to hold the positions of health workers, communication operators, accountants, file clerks, cooks, etc.<sup>181</sup>

The Interim List of Established Positions for Privates, Sergeants and Warrant Officers (*Starshinas*) was amended according to Order No. 292 of the Ministry of Defence of Ukraine of 3 June 2016 and registered with the Ministry of Justice of Ukraine under No. 881/29011 on 22 June 2016, and Order No. 318 of the Ministry of Defence of Ukraine of 12 June 2017 and registered with the Ministry of Justice of Ukraine under No. 810/30678

on 30 June 2017. These amendments enabled the appointment of female military personnel to combat military positions, such as: Infantry Fighting Vehicle Commander, Rangefinder Operator, Driver Operator, Gunner and Operator of a Fighting Vehicle, Mortar Commander, Reconnaissance Person, Snipers, Company (Battery) Warrant Officer (*Starshina*) and many others.<sup>182</sup>

The Interim List of Established Positions for Privates, Sergeants and Warrant Officers (*Starshinas*) ceased to be effective under Order No. 627 of the Ministry of Defence of Ukraine on Approval of the Lists of Military Occupational Specialties and Established Positions for Privates, Sergeants and Warrant Officers (*Starshinas*) and Pay Grades for the Specified Military Personnel of 13 December 2018.<sup>183</sup> Furthermore, the above regulation does not specify the positions that are open or closed to female military personnel. This is attributed to there no longer being a need to regulate military working relations involving women after the entry into force

181 The Interim List of Established Positions for Privates, Sergeants and Warrant Officers (*Starshinas*), approved by Order No. 337 of the Ministry of Defence of Ukraine of 27 May 2014 and registered with the Ministry of Justice of Ukraine under No. 600/25377 on 10 June 2014. The Official gazette of Ukraine, 2014, No. 53, p. 1420.

182 Amendments to the Interim Pay Grade of the Established Positions to Be Filled by Privates, Sergeants and Warrant Officers (*Starshinas*) Who Are the Specialists of Organic Military Bands and Song and Dance Companies, approved by Order No. 292 of the Ministry of Defence of Ukraine of 3 June 2016 and registered with the Ministry of Justice of Ukraine under No. 881/29011 on 22 June 2016. The Official gazette of Ukraine, 2016, No. 48, p. 1745.

Decree No. 541 of the Ministry of Defence of Ukraine on Approval of Amendments to the Interim Lists of Military Occupational Specialties and Established Positions for Privates, Sergeants and Warrant Officers (*Starshinas*) and Female Military Personnel, as well as the Pay Grades for the Mentioned Military Personnel of 20 October 2017 and registered with the Ministry of Justice of Ukraine under No. 1384/1252 on 13 November 2017. The Official gazette of Ukraine, 2017, No. 98, p. 3012.

183 Order No. 627 of the Ministry of Defence of Ukraine on Approval of the Lists of Military Occupational Specialties and Established Positions for Privates, Sergeants and Warrant Officers (*Starshinas*) and Pay Grades for the Mentioned Military Personnel of 13 December 2018 and registered with the Ministry of Justice of Ukraine under No. 1507/32959 on 28 December 2018. The Official gazette of Ukraine, 2019, No. 6, p. 197.

of amendments to the Law of Ukraine on Military Duty and Military Service, according to Law No. 2523-VIII of 6 September 2018. In particular, part twelve of Article 1 of the Law was complemented by the second paragraph with the following content: “Women perform military duty on an equal basis with men (except for the cases provided for by maternity and childhood protection legislation, as well as prohibition of sex-based discrimination), including voluntary enlistment (under contract) and conscription to military service, performing military service, performing service in the military reserve, performing military duty in reserve and following the rules of military service registration”.<sup>184</sup>

The Vision of the General Staff of the Armed Forces of Ukraine Concerning the Development of the Armed Forces of Ukraine for the Next 10 Years<sup>185</sup> includes gender equality – ensuring equal opportunities, rights and obligations for women and men during military service – as one of the basic principles of the Armed Forces of Ukraine.

The List of Established Positions for Privates, Sergeants and Warrant Officers (*Starshinas*) in the National Guard of Ukraine, Including Those Open for Female

Military Personnel, and Corresponding Military Ranks and Pay Grades was amended by Order No. 189 of the Ministry of Interior on Amending Order No. 234 of the Ministry of Interior of 16 March 2017 (registered with the Ministry of Justice of Ukraine under No. 397/31849 on 3 April 2018). This Order opened to female military personnel all private, sergeant and warrant officer (*starshina*) positions in the National Guard of Ukraine.

Order No. 380 of the Commander of the National Guard of Ukraine on Organisation of Qualification Examinations for Wearing a Distinctive Beret by Military Personnel of the National Guard of Ukraine, of 09.07.2018, lifted discriminative provisions and provided equal rights and opportunities by way of amending the Constituent Order on Arrangement, Organisation and Execution of Qualification Examinations for Wearing a Distinctive Beret by Military Personnel of the National Guard of Ukraine. This Order has provided women with the right to pass qualification examinations for wearing a distinctive beret, which was formerly prohibited.

Order No. 433 (of 27.07.2018) of the Commander of the National Guard of Ukraine on Amending

Order No. 867 of the Commander of the National Guard of Ukraine on the Organisation of Physical Training and Sports Activities in the Main Headquarters of the National Guard of Ukraine in 2018, of 15.12.2017, lifted the legal restrictions on participation in competitions of female military personnel (formerly, female military personnel were not included in unit personnel lists for participation in competitions).

The current legislation of Ukraine creates a certain legal framework, first of all for equality, but does not always ensure genuine possibilities and conditions for its implementation. As such, issues of ensuring equal rights and opportunities for women and men, unfortunately, are not adequately regulated at the level of ethical codes. Review of the current codes of conduct for the personnel of the security and defence sector of Ukraine has shown that they are mainly focused on the prevention of corruption and include very few provisions promoting non-discrimination or equal treatment. Furthermore, it is noteworthy that the focus of these norms is outwards from the institutions and they are oriented towards the regulation of external relationships involving citizens.

184 The Law of Ukraine on Amending the Law of Ukraine on Military Duty and Military Service to Improve Some Aspects of Performing Military Service by Citizens (Vidomosti Verkhovnoyi Rady (VVR), 2019, No. 47, p. 314), available at: <https://zakon.rada.gov.ua/laws/show/161-20>, accessed 24 June 2020.

185 The Vision of the General Staff of the Armed Forces of Ukraine Concerning the Development of the Armed Forces of Ukraine for the Next 10 Years, the Ministry of Defence of Ukraine, 11 January 2020, available at: <http://www.mil.gov.ua/news/2020/01/11/viziya-generalnogo-shtabu-zs-ukraini-shhod-rozvitku-zbrojnih-sil-ukraini-na-najblizhchi-10-rokiv/?fbclid=IwAR3GDdQNEirZxrsfE3JhXXpFW4NH0f4oQ9RRA2brbOLvGeQrb7-1gl4Mm3E>, accessed 24 June 2020.

Among the fundamental principles for police officer operations provided for in item 5 of the Rules of Ethical Behaviour of Police Officers, approved by Order No. 1179 of the Ministry of Interior of Ukraine of 09.11.2016<sup>186</sup>, the principles of fairness, impartiality and equality should be highlighted.

Among local regulations, it is worth mentioning the amendments to the rules of admission to military higher education institutions of the security and defence sector of Ukraine, in particular the elimination of discriminatory provisions that restricted girls' rights to enrol in such education institutions. Another positive aspect is the fact that provisions intended to strengthen responsibility for combating discrimination were included in the job description of relevant military positions.

Instruction No. 10414/01/20-2019 of the Minister of Interior of 29.07.2019 requires Heads of the central executive authorities and the Commander of the National Guard of Ukraine to create the conditions for women and men to combine their work and family responsibilities and to ensure that the following responsibilities are

included in the functional duties of unit leaders at all levels of staff (central administration, main military administration), bodies, institutions and facilities under the authority of the Ministry of Interior, and central executive authorities directed and coordinated by the Cabinet of Ministers of Ukraine through the Minister of Interior (the National Guard of Ukraine, the National Police of Ukraine, the State Border Guard Service of Ukraine, the State Emergency Service of Ukraine, the State Migration Service of Ukraine):

- To facilitate the implementation of the uniform national policy aimed at ensuring equal rights and opportunities for women and men, within their powers;
- To follow the principle of ensuring equal rights and opportunities for women and men in their activities, within their competence;
- To ensure the implementation of regulations on equal rights and opportunities for women and men, preventing and combating gender-based discrimination and sexual harassment, within their competence.

Upon Instruction No. 55/37 of the Minister of Interior of 27.04.2020, and with a view to raising awareness of gender issues and improving gender culture and gender sensitivity, the Gender Equality Unit of the Department for Human Rights Monitoring of the Ministry of Interior, together with the academic and teaching staff of the National Academy of Internal Affairs, developed lectures on general principles for implementing gender equality, which were included in the annual in-service training plans for police officers, military personnel, privates and leaders of the Civil Protection Service.

186 The Rules of Ethical Conduct of Police Officers approved by Order No. 1179 of the Ministry of Interior of Ukraine of 09.11.2016 and registered with the Ministry of Justice of Ukraine under 1576/2970 on 6 December 2016. The Official Gazette of Ukraine, 2017, No. 2, p. 55.

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# UNIT 3

Practical issues of ensuring  
gender equality in the security  
and defence sector



# 3.1

## Methods and tools for ensuring gender equality: their possible application in the security and defence sector of Ukraine

Various methods and tools for mainstreaming gender are used to implement gender equality principles.

One of the institutions involved in the development, organisation and application of tools is the European Institute of Gender Equality (EIGE).<sup>187</sup> As an autonomous body, EIGE operates within the framework of European Union policies and initiatives. The

European Parliament and the Council of the European Union defined the grounds for the Institute's objectives and tasks in its Founding Regulation and assigned it the central role of addressing the challenges of and promoting equality between women and men across the European Union.

Support by policymakers and other key stakeholders for better

informed and evidence-based decision-making promotes gender equality in Europe, by giving high level expertise to the European Commission, European Parliament, member States and accession countries.

The tools for implementing gender equality are evolving and have been updated regularly. Those required should be selected on a case-by-case basis.<sup>188</sup>



187 European Institute for Gender Equality – EIGE in brief 2018, available at: <https://eige.europa.eu/>, accessed 26 June 2020.

188 Methods and tools, European Institute for Gender Equality, available at: <https://eige.europa.eu/gender-mainstreaming/methods-tools>, accessed 26 June 2020.

Gender analysis, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1143>, accessed 26 June 2020.

**Gender analysis**

An examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect women, men, girls and boys in a given policy area, situation or context. The introduction of gender analysis in public policy-making processes is related, in particular, to the need to overcome an approach where gender equality is seen as equal treatment of all people, regardless of social or other circumstances. At the same time, equality means ensuring equal access to state safeguards for all people, regardless of gender, age, disability, residence, race, colour, political, religious and other opinion, ethnic and social origin, nationality, marital and property status, language, belonging to low mobility groups or other characteristics. The effectiveness of public policy depends on the fullest possible consideration of the special and distinct physical, social, economic characteristics and life experience of different socio-demographic groups of women and men, girls and boys.<sup>189</sup>

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**Gender audit**

An assessment of the extent to which gender equality is effectively institutionalised in policies, programmes, organisational structures and proceedings (including decision-making processes), and in the corresponding budgets.<sup>190</sup>

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**Gender awareness-raising**

A process that aims at showing how existing values and norms influence our picture of reality, perpetuate stereotypes and support mechanisms (re)producing inequality.<sup>191</sup>

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**Gender budgeting**

The application of gender mainstreaming in the budgetary process. It entails a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process, and restructuring revenues and expenditures in order to promote gender equality.<sup>192</sup>

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**Gender equality training**

Any educational tool or process that aims to make policymakers and other actors in the EU and Member States more aware of gender equality issues, build their gender competence and enable them to promote gender equality goals in their work at all levels.<sup>193</sup>

189 Guidance on integrating gender approaches in formulating regulatory acts: Decree No.86 of the Ministry of Social Policy of Ukraine of 7 February 2020.

190 Gender audit, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1145>, accessed 26 June 2020.

191 Gender awareness-raising, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1146>, accessed 26 June 2020.

192 Gender budgeting, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1158>, accessed 26 June 2020.

193 Gender equality training, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1448>, accessed 26 June 2020.

## **Gender evaluation**

An evaluation applied as a method of gender mainstreaming that integrates gender equality concerns into the evaluation objectives, evaluation methodology, approaches and use.<sup>194</sup>

One example of gender evaluation is a gender analysis of legislation.

*Gender analysis of legal acts is carried out by conducting a comprehensive study of legislation and draft normative legal acts in terms of their compliance with international treaties of Ukraine, approved as binding by the Verkhovna Rada of Ukraine, and resolutions of international conferences, international organizations and their human rights agencies in relation to the principle of equal rights and opportunities for women and men; as well as by preventing the adoption and existence of regulations, the provisions of which do not comply with the principle of equal rights and opportunities for women and men<sup>195</sup>.*

## **Gender impact assessment**

A policy tool for the screening of a given policy proposal, in order to detect and assess its differential impact or effects on women and men, so that these imbalances can be redressed before the proposal is endorsed.<sup>196</sup>

## **Gender statistics and indicators**

Statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life and integrate a gender approach into the collection, analysis and representation of statistical data.<sup>197</sup>

## **Sex-disaggregated data, sex-disaggregated statistics**

Data collected and tabulated separately for women and men, allowing the measurement of differences between women and men in terms of various social and economic dimensions. They are one of the requirements for obtaining gender statistics.<sup>198</sup>

194 Gender evaluation, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1176>, accessed 26 June 2020.

195 Procedure for conducting gender analysis of legislation: Resolution of the Cabinet of Ministers of Ukraine, 28 November 2018 No. 997.

196 Gender impact assessment, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1180>, accessed 26 June 2020.

197 Gender statistics and indicators, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1221>, accessed 26 June 2020.

198 Sex-disaggregated statistics, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1366>, accessed 26 June 2020.

199 Gender monitoring, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1188>, accessed 26 June 2020.

<b>Gender monitoring</b>	A process requiring that the monitoring, reporting and evaluation practices of all policies and plans should integrate a gender perspective into processes and inputs, results and impacts, so as to learn how programmes or specific projects affect women's and men's lives and to guarantee that inequality is not perpetuated. <sup>199</sup>
<b>Gender planning</b>	A proactive approach to planning that takes gender as a key variable or criterion and seeks to integrate an explicit gender dimension into a policy or action. <sup>200</sup>
<b>Gender procurement</b>	The introduction of gender equality requirements in public procurement, in order to use this as an instrument to advance gender equality. <sup>201</sup>
<b>Gender stakeholder consultation</b>	It aims to engage the diverse perspectives of different groups of women and men affected by a public-policy decision in order to: <ul style="list-style-type: none"> <li>(a) better define the issues under consideration;</li> <li>(b) select between different types of solutions;</li> <li>(c) reach a consensus. In this manner, gender stakeholder consultation leads to better-informed decision-making processes, more equitable distribution of resources and improved service delivery.<sup>202</sup></li> </ul>
<b>Institutional transformation</b>	A process of organisational change that describes how gender mainstreaming can be implemented into a public institution and how already-existing approaches can be further advanced. <sup>203</sup>

200 Gender planning, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1198>, accessed 26 June 2020.

201 Gender procurement, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1201>, accessed 26 June 2020.

202 Gender stakeholder consultation, EIGE Methods and Tools, available at: <https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-stakeholder-consultation>, accessed 26 June 2020.

203 Institutional transformation, EIGE methods and instruments, available at: <https://eige.europa.eu/gender-mainstreaming/methods-tools/institutional-transformation>, accessed 26 June 2020.

The existence of an institutional mechanism is a guarantee of the effectiveness of the implementation of a unified state policy with the use of methods and tools for the implementation of gender equality.

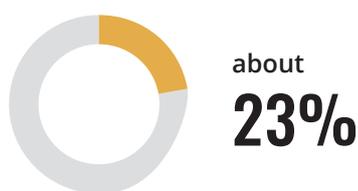
An institutional mechanism is a set of relationships between formal and informal institutions and organizations that promote the principles of democratic governance, ensure the coordination and adjustment of interests of different social groups, and coordinate joint activities to achieve the declared goals of the state

(region). The institutional mechanism of forming and implementing state gender policy within executive and local government bodies is provided by the work of authorized persons (coordinators); advisory bodies; advisers on equal rights and opportunities for women and men; or responsible subdivisions. According to the availability and operation of institutional mechanisms to ensure gender equality, the executive authorities and local governments are able to implement the powers and tasks assigned to them within their competence.

Article 7 of the Law of Ukraine on Ensuring Equal Rights and Opportunities for Women and Men<sup>204</sup> defines the bodies, institutions and organizations empowered to ensure equal rights and opportunities for women and men. Article 12 includes provisions pertaining to the formation and functioning of the institutional mechanism for ensuring gender equality at national and local levels.

In pursuance of the Law, national programs and action plans are adopted which together form the state gender policy.

**As of 4 November 2019, the percentage of women who serve and work in the Armed Forces of Ukraine is**



**including:**

**Female military personnel – over 11%**

**Civilian personnel – nearly 12%**

**Female officers among the military personnel:**

“Colonel”	<b>nearly 100 persons</b>
“Lieutenant colonel”	<b>over 310 persons</b>
“Major”	<b>nearly 500 persons</b>
“Captain”	<b>536 persons</b>
“Senior lieutenant”	<b>603 persons</b>
“Lieutenant”	<b>1 013 persons</b>
“Junior Lieutenant”	<b>683 persons</b>

204 On ensuring equal rights and opportunities for women and men: The Law of Ukraine (Vidomosti of Verkhovna Rada of Ukraine (VVR), 2005, No. 52, Art. 561) (as amended by Laws No.4719-VI of 17.05.2012, VVR, 2013, No.15, Art.97 No.1263-VII of 13.05.2014, VVR, 2014, No.27, Art. 915 No.2229-VIII of 07.12.2017, VVR, 2018, No.5, Art.35, available at: <https://zakon.rada.gov.ua/laws/show/2866-15>, accessed 26 June 2020.

In line with the requirements of the **National Action Plan on the implementation of UN Security Council Resolution 1325**, approved by the Decree of the Cabinet of Ministers of Ukraine of 24 February 2016 No. 113-p (as revised by the Decree of the Cabinet of Ministers of Ukraine of 5 September 2018), components of the security and defence sector are involved in the implementation of their activities as responsible executors and co-executors.

**Each agency fulfils the objectives of the National Action Plan** by:

- facilitation and support to the operation of the Working Group on implementation of UNSCR 1325 on Women, Peace and Security, with the participation of representatives of subunits of military formations, law enforcement and intelligence agencies, special purpose bodies with law enforcement functions (hereinafter – military formations and law enforcement agencies);
- development of relevant departmental plans for the relevant years;
- within the NATO-Ukraine partnership goal G0013 “Gender perspectives”<sup>205</sup> updated in September 2018 (based on NATO’s proposals), reinforcement of the gender dimension in the activities of the Armed Forces of Ukraine, as well as in the participation of national contingents and personnel in operations and missions with the assistance of NATO.

**The implementation of gender policy in the security and defence sector of Ukraine** is ensured through the selection of candidates and the appointment of gender advisers, including on a pro bono basis.

*Gender Advisers, appointed from among the personnel by the relevant orders of the heads of structural subdivisions of departments, subdivisions directly subordinate to them, higher military education institutions, cultural institutions and types of military formations and law enforcement agencies.*

**Ensuring equal rights and opportunities for women and men in the activities of the security and defence sector of Ukraine** is achieved by amending laws and regulations, which:

- enshrine the principle of women's military service on an equal basis with men, in particular, equal access to positions and military ranks and equal scope of responsibility in the performance of military service;
- give access to female personnel to all registered military specialties of privates and non-commissioned officers, including combat roles;
- allow the appointment of female military personnel to all officer positions, except those subject to legal restrictions, taking into account possible risks to their health, including reproductive health.

205 This section highlighting the implementation of gender policy draws on official data obtained from the Ministry of Defence of Ukraine.

Female military personnel are not appointed to the following officer positions:

- work related to the use of explosives or toxic substances,

diving work, work related to direct firefighting;

- on submarines and ships (except for positions of medical

and mental and psychological support);

- specific positions in units of the special forces.

**Female military personnel in senior officer ranks –**

**over 900**

**Female military personnel in command and leadership positions:**

Platoon commander **44 persons**

Company commander **6 persons**

Squadron commander **2 persons**

Deputy Head of Department **54 persons**

Head of Department **57 persons**

Deputy Head of Directorate **3 persons**

Head of Directorate **1 person**

**Women in public service positions:**



**46.2%**

in structures of the Ministry of Defence, including over 9% in leadership positions



over **16%**

in units directly administered by the Ministry of Defence, including over 16% in leadership positions<sup>206</sup>

206 Based on data obtained by an official request to the Ministry of Defence.



**As of 4 November 2019, six servicewomen were participating in international peacekeeping and security operations, as part of the national contingent in positions in multinational bodies of the military administration and foreign diplomatic missions of Ukraine.**

The Personnel Department of the Ministry of Internal Affairs prepared – and registered with the Ministry of Justice of Ukraine – MIA Order 639 of 31.07.2019, “On participation of national personnel in international peacekeeping and security operations,” which does not restrict female participation in peacekeeping operations, and where candidate selection is based on adherence to the principle of equal opportunities for women and men.

**Gender mainstreaming in training personnel for the security and defence sector of Ukraine** has been implemented by lifting the restriction on the admission of women to study in HMEI, MTS HEI and HEI within the MIA system.

*The admission of women to study in training specialties in accordance with the registered military occupations, as defined in the list of military positions for officers of the Armed Forces of Ukraine, which may be filled by female service members.*

*In the 2019 admissions, the number of women enrolled in HMEI and MTS HEI was more than 17% of the total number of those enrolled.*

The Resolution of the Cabinet of Ministers No.486 of 15.05.2019, “On Amendments to the Regulations on the Military Lyceum”,<sup>207</sup> allowed for girls to be admitted to study in military (naval) lyceums.

*In the 2019 admissions, the number of girls enrolled in lyceums was 10% of the total number of those enrolled.*

**Gender has been integrated into:**

- the humanities curricula of higher military educational institutions. A pilot project is being implemented on a unified approach towards integrating gender into the educational curricula of higher military education institutions (the Military Institute of the Shevchenko National University and the I. Cherniakhovskiy National Defence University);
- the system of advanced training of personnel, in training curricula aimed at military career development, advanced training and professional training programs prior to the deployment of military operations, specifically:
  - in training programmes for non-commissioned officers;
  - in training programmes for national personnel (military observers and staff officers in UN missions);
  - in training programmes for civil-military cooperation and civilian protection.

**In order to increase the gender competence of personnel in the security and defence sector of Ukraine,** representatives of

207 On Amendments to the Regulations on the Military Lyceum: Resolution of the Cabinet of Ministers No.486 of 15.05.2019, available at: <https://zakon.rada.gov.ua/laws/show/1087-2003-%D0%BF>, accessed 26 June 2020.

military formations and law enforcement agencies participate in events to exchange experiences on gender issues, in training seminars, training courses, conferences, meetings and round tables organized by Parliament, central executive bodies, international partners (UN Women, OSCE, NATO) and non-governmental organizations.

**To inform security and defence sector personnel and the public about gender issues**, there are specific sections on official websites (the website of the Ministry of Defence of Ukraine – “Gender in the Security Sector”,<sup>208</sup> where the Section was developed for the English version of the site; on the website of the Ministry of Internal Affairs of Ukraine – “Equal Rights and Opportunities”<sup>209</sup>), which show material, including videos, on the implementation of gender policy in the activities of military formations and law enforcement agencies.

In order to ensure equal access for girls and women to the higher education institutions of the Ministry of Internal Affairs of Ukraine,

amendments were made to the Regulations on how to check the level of physical fitness of candidates for service in the National Police of Ukraine, approved by Order No.90 of the Ministry of Internal Affairs on 09.02. 2016 and registered in the Ministry of Justice of Ukraine on 29.02. 2016 under No.306/28436 (as amended), and to the Procedure for the selection, referral and enrolment of candidates for study in higher education institutions with specific training conditions, which provide training for the Ministry of Internal Affairs of Ukraine and the National Police of Ukraine and the higher military educational institution of the National Guard of Ukraine, approved by the order of the Ministry of Internal Affairs No. 315 of 15.04.2016, registered in the Ministry of Justice of Ukraine on 29.04. 2016 under No. 668/28798 (as amended). Taking into account physiological characteristics, these changes set equal standards for the physical fitness of applicants to study at higher education institutions of the MIA, regardless of gender.

Gender issues of the security and defence sector of Ukraine are covered:

- on official pages in social media;
- in specialized media;
- during briefings in the departments of military formations and law enforcement agencies.

*The annual publication of the Ministry of Defence and the General Staff of Ukrainian AF, the “White Book 2018. Armed Forces of Ukraine”<sup>210</sup>, highlights information on gender policy in the Armed Forces of Ukraine. There is an English version as well.*

**Work planning on the implementation of gender policy in the security and defence sector of Ukraine** is carried out for the relevant period in accordance with the departmental Action Plan for the respective years.

208 Gender in Security Sector, website of the Ministry of Defence of Ukraine, available at: <http://www.mil.gov.ua/diyalnist/genderni-pitannya-u-sferi-bezpeki/>, accessed 26 June 2020.

209 Equal rights and opportunities, website of the Ministry of Internal Affairs of Ukraine, available at: [https://mvs.gov.ua/ua/pages/6440\\_Video\\_Gender.htm//](https://mvs.gov.ua/ua/pages/6440_Video_Gender.htm//), accessed 26 June 2020.

210 White Book 2018, Armed Forces of Ukraine, Factsheet by Rusnak, I. (Ed.), Kyiv, 2019, 172 pg., available at: <http://www.mil.gov.ua/content/files/whitebook/WB-2018.pdf>, accessed 26 June 2020.

## 3.2

### Gender-sensitive communications of the security and defence institutions



Challenges to the security of individuals, society and the State in the modern world have changed significantly; in particular, the emphasis has shifted to the communicative-consciential<sup>211</sup> (semantic)

sphere. For these specific reasons communications planning should take place in the same way as the planning of any other activity of security and state institutions. Understanding of this state of affairs

is gradually reaching the State level as well. Thus, both the Military Doctrine of Ukraine<sup>212</sup> and the Doctrine of Information Security of Ukraine<sup>213</sup> establish the concept of **strategic communications** as

211 “Consciential” – came from classical Latin “conscientia” meaning conscience.

212 Military Doctrine of Ukraine, approved by the Decree of the President of Ukraine No.555/2015 of 24.09.2015, available at: <https://www.president.gov.ua/documents/5552015-19443>, accessed 26 June 2020.

213 Decision of the National Security and Defence Council of 29 December 2016 “On the Doctrine of Information Security of Ukraine”; Decree of the President of Ukraine No.47/2017 of 25.02.2017, available at: <http://www.president.gov.ua/documents/472017-21374>, accessed 26 June 2020.

“the coordinated and proper use of the State's communication capabilities – public diplomacy, public relations, military public relations, information and psychological operations, measures aimed at promoting the goals of

the State”<sup>214</sup>. The key words in this definition are *coordinated* and *communications*. The creation and implementation of a unified communications strategy for security institutions is recognized by the Military Doctrine of Ukraine

as one of the ways to build national defence capabilities and a necessary prerequisite for the effective development of the Security and Defence Sector (SDS) in a modern context.<sup>215</sup>

**The implementation of a unified communications strategy entails the formation of gender sensitivity at all levels – strategic, operational, and tactical.**

**Gender-sensitive communications**

communications based on the principle of recognition of the value of equal opportunities for the rights and responsibilities of women and men and which demonstrate respect for the diversity of communicators.

**Intolerant gender communications**

communications aimed at degrading human or community dignity, non-recognition of the right to be “different”; demonstration of the advantages of one's own values (in particular gender) over those of others.

**A Gender-Sensitive Security and Defence Institution**

is an institution that meets the specific security and justice needs of diverse groups of women and men, boys and girls, and promotes the full and equal participation of women and men in these activities.<sup>216</sup>

At **strategic level** (the level at which a country or a group of countries sets national and multinational security goals and uses national resources, including the

resources of SDS institutions, to achieve these goals), planning and coordination of gender-sensitive communications is of particular importance, at both national and

interdepartmental levels of cooperation, and including this issue in planning doctrines, policies, regulations, etc.

214 Decision of the National Security and Defence Council of 29 December 2016 “On the Doctrine of Information Security of Ukraine”; Decree of the President of Ukraine No.47/2017 of 25.02.2017, available at: <http://www.president.gov.ua/documents/472017-21374>, accessed 26 June 2020.

215 Gender for the media: Handbook on gender theory for journalism and other socio-humanitarian specialties, Mayerchik, M., Plakhotnik, O., Yarmanova, G., 2017, 224 pg., p. 4, sec. II.

216 Gender Self-Assessment: Guide for the Police, Armed Forces and Justice Sector, Bastick M., Geneva: DCAF, 2011, 57 pg.  
Bastick, M., Integrating Gender into Oversight of the Security Sector by Ombuds Institutions & National Human Rights Institutions, Geneva, 2014, 70 pg.

Information on the gender sensitivity of the SDS can be obtained from the following sources:

- reports of domestic and foreign supervisory bodies, as well as bodies that consider complaints;
- reports of local and international NGOs;
- all available public opinion polls or registration cards for citizens;
- surveys of the public, by local and international NGOs;
- mini-polls;
- focus groups or surveys of certain segments of society;
- analysis of the goals, mission and strategy of the SDS institution for public relations, which are placed on official websites;
- review of the agenda and minutes of meetings held by the SDS together with the public (including data of those involved in the consultation);
- survey of SDS employees responsible for communications with public;
- search for evidence about the inclusion by the SDS of public interests in training programs and practical activities.

The Glossary proposes a gender-sensitive conceptual framework. The situation with building a

The new Ukrainian Spelling<sup>217</sup> enshrined the legitimacy of the use of specific Ukrainian noun suffixes (-К-, -ИЦ-(Я), -ИН-(Я), -ЕС) which are added to masculine nouns to form the nouns denoting females. However, words like 'coloneless' (Ukr.: *полковниця*), 'headmistress' (Ukr.: *завідувачка*), 'directress' (Ukr.: *директорка*) etc. were not included in the formal business language of security institutions. Nowadays, it is a pressing strategic objective to amend the statutory documents of security institutions, to formalize the official use of **feminitives** (feminine nouns denoting people's professions, positions or occupations, which are pairs to masculine nouns), for the following reasons:

- 1 it identifies women as a significant social (professional) group and increases their visibility in the profession;
- 2 it dispels stereotypes, as it outlines the range of areas where women are recognized as professionals;
- 3 it motivates women to participate in new professional fields.

single language code is more complicated.

Gender-sensitive communications are based on strategies of gradual language reform: **feminization** (consistent use of feminitives and hence, avoidance of the generic masculine gender) and **neutralization** (consistent neutralization of grammatical gender, in particular, through collective concepts, e.g. Ukr.: *'студентство'* (studentdom, students collectively); words of common gender, e.g. Ukr.: *'суддя'* (judge), *'бідолоха'* (poor thing), *'невдаха'* (misfit, loser), *'стиляга'*

(stylish person) *'трудога'* (hard worker); or other lexical means (for example, Ukr.: *'аудиторія'* (audience) or *'коhorta'* (cohort) instead of *'читачі и читачки'* (male and female readers), *'людина, особа, колега'* (an individual, a person, a colleague). As G. Plachinda, the author of "Glossary of feminitives," believes, "the use of feminitives is in no way insulting or humiliating to a woman but, rather, it demonstrates that she is a full-fledged subject in the process; that, ultimately, she deserves to have a separate name in the language, not be 'embraced by the masculine'."<sup>218</sup>

217 Ukrainian Spelling, 2019, available at: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/05062019-onovl-pravo.pdf>, accessed 26 June 2020.

218 Glossary of feminitives for press officers of the territorial directorates of the Ukraine's State Emergency Service, by Plachinda G. [Словничок фемінітивів для прес-офіцерів та прес-офіцерок територіальних управлінь Державної служби України з надзвичайних ситуацій, Уклад. Г. Плачинда], 2018, available at: [http://wicc.net.ua/media/Slovyuk\\_fem.pdf](http://wicc.net.ua/media/Slovyuk_fem.pdf) стор.2, accessed 26 June 2020.

The Law of Ukraine on Principles for Preventing and Combating Discrimination in Ukraine<sup>219</sup> offers definitions of *discrimination*, *indirect discrimination* and *harassment* (see details in Section 2.3).

An essential component of discrimination and harassment is **communicative aggression** – the

actions of one of the communicators, with the aim of obtaining benefits of status, personal, business, psychological or other nature. Communicative aggression is based on the violation of communicative norms and ignoring the communicative principles of cooperation and interaction, as well as the principle of courtesy.

Based on law, markers have been created<sup>220</sup> for the destructive communicative actions of harassment, incitement to discrimination and aiding and abetting discrimination, as summarised in Table 3.2.1.

#### An example of communicative aggression:

*A servicewoman, who had been in the rear echelon for a long time and now is on the front line, has recently published a photo of her hand. Like, look – I do not have a manicure. Do not at all believe any “female warrior” who has her nails painted and who claims that she’s seen the war. Because this would be either a staff person or someone who slept with the commander. And these words are written by a servicewoman! There was a case when a dozen men wrote insulting comments under the photo of a female service member saying that she had come to the front “looking for a guy,” “in search of adventures,” “she’d be better off making soup,” “a combatant...it’s clear how she earns a living.” And when mud is thrown at a woman just for the fact that she is serving on the front line, you realize that there is a gap between the female service member and society. I wish people could read stories and understand what it is like to be a military woman. In fact, initially it was virtually a war on two fronts. “At the same time as they were fighting against the enemy, women were struggling to be accepted for the task, to be respected,”– the author of the book says. “And I really want the girls to become visible, because there are female soldiers already known from Facebook and the “Invisible Battalion,” and I have characters that are giving the first interview of their lives. So, I mostly did it for the girls – so that people know and remember them.” (From an interview with Eugenia Podobnaia, author of the book “Girls are cutting their braids”, 2017).*

219 On the Principles of Preventing and Combating Discrimination in Ukraine: Law of Ukraine No.1263-VII of 13.05.2014, available at: <https://zakon3.rada.gov.ua/laws/show/5207-17>, accessed 26 June 2020.

220 Systemic reforms: principles of equal rights and opportunities for women and men and anti-discrimination approaches, Suslova, O. – K., 2019, 56 pg.

**TABLE 3.2.1**

Destructive action	How to identify it	Markers
<b>Harassment</b>	Behaviour that is offensive and degrading to the individual's human dignity and / or creates a stressful and disrespectful atmosphere for this person in the team; behaviour with the aim or outcome of humiliating human dignity specifically because of any characteristic of the individual or group.	<ul style="list-style-type: none"> <li>• Verbal insults, comments or innuendos aimed at degrading a person, including based on ethnicity, gender, disability, sexual orientation;</li> <li>• Disparaging sexist, homophobic, anti-Semitic, etc. jokes or anecdotes;</li> <li>• Public dissemination (in particular within a shared workspace) of printed or graphic materials (posters, leaflets, brochures, etc.) of a sexist, xenophobic, homophobic or other nature;</li> <li>• Insulting body language of a sexist or xenophobic nature;</li> <li>• Shunning, isolating or segregating a person due to their gender, ethnicity, sexual orientation, etc.;</li> <li>• Acts of physical abuse and violence.</li> </ul>
<b>Incitement to discrimination</b>	Directing, instructing or calling for discrimination against a person and/ or group based on their particular characteristics.	<ul style="list-style-type: none"> <li>• Providing directions, instructions or calling for discrimination against a person and / or group of people on prohibited grounds;</li> <li>• Public dissemination of directions, orders, instructions and appeals, either in the presence of other people or addressed only to the specific people who are supposed to implement them;</li> <li>• Dissemination of directions, orders, instructions or appeals, in writing or orally, as well as incitement to discrimination, whether direct (for example, a direct instruction) or indirect (distribution of printed or audio-visual material that is discriminatory in content).</li> </ul>

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**Aiding discrimination**

Any conscious assistance in committing acts or omissions aimed at the occurrence of discrimination.

- Decision-making, committing or omitting acts by a discriminator to whom a third party provides assistance, which leads to discrimination in a prohibited form of any individual or group;
  - Knowingly or voluntarily providing assistance by a third party, i.e. aware of their role in decision-making, action or omission aimed at discrimination;
  - Awareness by a third party of discriminatory intent or anticipation of a discriminatory outcome of decisions.
- 

Standards of socio-political and business language have recently changed and there are grounds for referring to the feminization of the modern Ukrainian language: with increased numbers of women in various fields of activity, including the SDS, there have been more female titles.

*It is therefore important at strategic level* to integrate gender-sensitive communications into the doctrines, policies, and provisions of SDS institutions; to plan and coordinate gender-sensitive communications at both national and interagency levels, taking into account aspects of gender

sensitivity; and to make changes to the constituent documents of security institutions to establish the official use of feminines to denote professions, positions and military ranks.

# 3.3

## Preconditions for, consequences and combat of gender-based discrimination

**Discrimination is one of the most common violations of human rights.** Everyone should understand that it concerns everyone without exception, regardless of gender, age, health conditions etc. Millions of people are subjected to discrimination every day, we are surrounded by it in everyday life and work; however, many people do not notice or discern it and therefore do not acknowledge it as a problem. Discrimination occurs whenever certain people are treated differently than others because of certain characteristics or stereotypes.

Involving women in military service has a long tradition in world history. The Euro-Atlantic area recognizes the vital role of women in conflict prevention and resolution and peace building.

The more developed a specific society is, the more tolerant it is towards women's service in the military, viewing this as the free choice of an individual. The civilized world has changed its values in attitudes to women; they are now seen not only as victims of the conflict, but as participants in its resolution, along with men.

Issues such as the impact of military conflict on women, compliance with international humanitarian law and international human rights standards to protect women's rights during and after conflict, gender mainstreaming in peacekeeping operations and peace negotiations remain in focus; creating effective mechanisms to ensure their full and equal participation in peace processes, including negotiations and decision-making.

There is not always political will to solve the problem of discrimination and sexual harassment. One possible explanation for this is limited understanding of what gender discrimination and sexual harassment are. As a result, there is a lack of information on the prevalence of discrimination and sexual harassment, as well as specific mechanisms for reporting them. There is also a lack of data on sexual violence, including rape, in the security and defence sector. While women are much more likely to be discriminated against, there is also some discrimination against men when it comes to childcare leave, as they

are not allowed to take paternity leave during a specific period.

It should be also noted that the main reasons for the inner resistance of some military leaders to having women subordinates are:

- A belief that military service is “men’s business”;
- Women with under-age children not being able to travel for work;
- The possibility of maternity leave for women of child-bearing age.

Existing legislation does not regulate the issue of replacement for service personnel and public servants while they are taking childcare leave.

Procedures need to be developed to prevent and respond to violations of the principle of equal rights and opportunities for women and men.

**One of the tasks faced by society today is the need to learn to see and identify cases of discrimination.**<sup>221</sup>

221 For more details on the legislation see Section 2.3.

### The Law of Ukraine on Ensuring Equal Rights and Opportunities for Women and Men

No. 2866-IV, of 8 September 2005, was the first national law to define discrimination based on sex. Gender (Sex-Based) Discrimination refers to a situation in which a person and/or a group, based on gender characteristics that were, are and may be actual or implied, is subject to restrictions in the recognition, implementation or use of rights and freedoms or privileges in any form as determined by the Law of Ukraine “On Principles for Preventing and Combating Discrimination in Ukraine,” except for cases when such restrictions or privileges have an objectively justified purpose, where the means for pursuing it are appropriate and necessary; actions or omissions expressing any distinction, exception or privilege based on sex, if they are aimed at restricting or preventing the recognition, use or exercise on equal grounds of human rights and freedoms for women and men<sup>222</sup>.

Article 6 of the Law contains an exhaustive list of circumstances that should not be considered discrimination on the grounds of sex:

- special protection of women during pregnancy, childbirth and breastfeeding;
- compulsory military service for men, as provided by law;
- the difference in retirement age for women and men, as provided by law;
- special labour protection requirements for women and men related to the protection of their reproductive health;
- positive discrimination.

#### Examples:

1. Discrimination occurred in the Armed Forces of Ukraine, when women who were fighting as snipers in the East of Ukraine were officially registered in the service as cooks, seamstresses, etc.

2. Until 2019, there were restrictions on the admission of girls to higher military education institutions.

Public demand for a national gender policy is hampered by gender stereotypes, which are the manifestation of gender discrimination.

*“No matter what a woman does, no matter how well she does her job, few men will say that they are proud of her, that she is good. It's easier now, but still men perceive the army as their turf invaded by aliens – us. And while they have more or less gotten used to our presence in the forces and on the front line, when a woman wants to become a platoon commander, be a machine gunner, to drive an APC, this is still difficult to accept. I remember the first time I said I wanted to fire a machine gun. Everyone laughed at me and said:*

*“Don't touch the machine gun, gal, you gonna break it.” Our forces still need time to eventually get used to the fact that from now on women are also a part of them”.*

*Yana Chervona, 46th Detached Assault Battalion “Donbass-Ukraine” (formerly 54th DMBR)<sup>223</sup>.*

Biological determinism also contributes to construing gender stereotypes; the concept of “nature,” based on which the distinction between women and men is due to their bodily differences (e.g.,

222 On Ensuring Equal Rights and Opportunities for Women and Men: Law of Ukraine No. 2866-IV of 8 September 2005, available at: <https://zakon.rada.gov.ua/laws/card/2866-15>, accessed 26 June 2020.

223 Girls are cutting their braids, Podobna, Y., Memories Book/ Russia-Ukraine War, Kyiv: Liuta Sprava, 2018, 346 pg. [Дівчата зрізають коси, Подобна Є. Книга спогадів / російсько-українська війна. Київ. Люта справа, 2018. – 346 с].

hormonal systems, body size, brain hemisphere development), and differentiated socialization, the concept of “nurture”, which implies believing that the distinction between women is due to differences in their upbringing (for example, men should be courageous, i.e. rational, spiritual, cultural, and women should remain feminine, i.e. sensual, corporeal, natural, so men are told to “be a man”, while women are called to “stay a woman”).<sup>224</sup>

Gender stereotypes hinder awareness of the importance of gender equality.

If an offence against a person or group constitutes a criminal offence as defined by criminal law and shows signs of discrimination, then it is likely to be a hate crime. Ukrainian legislation does not contain a specific definition for hate crimes, but Article 161 of the Criminal Code of Ukraine “Violation of the equity of citizens based on their race, nationality, religious beliefs, disability and other grounds” criminalizes the following acts:

*“Intentional actions aimed at inciting national, racial or religious hostility and hatred, humiliating*

*national honour and dignity, or insulting the feelings of citizens in connection with their religious beliefs, and restricting, directly or indirectly, the rights of citizens on the grounds of race, colour, political, religious and other beliefs, sex, ethnic and social origin, property status, residence, language or other characteristics, or establishing direct or indirect privileges for them...”*

224 Gender for the media. Handbook on Gender Theory for Journalism and Humanities, Mayerchuk, M., Plahotnik, O., Yarmanova, G.( Eds.), Kyiv, 2017, 220 pg., p.61-75 and p.135-150 [Гендер для медій. Підручник із гендерної теорії для журналістики та інших соціогуманітарних спеціальностей / за ред. М. Маєрчик, О. Плахотнік, Г. Ярманової. Вид. третє, виправлене та доповнене. Київ : Критика, 2017. 220 с. С. 61–75 та С. 135–150].

Gender Pedagogy:Reader, Haidenko V. (Ed.), Sumy: 'Universitetska Kniga', 2006, 312 pg., p.131-190 [Гендерна педагогіка : Хрестоматія / за ред. В. Гайдєнко. Суми : ВТД «Університетська книга», 2006. 312 с. С. 131–190.

Gendered Society, Kimmel M.S., Kyiv: Sfera Publishing, 2003, 479 pg. Гендероване суспільство, Кімелл М. С. Київ: Видавництво «Сфера», 2003. 479 с.

**The Law of Ukraine on Principles for Preventing and Combating Discrimination in Ukraine**<sup>225</sup> establishes the framework for preventing and combating discrimination in Ukraine, to ensure equal opportunities for the exercise of human and civil rights and freedoms.

To effectively identify its manifestations and provide assistance to victims, its various forms must be correctly distinguished:

- **Direct and indirect;**
- **Harassment;**
- **Incitement to discrimination;**
- **Aiding in discrimination.**

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### **Direct discrimination**

refers to a situation where a person and/or a group of persons are disadvantaged on grounds of their specific characteristics in comparison to another person and/or group of persons in a similar situation, except for cases where such treatment is objectively justified by a legitimate aim and where the means of achieving that aim are appropriate and necessary.

Usually, stereotypes and prejudices are the basis of direct discrimination. Harassment and bullying are also forms of direct discrimination.

#### *Examples:*

1. *Refusing promotion to a person due to his/ her disability;*
2. *Advertising vacancies with an indication of age, gender, marital status, presence/ absence of children, etc.*

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### **Indirect discrimination**

a situation where the implementation or application of formally neutral legal provisions, assessment criteria, rules, requirements or practices creates less favourable conditions or situations for a person or a group of persons in comparison to other persons and/or groups of persons, except for cases where the implementation or application of such provisions is objectively justified by a legitimate aim and where the means of achieving that aim are appropriate and necessary.<sup>226</sup>

#### *Example:*

*In requirements for candidates, referring to compulsory military service instead of the specific requirements – knowledge and skills – that a person must meet.*

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225 On the Principles of Preventing and Combating Discrimination in Ukraine: Law of Ukraine No. 5207-VI of 6 September 2012, available at: <https://zakon.rada.gov.ua/laws/show/5207-17/ed20140530#Text>, accessed 26 June 2020.

226 Ibid.

<b>Harassment</b>	unwelcome behaviour towards a person and/or group of persons, with the aim or effect of violating their human dignity, based on specific characteristics, or the creation of a tense, hostile, offensive or disrespectful environment for such a person or group of persons. <sup>227</sup>
<i>Example:</i>	<i>Saying about women serving on the front line "you need three men next to each woman to hold her bulletproof vest".</i>
<b>Incitement to discrimination</b>	directions, instructions or calls for discrimination against a person and/or group based on their particular characteristics. <sup>228</sup>
<i>Example:</i>	<i>The head of the military commissariat instructs the commission to recruit women only for contracted "female" positions.</i>
<b>Aiding in discrimination</b>	any conscious assistance in committing acts or omission aimed at discrimination. <sup>229</sup>
<i>Example:</i>	<i>The commission in the military commissariat follows the instruction of its head to recruit women only for contracted "female" positions.</i>

Where a State adheres to general and fundamental democratic principles of human rights, such as human rights protection, equity and non-discrimination, this speaks of its level of development.

*One of the most well-known types of gender discrimination is the "glass ceiling": when women who have served in the military for a long time are not promoted because of their gender, including the possibility that they might have children and take maternity leave.*

Gender discrimination and sexual harassment against women are widespread in the world. Many girls are not able to receive education or adequate medical care. They are subjected to violence and discrimination.

According to the UN, 200 million women and girls from 30 countries have undergone female genital mutilation (FGM), the partial or total removal of the external female genitalia. 130 million girls are out of school. Every year, 12 million girls get married before the age of 18, and 71% of victims of human trafficking are women.<sup>230</sup>

227 On the Principles of Preventing and Combating Discrimination in Ukraine: Law of Ukraine No. 5207-VI of 6 September 2012, available at: <https://zakon.rada.gov.ua/laws/show/5207-17/ed20140530#Text>, accessed 26 June 2020.

228 Ibid.

229 Ibid.

230 Early marriages, female genital mutilation and the ban on education – what problems do girls face in the world?, Kuznetsova, T., available at: <https://hromadske.ua/posts/ranni-shlyubi-zhinochi-obrizannya-ta-zaborona-na-osvitu-z-yakimi-problemami-stikayutsya-divchata-u-sviti>, accessed 21 November 2019.

**The following conditions should be created for the investigation of discrimination, harassment and bullying<sup>231</sup>:**

- Clear standards that guarantee fair, transparent, diligent and rapid investigation;
- Clear standards of confidentiality of the applicant's identity, terms of investigation, measures to prevent hostile acts against victims, as well as mechanisms for regular communication with victims;
- Policies and regulations that allow the complainant and the potential accused to be accompanied during questioning by an independent third party (this may be a lawyer or colleague);
- Policies and regulations that allow the complainant to circumvent his or her commander if the commander is the subject of the complaint.

**Specific recommendations to address gender-based discrimination:**

- Prevent discrimination based on sex, age, or other grounds in recruitment and during activities;

- Conduct training for commanders (leadership) on implementing a gender approach in professional activities, and scientific and practical workshops, conferences, courses and other events to raise staff awareness of the fundamentals of gender policy in Ukraine and its Armed Forces;
- Gradually introduce internal gender-disaggregated statistics (for example, "Gender Portrait of the Institution");
- Carry out activities to create a network of women leaders to encourage and further their active participation;
- Awareness raising about the contribution of women to the development of the Armed Forces of Ukraine, creating a positive image in the higher education institution of a woman leader in all spheres of life.
- Security and defence sector agencies should work with other sectors and coordinate their actions to provide support to those subjected to gender-based discrimination.

As a result of the spread of ideas of gender equality and the growth of the international women's movement, discussions of women's rights have become increasingly common, which has led to greater awareness of women's contribution to society, the costs, including the economic costs, of discrimination and the urgent need for policy change at both international and national levels.

Thus, the best way to address gender-based discrimination is to prevent it from happening in the first place. Women facing multiple forms of discrimination, based on sex, age, ethnicity, disability or socio-economic status, are often marginalized and isolated in society. More opportunities should therefore be created at the national level for women living with HIV, conflict-affected women and women with disabilities, and opportunities should be expanded for women's groups and women facing multiple forms of discrimination. The result of this work will be the elimination of all forms of discrimination against women.

231 Toolkit for the staff of the Ministry of Defence and the General Staff of Ukraine, available at: <https://drive.google.com/file/d/0B05vFZqvZFbqNHICSWImdHNnT014TWJQcMxaVN5dVpBNmIR/view>, accessed 21 November 2019.

# 3.4

## Sexual harassment as a type of sexual violence



The low level of legal culture in Ukrainian society, blaming the victim for the crime (victim blaming)<sup>232</sup>, the difficulty in proving harassment in court are the biggest

barriers to combating sexual harassment in the workplace.

*Gender-based violence within Ukraine's security and defence sec-*

*tor has traditionally been underreported. It appears that no statistics can be collected at present, and few victims are ready to report publicly violence against them.*<sup>233</sup>

232 Blaming the Victim, William Ryan. Pantheon Books, 1971. – ISBN 978-0-394-41726-4.

233 Harassment in the military: Based on the report by the female Lieutenant the proceedings were initiated, information agency «Ukrinform», 17 January 2019, available at: <https://www.ukrinform.ua/rubric-society/2621525-domaganna-v-armii-za-zaavou-zinkilejtenanta-porusili-spravu.html>, accessed 26 June 2020.

When it comes to the nature of sexual harassment, it should be borne in mind that sexual harassment, like sexual violence in general, is closely linked to established cultural myths and gender stereotypes, and is rooted in unequal relations, male domination and female subordination.

**An indicator of any kind of sexual harassment is unwelcome behaviour that can insult, humiliate, or create tension or hostility.**

The Ontario Human Rights Commission provides the following examples of sexual harassment<sup>234</sup>:

- demanding hugs;
- invading personal space;
- making unnecessary physical contact, including unwanted touching, etc.;
- using language that puts someone down and/or comments toward women (or men, in some cases), sex-specific derogatory names;
- leering or inappropriate staring;
- making gender-related comments about someone's physical characteristics or mannerisms;
- making comments or treating someone badly because they don't conform to sex-role stereotypes;
- showing or sending pornography, sexual pictures or cartoons, sexually explicit graffiti, or other sexual images (including online);
- sexual jokes, including passing around written sexual jokes (for example, by e-mail);
- rough and vulgar humour or language related to gender;
- using sexual or gender-related comment or conduct to bully someone;
- spreading sexual rumours (including online);
- making suggestive or offensive comments or innuendos about members of a specific gender;
- making sexual propositions;
- verbally abusing, threatening or taunting someone based on gender;
- bragging about sexual prowess;
- demanding dates or sexual favours;
- insulting sexual jokes or comments;
- asking questions or talking about sexual activities;
- making an employee dress in a sexualized or gender-specific way;
- acting in a paternalistic way that a person thinks undermines their status or position of responsibility;
- making threats to penalize or otherwise punish a person who refuses to comply with sexual advances (known as reprisal).

234 Policy on preventing sexual and gender-based harassment, Ontario Human Rights Commission, available at: <http://www.ohrc.on.ca/en/policy-preventing-sexual-and-gender-based-harassment-0>; <https://legalexpert.in.ua/komkodeks/uk/81-uky/1835-154.html>, accessed 26 June 2020.



**The Law of Ukraine On Ensuring Equal Rights and Opportunities for Women and Men defines sexual harassment as acts of a sexual nature, expressed verbally (threats, intimidation, obscene remarks) or physically (touching, patting) that humiliate or insult persons who are in a subordinate relationship of any kind, such as of employment, official, or financial.<sup>235</sup>**

General Recommendation 19 to the Convention on the Elimination of Discrimination against Women<sup>236</sup> specifies that “Sexual harassment includes unwelcome sexually determined behaviour such as physical contact and advances, sexually coloured remarks, showing pornography, or sexual demands whether by words or actions. Such conduct can be humiliating and may constitute a health and safety problem; it is discriminatory when the woman has reasonable grounds to believe that her objecting to it would disadvantage her in connection with her employment, including recruitment or promotion, or when it creates a hostile working environment.”

Although it does not directly refer to it, the Criminal Code of Ukraine mentions sexual harassment in its Article 154<sup>237</sup>, recognising as a crime “forcing a woman or a man to have sexual intercourse in a natural or unnatural way by a person on whom that woman or man is dependant financially or professionally.”

In 2017, the Criminal Code of Ukraine was amended to bring national legislation in line with the provisions of the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence,

in particular amending Article 153 “Sexual Violence”. This article criminalizes the commission of any violent actions of a sexual nature, other than those related to penetrating another person’s body, without the consent of the victim. The amendments came into force in January 2019.

The Convention on Preventing and Combating Violence against Women and Domestic Violence has a definition of sexual harassment which is different from that in Ukrainian law.

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**“Sexual harassment” is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment.**

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The Law of Ukraine on Preventing and Combating Domestic Violence, in its Articles 22–24, determines responsibility for any breach of the Ukrainian legislation on ensuring equal rights and opportunities for women and men,

235 On Ensuring Equal Rights and Opportunities for Women and Men: Law of Ukraine No. 2866-IV of 8 September 2005, available at: <https://zakon.rada.gov.ua/laws/show/2866-15>, accessed 26 June 2020.

236 UN Convention on the Elimination of All Forms of Discrimination against Women, available at: [https://zakon.rada.gov.ua/laws/show/995\\_207](https://zakon.rada.gov.ua/laws/show/995_207), accessed 26 June 2020.

237 Criminal Code of Ukraine, (Vidomosti of the Verkhovna Rada of Ukraine (VVR), 2001, No.25-26, p.131), available at: <https://zakon.rada.gov.ua/laws/show/2341-14>, accessed 26 June 2020.

and procedures for redress to the person discriminated against<sup>238</sup>.

It should be noted, however, that currently there is no single approach to the definition of sexual harassment, nor a clear mechanism in place for protecting victims.

Thus, in order to prosecute a person for sexual harassment consisting of being forced into sexual intercourse, the woman must be

professionally or financially dependent on that person and actual coercion, not just the threat of it, must be proved. Coercion can take place when, for example, the perpetrator threatened her with dismissal or disciplinary action, and the woman had real grounds to believe that refusing would cause psychological pressure on her, she would be subjected to humiliation, unjustified accusations, etc.

In its legal definition “sexual harassment” is a broader concept than compulsion to sexual intercourse: the first concept absorbs the second, i.e. compulsion to sexual intercourse will always be sexual harassment, but not all sexual harassment is expressed by compulsion to sexual intercourse. It follows that criminal liability does not cover all cases of harassment, but only some of them.

238 Law of Ukraine on Preventing and Combating Domestic Violence: Law of Ukraine (Vidomosti of the Verkhovna Rada (VVR), 2018, No. 5, p.35) (as amended by the Law No. 2671-VIII of 17.01.2019, VVR, 2019, No.18, p.73), available at: <https://zakon.rada.gov.ua/laws/main/2229-19>, accessed 26 June 2020.

# 3.5

## Integrating gender approaches into activities for the prevention of civilian harm in combat actions

Combat actions during armed conflict cause significant harm to the civilian population (including death, physical and/or psychological trauma and gender-based violence, loss of or damage to property or livelihoods).

Any cases of harm to the civilian population should be properly responded to and prevented by all public authorities<sup>239</sup>.

Preventing and mitigating harm to civilians affected by the use of force during armed conflict, by introducing a coherent, consistent, coordinated and comprehensive approach to the protection of civilians (hereinafter, PoC) in the activities of all state bodies of Ukraine in the protection of human rights and freedoms in armed conflicts, will help to outline benchmarks for the practical application of international humanitarian law, taking into account provisions of domestic law.

In this Section the terms are used with the following meanings:

- 'Civilian population' is a category of population defined by the law of Ukraine "On the symbols of the Red Cross, Red Crescent, Red Crystal in Ukraine"<sup>240</sup>;
- 'Protection of civilians' is any activity of the Armed Forces of Ukraine, other military formations, law enforcement and intelligence agencies, special purpose bodies with law enforcement functions (hereinafter, military formations and law enforcement agencies) and other state bodies, which involves measures to prevent and reduce harm to the civilian population caused by the use of force during armed conflict, as a result of which civilians are subjected to or are at risk of physical violence, material/ mental harm and/ or damage/ destruction of objects of critical civilian infrastructure;
- 'Protection from other parties to the conflict' is any activity of authorized bodies of military formations and law

enforcement agencies whose aim is to prevent or respond to threats by other parties to the conflict of physical violence against civilians, damage/ destruction of property or critical civilian infrastructure.

### Conditions for the implementation of protection of civilians in Ukraine during armed conflict

Children belong to a particularly vulnerable group during armed conflict, and women are most often the victims of violence.

### Protection of Civilians

The PoC includes all efforts for the protection of civilians in armed conflicts and operations by partner forces to avoid, minimise and mitigate the negative effects that might arise from military operations of authorised bodies on protection of civilians in armed conflicts and partner force operations, in order to protect the civilian population from harm and danger from other parties to the armed conflict.

239 On approval of the Instruction on the procedure for implementation of the norms of international humanitarian law in the Armed Forces of Ukraine: Order of the Ministry of Defence of Ukraine of 23.03.2017 No.164, registered in the Ministry of Justice of Ukraine on 9 June 2017 under No.704/30572, available at: <https://zakon.rada.gov.ua/laws/show/z0704-17/print1478846915671454>, accessed 26 June 2020.

240 On the symbols of the Red Cross, Red Crescent, Red Crystal in Ukraine (Name of the Law in Law edition No. 1675-VI ( 1675-17 ) of 22.10.2009), Vidomosti of the Verkhovna Rada of Ukraine (VVR), 1999, No. 36, p.316 ), available at: <https://zakon.rada.gov.ua/laws/show/862-14>, accessed 26 June 2020.

The PoC is best achieved in cooperation with relevant international organizations, government agencies, local government bodies and civil society, in particular with human rights groups and organizations. Avoiding, minimizing and mitigating harm to civilians is an indispensable element of PoC.

The introduction of a holistic approach, where the PoC is seen as

a key element in the planning of measures taken by the authorities to protect civilians in armed conflict, is key to the successful implementation of the PoC mechanism.

Protection of civilians, where possible, includes a number of means, including the use of force, where appropriate, to prevent, stop and respond to situations

where civilians are affected by or at risk of physical violence.

Civilian protection measures should be included in the process of planning and conducting operations and missions, training, education and training of the bodies responsible for the protection of civilians in armed conflict.<sup>241</sup>

### Assistance to Conflict-Affected Civilian Populations

Bodies responsible for the protection of civilians in armed conflict should take all possible measures to provide assistance to civilians affected by armed conflict,<sup>242</sup> in line with the standards of the International Protocol on the Documentation and Investigation of Sexual Violence in Conflict.<sup>243</sup> The key purpose of the Protocol is to promote greater accountability for crimes of sexual violence under international law. It is ensured by defining basic principles, based on best practice in this area, for documenting crimes of sexual violence under international law. It is important to recognize that women, men, girls and boys can be victims of sexual violence. However, the historical and structural inequalities that exist between men and women, as well as the multiple forms of gender-based discrimination faced by women around the world, contribute to women and girls suffering more than others from sexual violence in conflict. Besides, the prevalence of sexual violence against children, in particular, is extremely high and can have a devastating effect.

Some groups are more likely to be targeted by sexual violence than others.

Assistance should be tailored to the needs of the civilian population: children, women and men of different social groups (youth, internally displaced persons, people with disabilities, the elderly, patients in need of long-term continuous treatment, especially palliative patients, etc.)

241 The decision-making process in military combat operations, Reference, ICRC, 2018, available at: <http://www.mil.gov.ua/content/books/process0808.pdf>, accessed 26 June 2020.

242 Guidance for Troops (Forces) on Civil-Military Cooperation.

243 International Protocol on the Documentation and Investigation of Sexual Violence in Conflict, available at: <http://wicc.net.ua/post/m-zhnarodnii-protokol-z-dokumentuvannya-ta-rozsl-duvannya-seksual-nogo-nasil-stva-v-umovah-konfl-ktu>, accessed 26 June 2020.

### **Civil-Military Cooperation**

Bodies responsible for the protection of civilians in armed conflict should cooperate in their day-to-day activities and directly in planning and performing the assigned tasks, including humanitarian assistance and relocation, and should establish mechanisms and platforms for sharing information to facilitate regular dialogue with humanitarian, international and national non-governmental organizations on issues related to PoC.

Public authorities should enable the civilian population to directly report cases of harm without possible negative consequences for such persons.

No civilian person may be discriminated against on the basis of race, colour, political, religious or other opinion, sex, ethnic or social origin, property, residence, language or other grounds.

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# UNIT 4

Gender mainstreaming in  
security and defence sector  
management practices



# 4.1

## Systematic approach to implementing gender equality policy in SDS management practices

Gender policy, like any other policy area, is a systematic and complex phenomenon at all levels of its formation and performance. At the same time, a lack of sufficient management knowledge and skills leads to the fact that, currently, the implementation of gender equality in the SDS is quite fragmentary and unsystematic, which reduces the effectiveness of the implementation of gender policy in the SDS. However, logically structured and systematic work by means of the interconnection and interaction between management procedures can significantly increase the effectiveness of the implementation of the requirements of modern documents on gender equality.

The systematic approach provides an opportunity to identify the logic of the interaction between the three existing main levels of social/military sub-systems of the SDS, which require the maximum attention in terms of management, and management tools adequate to each of the levels (see Fig. 4.1.1):

- the level of the organization (of an SDS component) as a whole, which is reflected in managerial

tools such as general policy, including gender policy. The gender policy of the organization should comply with the general gender policy of the state, on the one hand, and reflect the specifics of the individual agency in each individual case, on the other hand. It forms the general principles of decision-making for any issue in the field of management in the light of the gender perspective in the SDS;

- the level of the individual team (structural unit) at which management tools such as procedures work. They should reveal the means by which the basic principles and directions of gender policy are implemented in the lives of the teams and the sequence of actions that should be performed by all participants in the management process;
- the level of an individual service member, law enforcement officer, or employee. This level provides for the development of management tools such as technical tasks. They answer the question of what exactly the person should do as a performer of a certain range of responsibilities. Examples of

well-known technical tasks are job descriptions, questionnaires for applicants for a position and others. Considering the tasks in terms of the implementation of the gender component in the SDS, such questionnaires and instructions should contain individual requirements for the gender competence of persons holding certain positions or applicants for positions.

The focus on the implementation of the SDS mission, namely ensuring the security (external and internal) of Ukrainian society, unites all three existing main levels of social/military sub-systems of the SDS.

The principle of equal rights and opportunities of women and men in the Ukrainian SDS runs through all three levels and can be implemented thanks to the relevant management tools.

The proposed model allows us to see that the key figure in the practical performance of the task of ensuring the equal rights and opportunities of women and men is the leader. It is by virtue of the leader's activities that gender policy is implemented in an individual

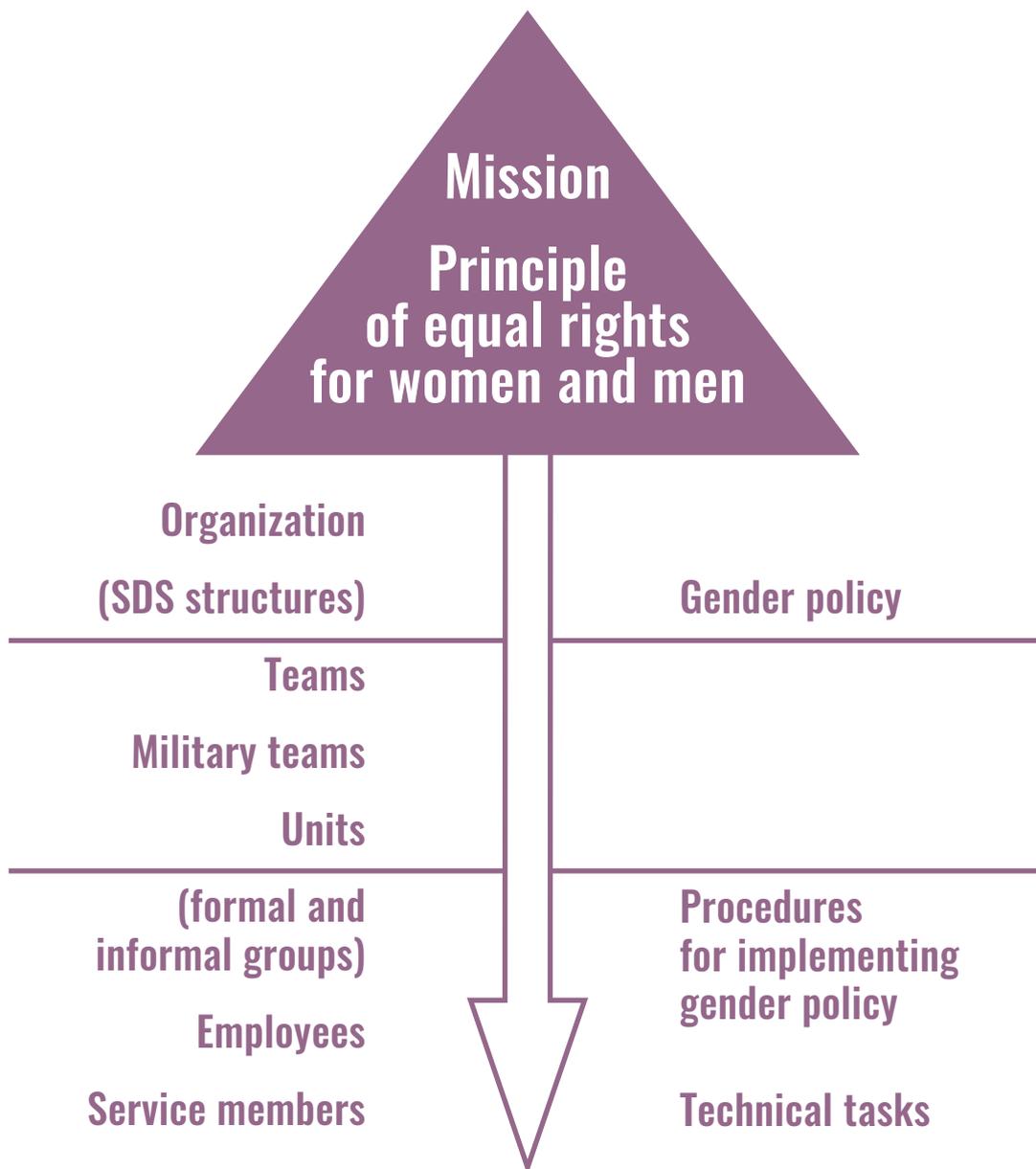
unit, it is the leader who ensures the creation of a favourable gender-sensitive environment and is responsible for the professional

development of subordinate personnel and the transformation of subordinates' values towards compliance with the norms of

professional, military and ethical integrity and gender tolerance.

**FIGURE 4.3.1**

**Levels of social/military and social sub-systems and relevant management tools**



# 4.2

## The leader's (commander's) role in ensuring the equal rights and opportunities of women and men

The leader's role in the SDS is conditioned by the powers and responsibility delegated to him/her by society and the state through the SDS structures. Each senior position is an integral element in a single system of ensuring the security of society and the state. The leader is responsible for both the effectiveness of the functioning and development of the managed structural unit and the performance within this unit of strategically important tasks determined by the state and SDS structure. It is the leader who has the main responsibility for implementing the requirements for ensuring the equality of women and men in the SDS.

Currently, most structural units are mixed. The only remaining variable is the ratio of men and women in different SDS units

In the field of ensuring equal rights and opportunities of women and men in the SDS, there are **positive trends** associated with change in Ukrainian legislation aimed at the further empowerment of women in the SDS:<sup>244</sup> establishment of a larger number of positions, including combat ones, which was a significant step towards ensuring gender equality,<sup>245</sup> and establishment of the right of women to enrol in military lyceums and lyceums with enhanced military physical training, higher military education institutions (HMEI) and military training units of higher educational institutions (MTS HEI)<sup>246</sup> (*except in cases provided for by the legislation on motherhood and child protection*). Consequently, women hold senior positions, including at operational and strategic levels, in the SDS<sup>247</sup> (see the statistics given in Section 3).

and structures. However, there is a steady trend of an increase in the percentage of women recruited for service. Based on this, the level of the leader's gender competence and ability to

consider gender aspects in subordinate units, so that existing human resources capacity can be used more effectively, becomes an important aspect of his/her management.

244 On Amendments to Certain Laws of Ukraine on Ensuring the Equal Rights and Opportunities of Women and Men during Military Service in the Armed Forces of Ukraine and Other Military Formations: Law of Ukraine (Vidomosti of the Verkhovna Rada (VVR) (Newsletter of the Ukrainian Parliament), 2018, No. 44, p. 353, available at: <https://zakon.rada.gov.ua/laws/show/2523-19>, accessed 26 June 2020.

245 On Approval of the Lists of the Military Occupational Specialty Codes and Regular Positions of Privates, Sergeants and Master Sergeants and Tariff Lists of Positions of the Stated Service Members: Decree of the Ministry for Defence of Ukraine No. 627 of 3 December, 2018, registered in the Ministry for Justice of Ukraine on 28 December, 2018 by No. 1507/32959, available at: <https://zakon.rada.gov.ua/laws/show/z1507-18>, accessed 26 June 2020.  
On Approval of Changes to the List of the Military Occupational Specialty Codes of Officers, List of the Military Positions of Officers That Can Be Hold by Service Women and List of the Military Occupational Specialty Codes in Accordance with Which the Primary Military Rank of the Junior Lieutenant of Reserve Can Be Conferred: Decree of the Ministry for Defence of Ukraine No. 57 of 13 February, 2019, registered in the Ministry for Justice of Ukraine on 5 March, 2019 by No. 226/33197, available at: <https://zakon.rada.gov.ua/laws/show/z0226-19>, accessed 26 June 2020.

246 White Book 2018, Armed Forces of Ukraine, Factsheet by Rusnak, I. (Ed.) Kyiv, 2019, 172 pg., available at: <http://www.mil.gov.ua/content/files/whitebook/WB-2018.pdf>, accessed 26 June 2020.

247 Ibid.

Meanwhile, a key indicator in Ukraine is the rapid increase in the number of women at the tactical level. It should also be noted that the recruitment of women for the service is a fundamentally important component of the implementation of gender policy in the SDS at the stage where a sergeant corps is being formed in Ukraine. Female sergeants already serve in the SDS structures and are the professional group of leaders most likely to be given the task of inculcating gender tolerance among the personnel.

A wide range of campaigns to highlight the issues of women's involvement in the service, the role and place of women in the performance of tasks set in all SDS structures, and information on the gender perspective should also be viewed as positive developments. The websites of central bodies, agencies and organizations have sections on gender issues that are constantly updated.

There is also active implementation of projects on gender mainstreaming in the official, everyday activities of the SDS structures. This educational process is supported by the Government (the Office of the Deputy Prime Minister for European and Euro-Atlantic Integration and the Government Commissioner for Gender Policy) and the NATO member states.<sup>248</sup>

The Bohdan Khmelnytsky National Academy of the State Border Guard Service of Ukraine (NASBG-SU) initiated an International Scientific and Practical Conference "Implementing Gender Policy at the Present Stage of Societal Development: Status, Problems and Prospects"<sup>249</sup> with the support of UN Women Ukraine.

Kharkiv National University of Internal Affairs conducts an annual quiz "Through Equality and Understanding to Protection and Security". In 2019, a gender quiz was held, in which 15 teams of the SDS higher education institutions (HEI) took part.

Khrystyna Boychuk, a sergeant and cadet of the National Academy of the National Guard of Ukraine (NANGU), was chosen as an ambassador from Ukraine within the UN Assembly's leadership program "Ambassadors for Sustainable Development Goals".<sup>250</sup>

**Challenges and problematic issues.** At the same time, the leader's position plays a significant role in the implementation of gender policy on the ground. A lot of work may have been done to eradicate gender stereotypes of thinking and behaviour within the structure, but the attitude of an individual "manager" in the unit can spoil and negate all the positive changes that have emerged.

When faced with involving women in daily duties, the leader of one of the services might as a point of principle say: "*my women will not take on duties*". Thus the results of painstaking long-term work on ensuring the equality of women and men in the structure

248 Report of the Vice Prime Minister for European and Euro-Atlantic Integration of Ukraine during the Term of the Work in the Government (2016-2019), available at: [https://www.kmu.gov.ua/storage/app/sites/1/17-presentation-2019/7.2019/%20%D0%9E%D1%84%D1%96%D1%81.pdf?fbclid=IwAR2paWhUvhgG8K1wrd3bFk3NF58NUHOleZ\\_6YTSMNn67vslFZGxJB-7tWE](https://www.kmu.gov.ua/storage/app/sites/1/17-presentation-2019/7.2019/%20%D0%9E%D1%84%D1%96%D1%81.pdf?fbclid=IwAR2paWhUvhgG8K1wrd3bFk3NF58NUHOleZ_6YTSMNn67vslFZGxJB-7tWE), accessed 26 June 2020.

Gender Advisers of Higher Military Education Institutions as Part of the Delegation from Ukraine Visited the Nordic Centre for Gender in Military Operations [Радники з гендерних питань вищих військових навчальних закладів у складі делегації від України відвідали Скандинавський центр з питань гендеру у військових операціях], website of the Ministry for Defence of Ukraine, 10 October, 2019, available at: <http://www.mil.gov.ua/news/2019/10/10/radniki-z-gendernih-pitan-vishhih-vijskovich-navchalnih-zakladiv-u-skladi-delegaczii-vid-ukraini-vidvidali-skandinavskij-czentr-z-pitan-%D2%91enderu-u-vijskovich-operacziyah>, accessed 26 June 2020.

249 Yesterday the International Scientific and Practical Conference "Performing of Gender Policy at the Present Stage of the Society Development: Status, Problems and Prospects" took place at the Bohdan Khmelnytsky National Academy of the State Border Guard Service of Ukraine [Учора у Національній академії Держприкордонслужби ім. Богдана Хмельницького відбулася Міжнародна науково-практична конференція «Реалізація гендерної політики на сучасному етапі розвитку суспільства: стан, проблеми, перспективи»], website of the State Border Guard Service of Ukraine, 26 April, 2018, available at: <https://dpsu.gov.ua/ua/news/V-akademii-Derzhprikorдонsluzhbi-proyshla-konferenciya-z-realizacii-endernoi-politiki-na-suchasnomu-etapi-rozvitku-suspilstva/>, accessed 26 June 2020.

250 Khrystyna Boychuk: "I want stereotypes hindering development and self-realization to disappear" [Христина Бойчук: «Хочу, щоб зникли стереотипи, які заважають розвиватися та самореалізовуватися»], website of the National Guard of Ukraine, 30 September, 2019, available at: <http://ngu.gov.ua/ua/news/hrystyna-boychuk-hochu-shchob-znykly-stereotypy-yaki-zavzhayut-rozvyvatysya-ta-samorealizovuvatsya>, accessed 26 June 2020.

are destroyed. The unit finds itself in a situation of increased tension and conflict: the women subordinate to this leader have a misconception about the care of the “good leader” who allegedly protects the “subordinate women”; men find themselves in a situation of excessive stress and begin to have a negative attitude towards women. There is a split in the team due to the misinterpretation of the understanding of gender equality.

The reason for such behaviour is the leader’s unprofessionalism as a manager. This might be due to the leader’s masculine misconceptions about how to show his care for subordinates, his unconscious need for self-affirmation and thirst for power, his sexism or elementary gender ignorance.

There is a real split in the team; women are not given the opportunity to increase their professionalism and necessary competencies and they are limited in their ability to realize their capacity. When there is a change of leadership (which is inevitable in the SDS), the risks increase for the whole structure: women are labelled as “unfit for work”, the system pushes them out; men remain in a position of totally rejecting women as professional colleagues in the team; the turnover of personnel in the structure increases; in general, the structure loses valuable resources: human, material and temporal.

Consequently, not only the destiny of the managed unit, but also

the development of the whole structure depends on the personal management style chosen by the leader. At the same time, the direction determined by the state with regard to implementing the gender perspective in the SDS may be significantly distorted due to gender ignorance and lack of gender competence in the leader. This concerns leaders at all levels of the management hierarchy in the SDS.

At the same time, women in the SDS are still a more vulnerable category of personnel due to discrimination; they are discriminated against on more grounds and more often than men. Therefore, the position of women in the SDS in general, as well as in their individual team, should be chosen as the starting point for the policy of equalizing the rights and opportunities of women and men.

The leader’s activities to ensure equal rights and opportunities of women and men can be shown in the implementation of the following management policies, positive in Table 4.2.1 and negative in Table 4.2.2:

**The overall result of implementing positive management practices** is the inclusion of a gender perspective in the decision-making and management of units at all levels and at all stages.

**The overall result of implementing negative management practices** is multiple discrimination, an exodus of human resources from the SDS, and a dead end in the organization’s development.

The ideal management trajectory is the full application of positive policies. The lists given in Tables 4.2.1 and 4.2.2 are not exhaustive and may be supplemented according to the management experience and gender awareness of the leader.

The leader’s gender policy in the management of the subordinate unit is purely individual and unique. Directions and means for improving it can be determined by means of a systematic gender audit of management activities.

In addition, it is proposed to position these policies and practices as the two extremes of the gender scale of a leader’s management activities. The scale may be used to assess the level of his/her gender sensitivity and competence

As noted in Unit 1 the implementation of the principle of the equal rights and opportunities of women and men, including in the SDS, is a component of public policy in this area. Given the wide range of the tasks determined, it requires considerable effort and consistent work by both leaders and personnel. In this case, the key to success is the “political will” (motivation) of the leader and a gradual change in the minds of all participants involved in the process.

The success of the implementation of gender-oriented approaches in management activities at lower levels (an individual unit) depends directly on the leader, his/her awareness and competence, motivation and orientation towards a positive final result.

**TABLE 4.2.1**

Content of positive management policy	Expected results of management practices
Transparency and clarity of the principles and methods for managing subordinate personnel, eradication of discrimination and manifestation of sexism	Effective activities of the unit with maximum results, development and improvement
Equal opportunities for everyone in terms of service, professional development and career, regardless of age, marital status and family responsibilities	Sustainable development, achievement of the set goals (tasks) with minimum loss of human resources
Creation of a favourable gender-sensitive environment	Creation of a positive moral and psychological climate, an environment of trust and respect for the personality of each member of the unit
Established gender-sensitive communications	Creation of a gender culture among the personnel, conducting relevant information and propaganda activities, creation of a positive image (of the leader and the unit)
Equality policy on remuneration and incentives as an indicator of the effectiveness of tasks performed, regardless of gender	Provision of social safeguards for personnel
Consolidation of the principles of gender equality at the level of constituent (normative) documents, in particular statutes, regulations, collective agreements	Creation of a "legal" framework (basis) for the rights and responsibilities of personnel at unit level
Creation of a system of gender logistics	Provision of comfortable conditions for daily activities and personnel service
Periodic gender audit of the unit's activities and annual reporting by leaders at all levels on the results of their activities	Assessment of the actual state of affairs, determination of directions for the further implementation of gender approaches in management

**TABLE 4.2.2**

Content of negative management policy	Expected results of management practices
Spontaneous and sporadic managerial decisions based on a selective and biased attitude towards certain subordinates, including women, suggestibility of decisions that may be made under the influence of “trusted persons”	Uneven distribution of responsibilities between subordinate personnel, gender-based privileges, including the creation of easier and “more comfortable” conditions of service
Discrimination on the basis of gender, age, family responsibilities, multiple discrimination	Personnel turnover, low motivation to perform set tasks, personnel oriented towards their own needs
Gender segregation (glass ceiling, glass walls), in particular the emphasis on the role of women as secondary, service personnel incapable of performing their duties professionally	Ineffective distribution of responsibilities and of work performed, limited opportunities for professional and career development
Sexism	Creation of a negative, intolerant image of the unit, increased risks of manifestations of violence and sexual harassment
Unequal working conditions and organization of working time, unequal remuneration (for equivalent work), selective approach to the encouragement (tangible and intangible) of the personnel	Increased level of social tension, complaints, exodus of qualified human resources
Existence of discriminatory norms in constituent (normative) documents, in particular statutes, regulations, collective agreements	Low level of legal and social protection of the personnel, negative image of the unit

# 4.3

## Role and tasks of gender advisers in the SDS

With increased levels of management (in an individual unit, agency and above) and of the number of subordinate structures, personnel and the range of issues to be considered, advisory bodies need to be created and advisers appointed for ensuring the equal rights and opportunities of women and men, which is enshrined at the level of legislation and in legal and regulatory acts.<sup>251</sup> In this case, the personal level of gender competence of both the leader and his/her adviser is important, as well as the work system that will be built by them and vertical and horizontal strategic communications on the issues.

There are significant risks in the creation and functioning of the institution of gender adviser in the SDS, in particular, the following:

Currently, some work on the forming of the system of gender advisers in the SDS is already under way, in particular within the implementation of the Annual National Program under the NATO-Ukraine Commission<sup>252</sup> and of the National Action Plan for the Implementation of the Recommendations of the UN Committee on the Elimination of Discrimination against Women.<sup>253</sup>

In 2018, in the Armed Forces of Ukraine (AFU), 57 gender advisers were appointed to the leaders of the structural units of the apparatus of the Ministry for Defence of Ukraine (MDU), higher military educational institutions, agencies, cultural institutions and units of the Armed Forces.<sup>254</sup>

A department for gender equality has been created in the Ministry of Internal Affairs (MIA), and a gender adviser has been appointed. Gender units have been created in the NGU, NPU (National Police of Ukraine), SBGSU, SMS (State Migration Service), SES (State Emergency Service). Gender advisers have been appointed, on a voluntary basis, in the NGU, SBGSU, NPU and SES. In addition, gender advisers have been appointed to all 7 HEI of the MIA.

251 On Ensuring Equal Rights and Opportunities of Women and Men: Law of Ukraine (with amendments), available at: <https://zakon.rada.gov.ua/laws/show/2866-15>, accessed 26 June 2020.

252 Annual National Program under the NATO-Ukraine Commission for 2018 Approved by the Decree of the President of Ukraine No. 89/2018 of 28 March 2018, available at: [https://www.president.gov.ua/storage/j-files-storage/00/58/62/bd6cdbcf9328901d1d1d8163ae5348c6\\_1522256231.pdf](https://www.president.gov.ua/storage/j-files-storage/00/58/62/bd6cdbcf9328901d1d1d8163ae5348c6_1522256231.pdf), accessed 26 June 2020.

Annual National Program under the NATO-Ukraine Commission for 2019 Approved by the Decree of the President of Ukraine No. 117/2019 of 10 April 2019, available at: [https://www.president.gov.ua/storage/j-files-storage/00/66/94/be3713ff58b6db13129cb53e80f534a7\\_1554906766.pdf](https://www.president.gov.ua/storage/j-files-storage/00/66/94/be3713ff58b6db13129cb53e80f534a7_1554906766.pdf), accessed 26 June 2020.

253 On Approval of the National Action Plan for the Implementation of the Recommendations Set Out in the Concluding Observations of the UN Committee on the Elimination of Discrimination against Women in the Eighth Periodic Report of Ukraine on the Implementation of the Convention on the Elimination of All Forms of Discrimination against Women up to 2021: Decree of the Cabinet of Ministers of Ukraine No. 634-p of 5 September 2018, available at: <https://www.kmu.gov.ua/npas/pro-go-planu-dij-z-vikonannya-rekomo-zhinok-do-vosmoyi-periodichnoyi-dopovid-ukrayini-pro-vikonannya-konvenciji-pro-likvidaciyu-vsih-form-diskriminaciyi-shchodo-zhinok-na-period-do-2021-roku>, accessed 26 June 2020.

254 White Book 2018, Armed Forces of Ukraine, Factsheet by Rusnak, I. (Ed.) Kyiv, 2019, 172 pg., available at: <http://www.mil.gov.ua/content/files/whitebook/WB-2018.pdf>, accessed 26 June 2020.

**1** *Lack of a systematic approach in building the structure and hierarchy of the institution of adviser within each SDS structure.* For example, in the AFU, advisers have been appointed in all structural units of the MDU and the General Staff of the AFU, HMEI and MTS HEI, while advisers to senior leaders have not yet been appointed.

**2** *In most SDS structures, the position of gender adviser (except for the adviser of the Minister for Internal Affairs) carries the expectation that his/her duties will be implemented on a voluntary basis.* This situation carries a number of risks, associated primarily with the involvement of haphazard appointees with a lack of competence, lack of motivation to perform the agreed tasks effectively, and lack of personal responsibility for work in this area. At the same time, drawing the institution of gender adviser from within the personnel creates additional risks of tokenism and of having specialists in the positions without proper qualifications in gender equality.

**3** *Lack of normative documents on the functioning of the institution of adviser, in particular the lack of development and the uncertainty of the functions and tasks to be performed by these persons, lack of interdepartmental coherence and coordination of these structures.* In our opinion, given the integration of the gender perspective into the activities of all SDS structures, the problems identified and the reduction of

possible risks should be resolved along the following lines:

- standardising the structure of gender adviser institutions within each SDS structure, and ensuring the interdepartmental coherence and compatibility of these institutions;
- determining the role and place of gender advisers within management, and consolidating their legal status by developing and implementing the relevant provisions (statutes, instructions, etc.), with an indication of the functions and tasks to be performed by these officials (or by management levels), the powers granted to them, the hierarchy both within each structure and in the SDS in general, and the limits of possible coordination with similar structures outside the SDS;
- employing gender advisers on a competitive basis, with clear standard qualification requirements defined for management levels and types of positions at each level, in terms of the level of education and training of persons applying for the positions;
- ensuring the greatest possible involvement of civilians in the competitive selection for gender adviser positions, in the context of the implementation of the principles of civilian and military cooperation to prevent militarization in the solution of gender equality problems;

- creating and launching a system of training, retraining and certification of persons who have passed a competitive selection and who hold positions in the gender adviser institution; this system to be implemented at national level and in specialized international centres of gender education such as the Nordic Centre for Gender in Military Operations (NCGM, Sweden).

An important stage in the work to create an effective gender adviser institution in the SDS should be the study of other countries' experience, including the NATO member states, and models for the implementation of successful gender mainstreaming practices.

Given the democratization of society, the institution of SDS adviser institution cannot be a system in isolation. Means of communication must be foreseen with the structures of other bodies and institutions, in particular those representing civil society. This will allow the greatest effect to be achieved in the process of introducing the gender perspective in the SDS and the state in general.

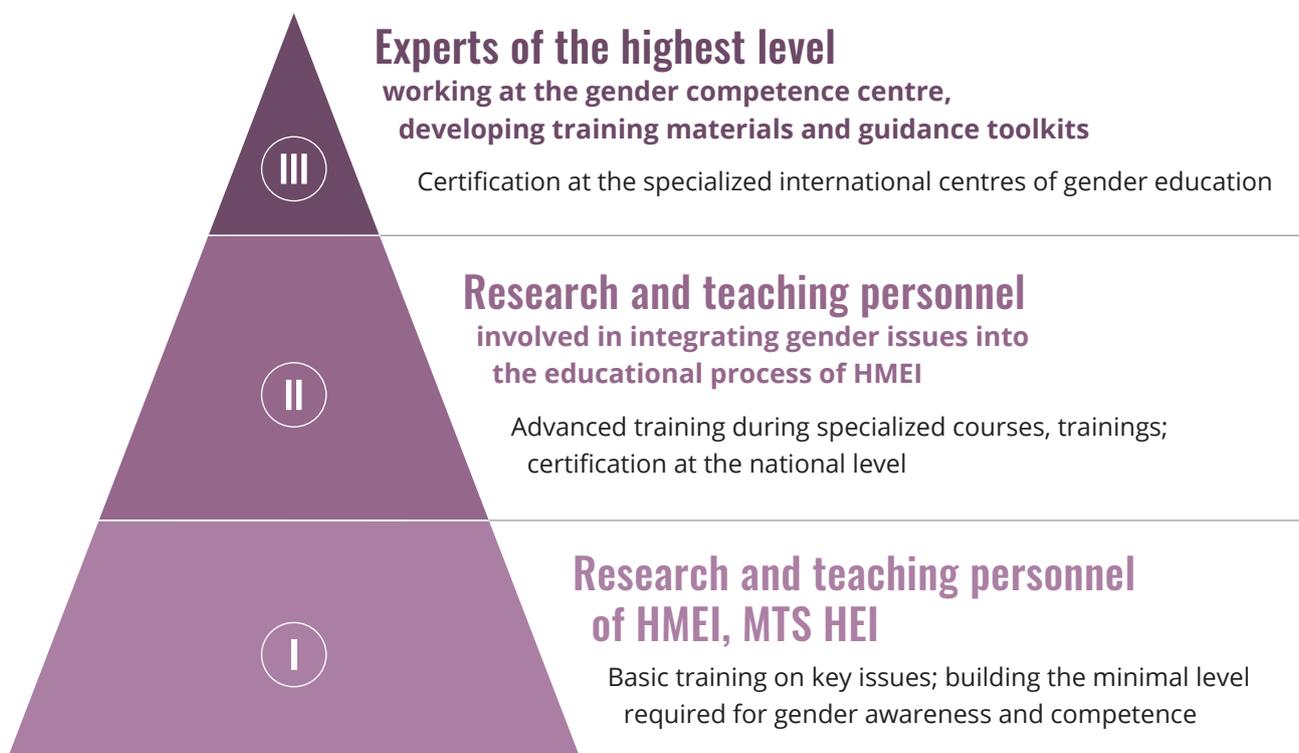
The implementation of the specified tasks takes a certain time and is impossible unless systematic research is conducted with the participation of the scientific and teaching personnel of HMEI, MTS HEI, HEI of the MIA, and the SDS scientific institutions.

In this regard, it is relevant to offer the following orientations of activities:

- ensuring that personnel, including senior staff, at all levels of all SDS structures, achieve the minimum required level of gender awareness and competence, in particular by means of the implementation of gender issues in the educational process of HMEI, MTS HEI of the SDS, HEI of the MIA, combat (service) training programs and the system of advanced training and retraining. A prerequisite for the positive perception and development of these competencies may be preschool, secondary, or pre-professional gender education enshrined at the institutional level;
  - implementing targeted training of gender specialists by means of a system of training courses (advanced training);
  - creating and ensuring the functioning of the SDS Gender Competence Centre;
  - forming a gender group of people who already have experience in the implementation of gender issues in the educational process of SDS HEI, ensuring their targeted training and certification followed by acquisition of the status of “expert in ensuring gender equality in the SDS;”
  - ensuring opportunities for the experts of the gender group for further advanced training with in-depth study of international experience.
- To perform the tasks of training persons capable of the tasks of implementing the gender perspective in the SDS, a “Level training model of experts in ensuring gender equality in the SDS” is proposed (Fig. 4.3.1).

**FIGURE 4.3.1**

**Level training model of experts in ensuring gender equality in the SDS**



The essence of “level” training is the following:

In the **1st (basic) level**, all teaching personnel responsible for the educational process should go through basic training on ensuring gender equality. The requirements are compulsory and apply to all teachers, not only of the humanities, but also of all disciplines provided by educational programs and curricula;

the **2nd (advanced) level** is of research and teaching personnel involved in the process of

integrating gender issues into the educational process, who already have a certain level of gender awareness and competence. They should go through in-depth training towards this in specialized courses (trainings, seminars). Proof of the level acquired is certification at national level;

the **3rd (expert) level** is the highest level of training in ensuring gender equality in the SDS, which allows those qualified to perform duties in the SDS Gender Competence Centre, act as course leaders

(trainers) of seminars or training at lower levels, and develop training materials for use in the SDS HMEI (MTS HEI), HEI of the MIA.

The condition for moving to the next level of training is accomplishing duties in the field of gender equality in the SDS, including on a voluntary basis, and meeting all the conditions of the previous level.

At all levels, it is mandatory to maintain the acquired level of gender awareness and competence in the system of advanced training of personnel.

# 4.4

## Development of gender competence among SDS leaders of Ukraine

*The gender competence of an SDS leader* is a set of knowledge, practical skills and behaviour styles of the leader, aimed towards the implementation of the principle of gender equality in the SDS. It has three main components: 1) 'subject and matter', which reflects the understanding by leaders of gender issues, gender approach

and basic principles of gender policy in the military field; 2) 'operation and action', the mastering of which allows leaders to successfully perform specific functions of professional activities associated with consideration of the factor of gender; 3) 'personal and professional', which deals with the expression of one's own

position and the active execution of leadership knowledge, skills and abilities in terms of integrating the principle of gender equality into professional activities.

Given the above, the leader (commander) in the SDS of Ukraine should have the following gender competencies:



**Subject and matter component – KNOW:**

- international requirements for the implementation of the principle of gender equality in the SDS, in particular in the armed forces of NATO member states;
  - basics of national policy on gender equality;
  - specifics of the implementation of the principle of gender equality in the SDS in the context of military conflict and post-conflict situations;
  - types and manifestations of gender-based violence.
- 

**Operation and action component – BE ABLE TO:**

- apply the provisions of international and national legislation on the promotion of gender equality in professional activities;
  - analyse the situation of gender equality in their professional field;
  - determine gender stereotypes and challenge them in the course of carrying out their professional duties;
  - avoid the use of discriminatory judgments and practices;
  - decide on manifestations of gender-based violence and adequately respond to cases;
  - provide assistance to victims of discrimination in accordance with their professional responsibilities.
- 

**Personal and professional component – EXPRESS/PERFORM:**

- values of gender equality, tolerance and non-violence;
- an attitude of zero-tolerance of sexism, gender-based violence and gender discrimination;
- understanding of one's own responsibility for the promotion of gender equality in Ukrainian society and the SDS;
- willingness to support colleagues who have suffered from gender-based violence or gender discrimination;
- readiness to comply with the provisions of the international Code of Conduct for service members and workers in the SDS (the NATO Code of Conduct), especially in terms of the prevention of sexual harassment, sexism and gender discrimination.

# 4.5

## Gender approaches in the management of the unit as a social group



***The effectiveness of the unit management depends on the extent to which the leader has mastered specific management tasks and techniques and is able to use them appropriately in practice, considering:***

- ***the structure of the unit as a small social group that appears as a system of formal and informal statuses and roles;***
- ***the development patterns of the social group (group dynamics).***

The effectiveness of the tasks performed by the unit depends not only on the competencies, knowledge and skills of those carrying them out. If their efforts are personal and uncoordinated, this will result in a chaotic model of action. Therefore, any task associated with the implementing group requires coordinated teamwork. It also requires the conscious targeted management of the unit as a social group; attention to how its members are brought together in view of its formal and informal structure, their status and how their roles are distributed; competent management of the development of the group and the social processes that accompany that development; and the transformation of the group into a coordinated team – all performed simultaneously.

A leader in the SDS, regardless of his or her position or place in the management hierarchy, always deals with a small social group as an object of management. Regardless of whether it is a platoon (company) or a team of senior management leaders, the team being led requires specific management knowledge and skills, consideration of the specifics and

patterns inherent in a small social group as a social system considering its structure and development dynamics.

The requirements are supplemented by the mandatory requirements for the leader's gender competence and his/her ability not only to consider the gender component, but also to use it to create an effective team and ensure its optimal functioning in the management of the team or structural unit.

The structure of the unit as a small social group is formed by means of the interaction of formal and informal statuses and roles. If everything is determined quite clearly and transparently in terms of staff responsibilities, powers and fields of responsibility in the system of formal statuses and roles in the SDS structures, which is the rationale behind each person's place in the unit, then the logic of self-organization and self-ordering of social systems works within the system of informal interactions, statuses or roles. This can ultimately yield unpredictable results: for example, if the leader is a young, inexperienced officer, his (or her) position may be only formal.

**Social status** is the position of a person (or group) in society that is determined by their membership of an individual social community and determines the range of their rights and responsibilities. Accordingly, the main features of social status are those inherent in the social stratum to which a person belongs: income level, authority, prestige, power, level of education, profession, etc.

**Personal status** is the position of a person in a small group (family, work community, circle of friends, study group, etc.) that is determined by the system of status and role distribution in that small group, in accordance with the formal and informal structure of the group.

The status of a person in the SDS structures is determined by:

- firstly, the person's membership in certain status social groups within the SDS structures;
- secondly, the person's place within the structural unit of the SDS, the roles and functions that are provided by means of formal and informal statuses in the relevant unit.

*Until recently, the studies of social stratification (the organized structure of social inequality) in power structures were gender neutral: social inequality was measured by two indicators:*

- *one of power, manifested directly by the command and administrative system that is built on two basic principles: the hierarchy of status positions and the unity of command;*
- *an economic one, manifested indirectly by the state's delegation of official powers that give the right to control the allocation, distribution, or movement of economic resources; the storage and use of weapons and ammunition, military and other equipment; the distribution and use of human resources; etc.*

*Considering these economic and power aspects, and subject to the content of the tasks performed, the level of education, and existing competencies, three major status groups, corresponding to three levels of the management hierarchy, can be distinguished within the socio-stratificational hierarchy of the SDS:*

- *high, which includes status positions designed to address strategic issues;*
- *medium, which brings together the social positions in the hierarchy focused on addressing operational tasks;*
- *low, which brings together the social positions of the hierarchy designed to address tactical issues.*

*In addition, research shows that the groups not only have significant differences from each other, but that there is significant differentiation within each of them, covering a total of about 50 levels of status positions from top to bottom.*

*This approach does not allow another fundamentally important cleavage of stratification to be identified, namely the systemic inequality that is the consequence of the violation of the principle of the equal rights of women and men in power structures.*

*Gender inequality as a factor of social stratification in the SDS has been actively studied only in recent years,<sup>255</sup> which is associated on the one hand with the course of the country towards European integration and NATO membership and, on the other, with the active participation of women in the defence of their homeland because of JFO/ATO. The studies detect existing gender inequality in the SDS and existing gender stereotypes (among men and women, and among senior, NCO and other ranks) about women and their gender role, and their place in the army in times of both peace and war.*

Each status determines the range of responsibilities of a person, i. e. what he or she should do in accordance with this status. This range of functional responsibilities of the status is determined by the term social role.

**The social role** is the dynamic side of the status and the functions that must be performed in accordance with the status; it is an individual and normatively approved way of behaviour, obligatory for any person with the relevant social status.

**The gender role** is a normatively approved way of behaviour, obligatory for a man or a woman, and of the social functions that they must perform in accordance with the system of masculine and feminine role expectations of society at this stage of its socio-cultural development.

A dictionary of gender terms provides the following definition:

*“The gender role is a normative type of human behaviour in society that is expected and required of him/her as a person of an individual gender.*

*Gender roles are determined by the differentiation of people in society on the basis of gender. The gender role is the differentiation of activities, statuses, rights and responsibilities depending on their gender affiliation. Gender roles are a sub-set of social roles: they are normative, express certain social expectations and are manifested in behaviour”.*<sup>256</sup>

255 See the list of sources below:

Dudko, Ye. Gendered War: Feminist Analysis [Гендерована війна: феміністичний аналіз// “Спільне”] Journal of Social Criticism “Commons”, 28 November 2014, available at: <http://commons.com.ua/genderovana-vijna>, accessed 29 June 2020.

Dubchak, N. (2008) Women in the Armed Forces of Ukraine: Problems of Gender Policy, Strategic Priorities, No. 4 (9). P. 187-192 [Жінки у Збройних силах України: проблеми гендерної політики //Стратегічні пріоритети], available at: <http://old.niss.gov.ua/book/StrPryor/9/25.pdf>, accessed 29 June 2020.

Kalahin, Yu. (2013) Gender Aspect of the Profiling of the Personality of the Armed Forces of Ukraine Service Members, Ukrainian Society, No. 3. P. 44-53 [Гендерний аспект типологізації особистості військовослужбовців Збройних сил України // Український соціум].

Kalahin, Yu. (2014) Stereotypes of Service Women about the Army and Military Service. Grani. No. 2. P. 112-117 [Стереотипи військовослужбовців-жінок про армію та військову службу// Грані].

Armed Forces (Gender Discrimination) At the Limit: Addressing the Issues of Discrimination and Inequality in Ukraine / The Equal Rights Trust Country Report Series: 5, London, August 2015. 444 p. [Збройні сили (Дискримінація за ознакою статі)], available at: [http://www.gay.org.ua/publications/antidi\\_report2015-u.pdf](http://www.gay.org.ua/publications/antidi_report2015-u.pdf), accessed 29 June 2020.

“Invisible Battalion”: Women’s Participation in Military Action in the ATO (Sociological Survey), Martseniuk T., Kyiv: PE Klymenko, 2016, 80 pg.

256 Glossary of Gender Terms, by Shevchenko, Z. V., Cherkasy: 2016, 336 pg. [Словник гендерних термінів / Укладач З.В.Шевченко. Черкаси: 2016.-336с.].

Existing stereotypes about the gender roles of women and men are revealed in all spheres of life in society: family, life, professional activities, politics, economics, etc., determining relationships, personnel decisions, employment and professional development opportunities, etc.

*The existence and preservation of traditional gender stereotypes in the SDS were detected by a sociological survey of the features of women's participation in military action in the ATO zone<sup>257</sup>. The authors of the study acknowledge that "... traditional gender roles tend to be reproduced in war too: men are defenders, women are to be protected. Men are strong, and women get favours". Servicewomen (about 50% of the respondents) "take this for granted and appreciate men's care for them".*

Informal structures can put up even more resistance in a situation where a woman acts as leader, creating additional risks.

Informal structures (micro-groups, informal leaders, a system of informal prescriptions and norms, etc.) can push the woman out of a group that perceives itself as a "brotherhood of professional

men". The woman often has to "fight for her place in the sun", in every situation confirming her professionalism and denying her classification as a "fragile woman" in the SDS team of men, regardless of her professional competencies.

In this case, the issue of gender equality, in particular the status (formal and informal) of women in

SDS structures does not only have a purely theoretical or political dimension. It becomes significant in practice, especially in view of the numerous security challenges faced by the modern globalized world and Ukrainian society.

The surveys conducted during classwork over the past five years in the course "Management of social processes in military teams" at the NANGU, among graduate cadets (future commanders at the tactical level) and postgraduate students (officers at the operational level), help to identify certain "tectonic" changes in consciousness and dominant stereotypes among servicemen in the NGU, as shown in Table 4.5.1.

Two questions were offered for answer:

1. Are you prepared to have servicewomen under your command?
2. Are you prepared to obey a female leader?

The answers were distributed as follows:

257 "Invisible Battalion": Women's Participation in Military Action in the ATO (Sociological Survey), Ed. T. Martseniuk. Kyiv: PE Klymenko, 2016. 80 p. ["Невидимий батальйон": участь жінок у військових діях в АТО (соціологічне дослідження)].

**Table 4.5.1**

	Cadets of the Command and Staff Faculty 4th year				Postgraduate students (officers at operational level)			
	2014–2016		2017–2018		2014–2016		2017–2018	
	yes	no	yes	no	yes	no	yes	no
Are you prepared to have servicewomen under your command?	5%	95%	70%	30%	20%	80%	60%	40%
Are you prepared to obey a female leader?	0%	100%	15%	85%	10%	90%	30%	70%

Such statistics show:

- firstly, existing gender stereotypes, not yet eradicated, in particular an unwillingness to recognize women's ability to hold senior positions in the military;
- secondly, a certain positive change in the attitude to servicewomen in both the cadet and officer environment. This is a consequence of numerous measures aimed at creating gender awareness and gender tolerance within the task of implementing a gender perspective in the educational process at the NANGU.

It is noteworthy that the justification for answering positively to the second question was recognition of the priority of the leader's professionalism and personal moral qualities, regardless of the gender.

Current trends also show that:

- the cadet environment (future leaders at tactical level) is more sensitive to the ideas of equality of women and men at the NGU;
- officers at operational level, as managers with significant practical experience in the military, are more balanced in the assessment of the prospects for gender equality with overall positive dynamics;
- so far, a servicewoman at the NGU is perceived as a colleague rather than a leader.

The results of the survey conducted at the NANGU demonstrate a situation fairly typical not only of the MIA structures, but also of the SDS system in general. The study conducted by the NASBGSU (see Annex B) provides similar results for the differences in gender awareness of different groups of respondents (cadets and senior officers).

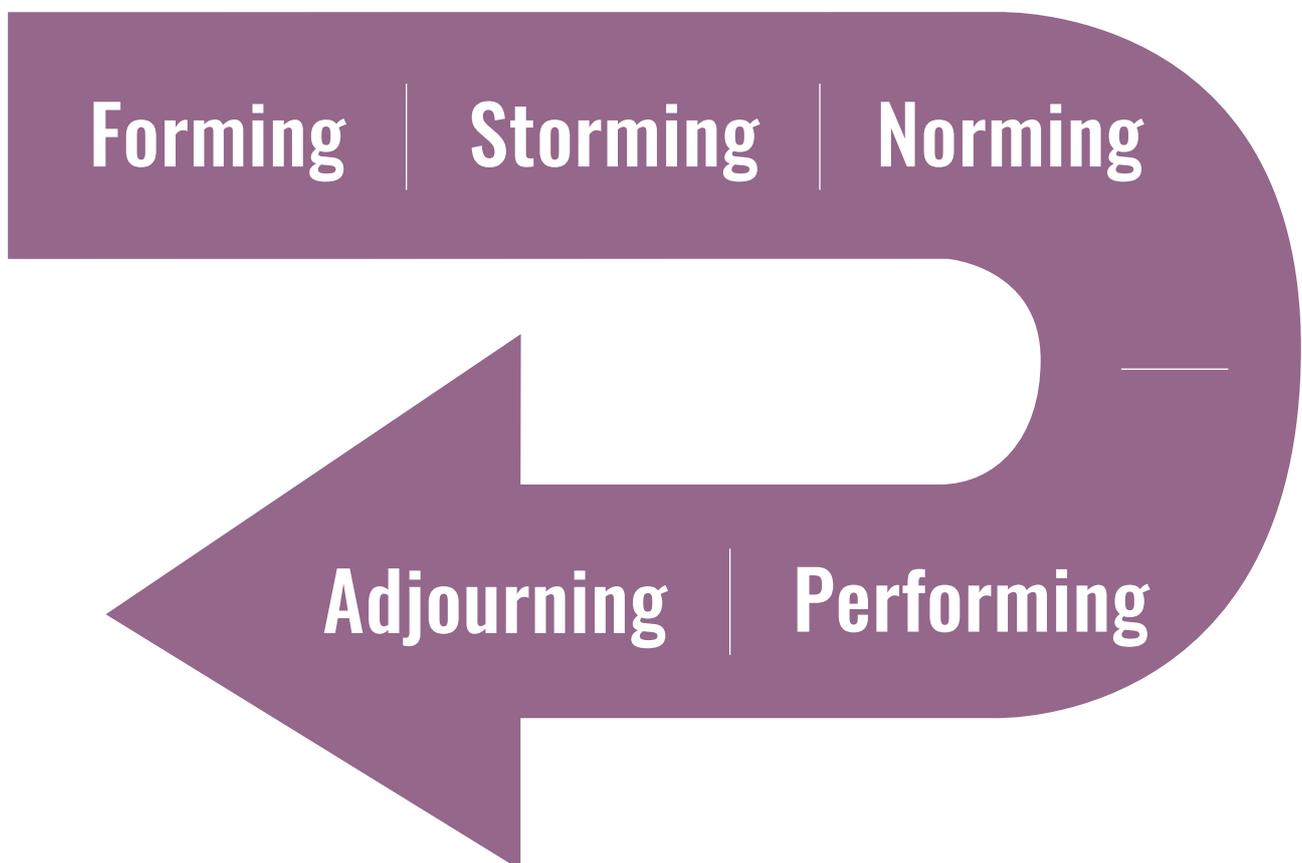
In addition, any structural unit goes through certain natural and logically consistent stages of development, turning from a group of people working together (“under one roof”), into a cohesive strong team with a common goal. Team building is a rather long and

complex process. The main stages of this process are described by the model of group dynamics developed by the American researcher B. Tuckman<sup>258</sup> and finalized jointly with M. A. Jensen<sup>259</sup> (see Fig. 4.5.1).

Each stage has its own characteristics and relevant specific management tasks and techniques (see Table 4.5.2).

**FIGURE 4.5.1**

**Model of group dynamics by B. Tuckman and M. A. Jensen**



258 Tuckman, B. (1965) Developmental Sequence in Small Groups. *Psychological Bulletin*, 63. P. 384–9.

259 Tuckman, B. & Jensen, M. (1977) Stages of Small Group Development Revisited. *Group and Organizational Studies*. 2. P. 419–27.

TABLE 4.5.2

Phases of group dynamics and their specific features	Management goals, tasks and techniques on the implementation of gender equality
<p><b>1. Forming</b></p> <p><b>Condition:</b> uncertainty.</p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• the group appears as a conglomeration of disparate individuals;</li> <li>• different personal goals, motivation, attitude to service in this unit;</li> <li>• different awareness of the purpose of the existence of this group;</li> <li>• different gender conceptions and stereotypes.</li> </ul>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• determining the framework of values and norms (“framework of the necessary and the allowed”) within which the activities of the SDS unit in general and each of its members are acceptable.</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• determining the basic values and norms of professional/military and professional activities, in particular in terms of gender equality in the SDS as a contributory factor for increased security;</li> <li>• clear determination of sanctions for sexism and sexual harassment, as well as gender discrimination, and personal responsibility for non-compliance with gender equality norms in the SDS;</li> <li>• introducing the legal basis of gender equality in the SDS (Constitution of Ukraine, Resolution 1325, Laws of Ukraine, etc.) to the personnel, in particular the requirements and norms within this individual unit;</li> <li>• support for those individuals (groups) who feel insecure (those affected).</li> </ul> <p><b>Techniques:</b></p> <ul style="list-style-type: none"> <li>• social diagnostics;</li> <li>• conducting events (possibly including training sessions) for meeting in person and gender awareness;</li> <li>• provision of opportunities for informal communication and information exchange;</li> <li>• possible training sessions aimed at relieving psychological pressure and overcoming gender stereotypes.</li> </ul>

## 2. Storming

### Condition:

- pressure, conflict;
- division into subgroups by values, interests, expectations.

### Content:

- forming a system of informal statuses and roles, informal power;
- determining the personal (informal) status in the group and the social roles and functions conditioned by it;
- differences between individual expectations and reality, growing frustration and dissatisfaction;
- search for a person to whom responsibility can be transferred;
- manifestations of gender intolerance and harassment on the basis of gender.

### Goals:

- prevention of gender discrimination in the unit and of its division, in particular, into men and women;
- acceleration of adaptation processes; identifying compatibility and leaders of micro-groups;
- ensuring the establishment of a clear link between personal interests and the purpose of the existence of the unit.

### Tasks:

- shift of the personnel's focus from the struggle for informal power to the performance of tasks;
- observation of the forming of micro-groups, as well as norms and values around which the forming of micro-groups takes place;
- identification of persons who claim leadership (women and men), primarily those whose attitudes and values are as close as possible to or significantly differ from the declared values of service, gender equality and collective action;
- determining the areas of responsibility and personal and group tasks.

### Techniques:

- social diagnostics, forecasting and modelling of processes;
- management of the processes of the subordinates' adaptation and socialization;
- increasing the complexity and speed of the tasks to be performed when the membership of micro-groups changes;
- control over the processes of the distribution of informal power and informal influences;
- training subordinates in conflict prevention and resolution skills, based in particular on violations of the principles of gender equality in the SDS;
- training the personnel in how to act in cases of sexual harassment and gender discrimination, putting themselves in the situation of an "observer" or "victim" of violence;
- conflict management;
- possible: conducting sociometric surveys and psychometric tests;
- possible: role plays aimed at identifying the leadership qualities of the personnel (ability to perform the role depending on the situation, initiative, ability to think about alternatives and make decisions, etc.).

### 3. Norming

**Condition:**

- elaboration of group rules and norms of interaction, in particular on gender equality.

**Content:**

- creating a balance of power and authority in the unit;
- determining the social status and social role of each member of the group;
- forming the norms of gender tolerance.

**Goals:**

- achieving coordination and stability in the functioning of the unit and high quality performance of the tasks set;
- recognition by the personnel of gender equality and gender tolerance as norms that ensure the effectiveness of the functioning of the unit.

**Tasks:**

- ensuring the connection between the declared values, norms and principles, in particular those of gender equality, with the practices of service and daily life of the unit;
- forming relationships of cooperation, fellowship and mutual assistance, and collective work skills, regardless of gender;
- creating motivation to succeed, regardless of gender.

**Techniques:**

- deciding the alignment of formal and informal systems of statuses and roles in the unit;
- placement of subordinate women and men in accordance with the level of development of their professional competencies, considering the features of individual qualities and preferences, needs and motivation;
- maintenance of the status of the unit and each of its members;
- stimulating the development of cohesion and coherence;
- conducting training on team-building.

#### 4. Performing

**Condition:**

- an effective, cohesive team;
- stable effective operation;
- mutual trust and mutual respect;
- stable atmosphere of gender equality.

**Content:**

- clear coordinated work;
- standardized statuses and roles (formal and informal) within the group, which are willingly accepted and well-performed;
- development of personal responsibility for the final result;
- stable relationships of gender equality;
- gender does not matter, the main evaluation criterion is professionalism.

**Goals:**

- ensuring stability and high effectiveness in the operation of the unit and achieving the maximum return from each member of the team.

**Tasks:**

- creation of conditions for the maximum development of the human capital of subordinate women and men, their professional development and enhancement of competence;
- combination of individual and group needs so as to achieve a “balance of three interests” (those of the SDS structure in general, of this structural unit, and of the individual subordinate).

**Techniques:**

- oversight; minimal interference in the social processes and social interactions in the unit;
- delegation of certain powers to the subordinates;
- involvement of subordinate women and men in participation in decision-making on a basis of parity;
- development of the subordinates’ professional skills and competencies;
- management of the subordinates’ careers.

**5. Adjourning**

**Condition:** uncertainty.

**Content:**

- waiting for the unknown;
- embarrassment;
- fear of the loss of gains, including personal status.

**Goals:**

- prevention and minimization of trauma due to the disbandment (or reformation) of the unit;
- dissemination of the ideas and practices of gender equality in the SDS structures by individual carriers of gender culture – the members of this unit.

**Tasks:**

- preventing the results achieved in terms of the subordinates' gender culture from becoming diluted;
- promoting the formation of gender equality attitudes as a value and lifestyle;
- ensuring effective communication between the personnel after the disbandment of the unit.

**Techniques:**

- embedding of the results achieved by the unit and their connection with the professional achievements of male and female subordinates;
- modelling of the prospects open to personnel who have put gender equality values into practice;
- analysis of the gender contexts of further professional activities in the SDS.

The issue of managing group dynamics confronts the leader not only when forming a completely new unit (for example, recruits, in primary vocational training or when fundamentally new structural units or services are created in the SDS). Service practice proves that any unit and its leader are forced to go through almost all stages of group dynamics in cases where:

- the unit receives fundamentally new tasks and there is a redistribution of functions and roles in the personnel to ensure maximum effectiveness;
  - the unit has to carry out standard tasks under conditions of vaguely determined or changing policies in the structure, or unclear tasks and consequences of activities;
  - new members who claim certain status and roles in the team come to a permanent unit, which destroys the balance that has been created of power and authority.
- To ensure maximum effectiveness of service performance, as well as service and combat tasks, the leader must be able:

- firstly, to accurately diagnose (determine) the stage of development of the unit being led;
  - secondly, to carry out the tasks and techniques relevant to that stage of management;
  - thirdly, to focus management efforts on reaching the stage of stable operation;
  - fourthly, to conduct a regular diagnosis to determine at which stage the led unit is.
- between the requirements of the structure and the practices of the unit;
  - between male and female subordinates;
  - between male subordinates about women;
  - between female subordinates about men;
  - between formal and informal power, etc.

The main – and fundamentally important – issue in management is that of the controllability of the object, namely the identity of the real leader of this unit. Mechanisms such as informal leadership and group opinion are at work here. Even with well-structured and well-defined formal authority, they may negate all the efforts of the leader.

Informal power is a phenomenon that depends on the influence of the informal leader (it is carefully considered in any textbook on social psychology and social management). It can be both positive and negative. But it is always a phenomenon of multiple decision-makers and diarchy in the unit.

Given the tasks of these guidelines, the issue of the formal or informal leader's own position on the question of women in SDS structures is of fundamental importance. Personal rejection of the ideas of gender equality by the leader always results in conflict:

These conflicts threaten the controllability and combat effectiveness of the unit, the leader and his/her career, and the structure in general.

In addition, among the mechanisms that are inherent in the team as a small social group, which act as regulators of its operation and development, existing traditions and norms in both the individual unit and the SDS structure exert a significant impact.

The change (transformation) of existing group norms and traditions that do not correspond to the principles of gender equality is a complex and painstaking task. The leader should consider the factors on which the success of change will depend.

First is the law of "resistance to social change", inherent in all social systems, in accordance with which the strength of resistance to change depends on the degree of alignment/misalignment of the existing system of norms, values

with and the new system being introduced.

This means that a claim for the equal rights and opportunities of women and men is unlikely to be supported in an environment where no special attention was generally paid to observing the rights of subordinates as citizens of Ukraine (for example, where everything happens formally "on command", with a formal, authoritarian attitude to work). Rather, the leader will face various manifestations of resistance – overt or covert – from his or her subordinates.

Consideration of this law in the context of implementing ideas of gender equality within the unit should be based on the management technique of "innovations", which provides for simultaneous work in two directions:

- dismantling the old value system;
- promoting and implementing the new value system.

In addition, work should be developed considering the following sequence of stages: preparation (awareness training), implementation (consistently putting into practice) and consolidation (reaching the stage of stable operation of the new system of values and norms). The surveys show that when the new system is recognized as the norm by at least 60% of the social group (the community), the process of change can be considered successful.

Secondly, these are tendencies revealed by surveys of public opinion conducted in certain groups on how a minority can influence the decisions of a majority. The essence of these tendencies is demonstrated by the fact that the power of minority influence is determined by the extent to which the minority is cohesive, consistent in its actions, committed to its ideas and convinced of its position.

Bearing in mind this tendency in terms of practices of integrating gender equality in the SDS, it becomes clear that the success of the integration of gender perspectives in the sector does not depend so much on funding or the number of conferences and training sessions conducted. As practice shows, a balanced and targeted personnel policy is extremely important under modern conditions. First of all, the following measures become necessary:

- identification of and support for those who are already convinced of the need for change in the sector towards its democratization and the implementation of human rights within it;
- their training and development of their gender awareness and competence;
- ensuring the highest quality of communication between the subordinates;

- forming “overarching” groups of persons who will become “conductors” of the ideas of gender equality in the SDS (if necessary).

It is of fundamental importance to prevent tokenism and bureaucracy within the SDS structures in carrying out these tasks, since otherwise innovative changes will be negated.

Thirdly, the existing organizational culture and communications can be gender-sensitive, gender-neutral or overtly patriarchal (for gender-sensitive communications, see subsection 3.2; for organizational culture and its role in the forming of a gender-sensitive environment, see subsection 3.3).

Fourthly, personal beliefs, preferences, gender stereotypes and life practices of subordinates will affect absolutely all interactions in the unit and all measures to implement the ideas and principles of gender equality.

Management experience show that successful practices are those which:

- consider the strong (positive) and weak (negative) characteristics of subordinates, purposefully compose small groups (units) while considering these characteristics on the principle of complementarity, and create conditions in which positive

qualities are developed and intensified, and negative ones are minimized or, better yet, begin to work beneficially;

- consider the existence of three different levels of influence on the behaviour of subordinates (that of the whole structure – organizational culture; that of the unit – group norms and traditions; and that of the individual subordinate – personal needs, motives, values) and the management tools relevant for each level (see the content of subsection 3.1);
- comply with the principle of consideration of the “balance of interests” for all the above management levels;
- consider the principle of complexity and systematization in management;
- ensure the observance of the principle of the equal rights and opportunities of women and men in SDS structural units.

The modern world and the internal practices of service performance, as well as service and combat tasks by mixed units demonstrate significant advantages from the participation of both women and men in achieving the set goal.

*The following information is drawn from the textbook "Management of social processes in military teams".<sup>260</sup>*

**The principle of consideration of the balance of interests** across three levels shows an important pattern associated with optimizing the parameters of management efforts, costs and achieved result.

*It is obvious that the existing three levels of the SDS social systems (the institution in general, the structural unit, the individual actor) have their own purely "selfish" interests. If one of the parties tugs too hard, this will inevitably provoke resistance from the "affected" levels, which will attempt to restore the balance. This will ultimately lead to unnecessary losses that significantly reduce or even negate the expected effectiveness of the management decision made.*

*At the same time, SDS management practices provide sufficient examples of the overall balance of interests being violated for the sake of the institution's interests.*

*For example, when conducting attestations, checks and inspections (general ranking of the institution), individual units and implementers must demonstrate the appropriate level of training, namely competencies, skills and abilities; to eliminate the shortcomings of the current management in the shortest time possible; etc. After control measures have been carried out, negative sanctions are used, while positive incentives (whether material or moral) are almost absent. Individual implementers put in extra effort and extra time; units restructured their work to take account of preparation for the inspection. And the only one who benefits from all these efforts is the institution: it has increased its competencies and achieved higher positions in rankings.*

*This situation generates a backlash from the "affected levels": the moral and psychological environment in the teams deteriorates, conflicts arise, the cohesion of units is threatened, the overall effectiveness of professional/military and professional activities decreases, pessimistic feelings arise. The ultimate manifestation of such confrontation may be, for example, intentional material damage, theft of property and weapons, early resignation from the service, discharge, desertion, suicide.*

*Farsighted leaders always maintain the balance of interests for all three levels, combining positive and negative sanctions.*

260 Sevruk, I. & Товма, М. (2012) Management of social processes in military teams [Навчальний посібник/ Авт. кол.: Севрук І.І., Товма М.І. – Харків, Академія ВВ МВС України, 2012], Manual, Kharkiv, Internal Force Academy of the Ministry for Internal Affairs of Ukraine. 147 p.

# 4.6

## Operational and tactical levels of gender communications in the SDS institutions



Gender communications at the **strategic level** have their own specifics. However, only the operational and tactical levels will be mentioned in this text.

At the **operational level** (the level at which campaigns and major operations are planned and conducted to achieve strategic goals in an individual theatre, or in the area of military action), it becomes more important to create internal communications and culture in the SDS institutions which strive to be gender-sensitive. This

involves the following steps in communication:

- identification of the individual needs of the different groups of men and women, boys and girls in society, and then taking measures to meet those needs;
- preliminary monitoring of the needs of civil society groups and assessment of the possible impact on those groups;
- esteem for both male and female employees, encouragement and promotion of a bal-

ance of their professional and family responsibilities;

- cooperation with men and women in local communities to better understand and meet local needs.

Special attention must be paid to the preparation of reports and materials by the SDS institutions. Any materials disseminated within the SDS should consider the gender factor. This principle should be followed both at the stage of the collection and at the stage of the presentation of materials.

## HOW TO COLLECT DATA FOR THE REPORTS AND MATERIALS OF SAFETY INSTITUTIONS CONSIDERING THE GENDER FACTOR

**Data grouped by the gender of the subject** are data that are collected and presented broken down by women and men.

*How to collect the data?*

All paper and electronic forms should contain a requirement to indicate the subject's gender.

The data should be collected evenly both among women and men or in proportion to the representation of women and men in an individual unit of an individual SDS institution.

Measures should be considered to ensure the participation of women and men in the data collection process (for example, separate focus groups for women and men).

It is always necessary to compare the data on women and men and to analyse any differences.

### **A positive example from civil society in the collection and dissemination of information considering the gender factor:**

*Between the 4th and 11th of October, 2019, Wikipedia initiated a marathon to create and improve articles about prominent Ukrainian women; this was organized by the National Democratic Institute (NDI), the Swedish Embassy in Ukraine, the non-governmental organization "Wikimedia Ukraine" and Grammarly. As a result of the marathon, 140 new articles appeared and about 40 articles were improved on Ukrainian Wikipedia. As part of the international marathon,*

*articles about famous Ukrainian women were created in the English, Russian, Japanese, Bengali, Hindi, Bashkir and Yakut language editions of Wikipedia.*

*"To tell the truth, I did not know about many famous Ukrainian women before I came to Ukraine," notes Hilma Dalström, Second Secretary of the Swedish Embassy in Ukraine. "I think that is why the events like this editorial marathon are important. To disseminate the information about famous Ukrainian women who may have been forgotten, looked down on or not taken seriously." About 85% of all*

*biographical articles on the Ukrainian Wikipedia are articles about men, and only 15% are about women. It is not only Ukrainian Wikipedia where there is a gender imbalance. It is a general trend, characteristic to some extent of different language sections.<sup>261</sup>*

The materials prepared by SDS institutions should not be based on linguistic sexism.

All materials, whether dedicated to gender issues or not, are beneficial if their language and content are gender-sensitive.

261 The project page on the Ukrainian Wikipedia, available at: [https://uk.wikipedia.org/wiki/Вікіпедія:Це\\_зробила\\_вона](https://uk.wikipedia.org/wiki/Вікіпедія:Це_зробила_вона), accessed 29 June 2020.

## BASIC TERMS

**Linguistic sexism** is the expression of tendentious views and beliefs that humiliate, exclude, underestimate and stereotype women on the basis of gender in the language or by linguistic means. Linguistic sexism can be represented by three categories, namely gender metaphor, gender stereotypes, sexist statements.

**A gender metaphor** is a figure of speech transferring the physical or moral qualities of “femininity” or “masculinity” to things not associated to the gender (*‘мужні вчинки’ (manly deeds), ‘вічна жіночість’ (eternal femininity)*).

**Gender stereotypes** are generalized, socially and culturally conditioned ideas about typical characteristics of males and females.

**Sexist statements** are those based on gender stereotypes and prejudices, and which construct gender polarization and introduce relations of dependence and subordination between women and men in different ways. Linguistic sexism becomes a means of ascertaining dominance and supremacy – epithets like *‘ласмівко’ (swallow), ‘красуня’ (pretty woman)* when two people have a working relationship; anecdotes and jokes of a sexist orientation.

## RECOMMENDATIONS FOR THE PREPARATION OF THE MATERIALS FREE FROM LINGUISTIC SEXISM, BY M. BASTICK<sup>262</sup>

Include information on the methods used to clarify both female and male respondents’ opinions in the description of the methodology.

If possible, indicate from whom the information and opinions included in the materials were obtained or with whom they were associated, namely with women, men, girls or boys (for example, *“чоловіки повідомляють, що...” (men report that...), “за словами жінок...” (according to women...)*).

Try to identify gender models in all complaints and investigations. This can be achieved by collecting and presenting data on complaints grouped in accordance with the subject’s gender, with data on the proportional representation of women and men in the population and the individual SDS institution, as well as in relevant positions and fields of activities. It is also necessary to analyse the types of complaints submitted, to classify the complainants by branch and service of the army, rank and gender. Analyse the difference in the results obtained in terms of women, men, girls and boys. Note these differences in a special section.

262 Bastick, M. (2014) Integrating Gender into Oversight of the Security Sector by Ombuds Institutions & National Human Rights Institutions. Geneva. 70 p. P. 43-4.

Avoid using terms that refer only to men if the official duties are performed by a woman (for example, use the term *'співробітниця поліції'* (policewoman) instead of *'поліцейський'* (policeman).

Try not to use masculine pronouns or words of only the masculine gender in situations where the gender of the person(s) is not defined. For example, instead of the phrase *"командир визначається лише на основі рівня його підготовки"* (the commander is appointed only on the basis of his level of training), use the following: *"командири визначаються лише на основі рівня їхньої підготовки"* (commanders are appointed only on the basis of their level of training).

For analysis in class, use examples where both men and women are mentioned.

Any images that are used should also represent both men and women, both civilians and SDS staff.

At the **tactical level** (the level at which operations are planned and implemented in order to achieve (military) goals set for the tactical units), professional and interpersonal communications

at the level of individual units of the SDS institution become especially important. It is this level that demonstrates the general state of internal institutional communications and culture. The main task

at this level is the forming of gender-sensitive interpersonal communications and the prevention of harassment and discrimination on the basis of gender.

## RECOMMENDATIONS FOR THE OBSERVANCE OF GENDER PARITY LANGUAGE IN COMMUNICATIONS OF SECURITY AND DEFENCE INSTITUTIONS

1. Avoid insulting statements about women and men, and those which portray women in a worse light than men or, conversely, men worse than women.
2. Avoid statements that perpetuate gender stereotypes, for example: *усі чоловіки – чудові керівники* (all men are great leaders); *усі жінки – відмінні підлеглі* (all women are excellent subordinates).
3. Consider the presence of women when addressing a broad audience. For example: *Шановні учасники і учасниці конференції!* (Dear participants of the conference!)
4. Use words that denote a person by profession, position or type of occupation in the feminine gender, in particular in the plural and in different case forms when women are mentioned, for example: *заступниця, заступниці, заступниць* (deputy, deputies).

**5.** Use the following suffixes to form feminines:

**-к-** the most productive one, the largest number of feminines are formed by means of it: *консультант – консультантка (consultant), інспектор – інспекторка (inspector)*;

**-иц-** added to the masculine stem ending in *-(н)ик, -ець*: *рятувальник – рятувальниця (rescuer), переможець – переможниця (winner)*;

**-ес-** added to a foreign language stem, although it is the least productive of all suffixes and is gradually being replaced by the suffix *-К-*: *актриса – акторка (actress)*;

**-ин-** previously used only in specific cases (*історикня (historian), мистикня (artist)*), it is now added to the stems ending in either *-ець (виборець – виборчиня (voter))*, or a consonant (*ворог – ворогиня (enemy), шеф – шефиня (manager – manageress)*).

**6.** Use feminine forms to denote the ranks of privates and senior personnel:

*рядовий – рядова (private)*

*сержант – пані сержант (sergeant)*

*старшина – пані старшина (warrant officer)*

*прапорщик – пані прапорщик (ensign)*

*лейтенант – пані лейтенант (lieutenant)*

*капітан – пані капітан (captain)*

*майор – пані майор (major)*

*підполковник – пані підполковник (lieutenant colonel)*

*полковник – пані полковник (colonel)*

*генерал-майор – пані генерал-майор (major general)*

*генерал-лейтенант – пані генерал-лейтенант (lieutenant general)*

*генерал-полковник – пані генерал-полковник (colonel general)*

*генерал – пані генерал (general)*

**7.** Remember that the classes of definite and indefinite pronouns (*всякий (anyone), інший (other), хтось (somebody), хто-небудь (someone), будь-хто (anyone)*) implicitly expect to be followed by the masculine gender (*хтось сказав, подумав, вирішив (someone said, thought, decided)*). The problem can be overcome by replacing the masculine gender with the feminine one (*хтось сказала*), where relevant, or introducing the plural (*хтось казали*). Instead of *кожен із нас (each of us)*, *кожна людина (each individual)*, *кожна особа (each person)*, *кожна із нас (each of us, for a team of women)* can be used.

**8.** If the use of feminines overloads the text, one may resort to the strategy of neutralization. For example, instead of *українські студенти і українські студентки протестували (Ukrainian male students and Ukrainian female students were protesting)* one can use *українське студентство протестувало (Ukrainian studentdom was protesting)*. The neutral words *особа (person), людина (individual)* can also be used.<sup>263</sup>

263 Offered by the sources

Gender for the media: Handbook on gender theory for journalism and other socio-humanitarian specialties, Mayerchik, M., Plakhotnik, O., Yarmanova, G. (Eds.), 2017, 224 pg.

Little Dictionary of Feminines for the Press Officers of the Territorial Departments of the State Emergency Service of Ukraine by Plachynda, H. Kyiv, 2018 [Словничок фемінітивів для прес-офіцерів та прес-офіцерок територіальних управлінь Державної служби України з надзвичайних ситуацій], available at: [http://wicc.net.ua/media/Slovyuk\\_fem.pdf](http://wicc.net.ua/media/Slovyuk_fem.pdf), accessed 29 June 2020.

In addition, gender-sensitive communications involve all actors developing communicative competence, in particular:

- *communication skills*, namely skills associated with information exchange, taking gender into account;
- *cognitive skills*, namely skills of interpretation of social signs, internal dialogue, problem solving, an understanding of the norms of behaviour, a positive attitude to life bearing gender in mind; developed cognitive skills are evidence of a high level of self-awareness;
- *emotional skills*, namely a complex that contains partial skills: awareness and expression of one's own feelings, i. e. their management; management of one's own emotional state; self-motivation and behaviour management; perception of another person's feelings; application of adequate behavioural techniques in communication.<sup>264</sup>

### **Ethical aspects of communications.**

The development of communication skills means not only developing specific techniques or methods, but also creating contexts where communication partners are perceived as equals, regardless of their gender. A person can only communicate more effectively in conditions where a

dialectical positive relationship is formed with others on the basis of general cognitive and axiological/value-based categories, namely awareness, reflection, freedom of choice and responsibility.

**Awareness** is a skill that allows one to evaluate the manner of one's own and others' behaviour, consciously comprehend it and adjust the communications in light of the gender factor. Awareness allows one to understand the reasons for one's own and others' behaviour. Awareness of the communicative situation is expressed in internal statements (an internal dialogue) like "Such behaviour by me in this context is adequate and correct" or "Such behaviour in this situation is wrong, I will try to behave differently next time".

**Reflection** is a form of awareness during which the person reflects on events that have happened and analyses them. In the process of reflection, one's own actions are evaluated. Reflection is the basis for the learning of new communication techniques and skills development; it is an important component of professional development that allows one to develop and occupy new positions in the organization.

**Freedom of choice (the context of "I can", "I want")** is the awareness that everyone has the right to choose. This awareness relieves tension and internal conflicts in

a specialist of an SDS institution who sometimes performs professional duties associated with the use of the law or force as methods of influence. The opposite of freedom of choice is coercion, identified by an context of "I must".

**Responsibility.** The awareness of freedom of choice leads to a sense of responsibility. Through deliberate self-management, a law enforcement specialist takes responsibility for his/her own actions, which is the strongest internal motivator for the performance of professional duties within the current legislation. Coercion does not create opportunities to assume responsibilities, or develop personal will and a sense of responsibility. The rejection of personal responsibility for work duties leads to a situation where employee of the SDS institution creates an internal defensive reaction (self-justification).

The word *responsibility* has two meanings:

- a) an externally imposed obligation to act in a certain way (responsibility before the law, ethical norms) to prevent punishment;
- b) an inner conviction and belief that it is necessary to act in this way (personal morality) (see Table 4.6.1).

264 Kompantseva, L. (2016) Social Communications for the Security and Defence Sector Professionals Manual. Kyiv: National Academy of the Security Service of Ukraine, 2016. 578 p. [Соціальні комунікації для фахівців сектору безпеки і оборони].

**TABLE 4.6.1**

INNER RESPONSIBILITY	RESPONSIBILITY AS ACCOUNTABILITY
<p>An inner need (state of mind) to act in a certain way created by the person himself/herself.</p>	<p>An externally imposed obligation to act in a certain way. Inaction can lead to sanctions.</p>
<p>It appears if:</p> <ol style="list-style-type: none"> <li>1) the person has an inner belief that a certain action should be done. The belief is based on the person's values and goals;</li> <li>2) the person can decide for himself/herself whether he/she will do a certain action; s/he has freedom of choice.</li> </ol>	<p>Fear of punishment and fear of losing a certain reward (money, recognition, place of work) forces the person to act. When there are no sanctions, the motivation to perform his/her duties decreases.</p>

If responsibility is perceived as a duty, the main incentive to professional action by the SDS representative will be the effort to avoid punishment. The sense of responsibility as an inner need of the person has as its aim the achievement of a goal of professional or personal development – professional in accomplishing the institution's tasks, or personal in fulfilling one's own needs or well-being. Currently, creating a gender-sensitive SDS institution in Ukrainian society is already recognized as a responsibility, but of the 'duty' kind.

Responsibility as an inner conviction in terms of implementing gender-sensitive communications is increasingly shown by independent media.

For a long time, the SDS remained a purely male field of activities. It is for this reason that masculine

norms of subject-object communication prevail there. The main indicator of gender sensitivity in SDS institutions should currently be communicative subject-to-subject cooperation of women and men.

Gender approaches are key in the dimensions of security and peace, as is considered in the communicative and legislative activities of international institutions. The introduction of the gender factor in the SDS institutions' activities is impossible without the creation of gender-sensitive communications at strategic, operational and tactical levels.

*Therefore, at operational level, it is important to:* create internal gender-sensitive communications and culture in the SDS institutions; provide units with recommendations for creating gender-sensitive communications and

preparing reports and materials that take the gender factor into account; perform constant monitoring, analysis and evaluation of communications in terms of ensuring gender sensitivity in units.

*At tactical level:* prevent situations of discrimination, harassment and communicative aggression in the units of the SDS institutions, especially at the level of interpersonal interaction; build the communicative competence of all actors with regard to the gender factor (communicative, cognitive, emotional skills); create an environment among the members of military teams where communication partners are perceived as equals, regardless of their gender, on the basis of general value-based categories, namely *awareness, reflection, freedom of choice and responsibility*.

### **An example of responsibility for implementing gender-sensitive communications:**

*The editorial office of Detector Media adopted a Code of Ethics for Gender-Sensitive Policies. Among the principles of the creation of gender-sensitive media products, the following ones are noted:*

- *comply with the principles of professional ethics, bases of social responsibility, legal documents governing journalistic activities;*
- *avoid in materials ignoring, mocking, contempt, or the use of obscene innuendo and expressions having a double meaning;*
- *professionally produced media should not contain excessive nudity or sexual references that do not have a demonstrable connection with the topic that is presented;*
- *professionally produced media should not reproduce/convey the social, economic or cultural superiority of one gender over another or presence of elements that approve of violence against persons of one's own and/or the opposite gender;*
- *pay attention to the parity of how women and men are presented in the materials (the purpose of the footage, place, time, surroundings, interior, background, the size-ratio of the objects represented, installation, highlighting of details, how the information is presented, dress code, manner, behaviour, gestures, etc.);*
- *be aware of gender emphasis in texts, language, tone, images, nuances, colours and other details;*
- *think about the consequences of the publication of the material for women and men, children and adolescents;*
- *use creative images instead of sexism.<sup>265</sup>*

265 URL: <https://zz.detector.media/community/texts/180284/2020-09-04-imi-rozrobyv-gendernu-ta-antydyskryminatsiyu-polityku-organizatsii/>, accessed 04 September 2020.

# 4.7

## Organizational culture as the basis of a gender-sensitive environment



***A gender-sensitive environment considers the features of women's and men's lives, and strives to overcome inequalities and promote gender equality in all aspects and for all groups.***

To ensure the effective implementation of gender policy in the SDS, it is relevant to optimize the level of organizational culture for the creation of a gender-sensitive environment in the SDS where the professional training is undertaken of future officers of the police, armed forces, border service, emergency services and state security. Therefore, managers at all levels need to understand gender issues, which will provide the opportunity to significantly increase the effectiveness of the performance of professional tasks and avoid typical problematic issues. At the same time, the principal issue is the need for any leader of any rank to consider features and conditions of HEI that differ from the civilian educational institution.

In individual cases, general social factors are differently combined with the specific living and professional conditions of the individual person and the individual military, police or other similar unit or study group of the SDS HEI. To understand the mechanism of the individualization of the influence of socially determining factors on officers, students and cadets, as well as on an individual training group, the leader should consider the importance of the fact that

conditions in the SDS environment are specific, that is, their living and working conditions. It has been found that groups of cadets and students of the SDS HEI do not have only the socio-psychological features common to any group, but also specific features that are conditioned by the features of the individual tasks of these HEI and the nature of their daily activities. These features include: 1) the homogeneous age structure of educational groups and their inclusion in the educational process; 2) the relative stability, duration and continuity of the interaction and intensity of communication of all its members; 3) a relatively high degree of autonomy; 4) clear regulation of relationships and the functional dependence of group members determined by the subordination system; 5) observance of military discipline, as well as law and order; 6) unity of command in complex coordinated activities, etc. These are features that have a significant impact on organizational culture, including a gender-sensitive environment.

There is a problem at the level of consciousness of both permanent and transient personnel in the perception of gender roles in the SDS; a clear presence of gender

stereotypes is noted, which negatively affects the moral and psychological climate in units and, as a result, the effective performance of professional tasks.

Organizational culture refers to values and is reflected in the gender balance of the personnel, management structure, informal principles and rules for women and men at the workplace, etc.

For the leader of an SDS unit, it is extremely important to have built a high level of behaviour culture in a gender-sensitive environment, given that it is developing that to an appropriate level that ensures the existence of moral foundations such as (according to N. Khamka):

- responsibility (timely and responsible performing of one's own duties and moral requirements, a consistent attitude to oneself and others, active and proactive actions, respect for rights and freedoms, assistance to and support for subordinates, including in terms of their achievement of personal opportunities and abilities);
- justice as honesty and sincerity in relations, truthfulness, objectivity in the assessment of oneself and others, self-criticism, integrity;
- respect for human dignity, respect for the person, attitude to the other as a unique person, etc.<sup>266</sup>

Commanders and teachers should also consider that an important indicator of interpersonal relations in a gender-sensitive environment is **the level of cohesion of the unit or study group**.

The effectiveness of the joint activities of the members of the unit or study group is ensured by a number of psychological factors, the most important of which is **the motivational (i. e. value-oriented) factor. One of the main socio-psychological conditions for the effective influence of the community on the development of each individual's personality and the creation of his/her motivational sphere is the optimization of interpersonal relations between women and men.**

Observing leaders who treat women in the same way as men, namely with the same degree of respect and considering their opinions, is often a more effective incentive than a policy of forcing subordinates to treat people of both genders equally. Similarly, women in senior positions can serve as an example for subordinate women. In addition, not only can they be mentors, but they also demonstrate that women too can succeed in an individual institution.

As role models, senior executives (both men and women) in the security sector who want to promote the development of inclusive and respectful cultures

should refrain from behaviour that sends the wrong message and creates a hostile working environment, namely:

- Misogynistic or unacceptable jokes, for example, jokes that point to the superiority of one gender over another, ridicule the notion of femininity, question the masculinity of individual men, or convey overtly sexual content or references;
- Addressing male or female colleagues with misogynistic, unprofessional, and off-colour words, for example, "рідна" ("honey"), "солоденька" ("sweetie"), "красуня" ("beauty"), "дівчино" ("girl"), "хлопцю" ("boy"), etc.;
- Inappropriately "chivalrous" behaviour that reduces professional trust in women, indicating that they are weak or need "protection";
- Inappropriate comments or comments with a sexual connotation about the appearance of men or women;
- Showing images with sexual content (on screens, objects, etc.), listening at high volume to radio programs or songs with sexually explicit text, participating in actions that have a sexual intent and affect the working conditions of others.
- Given the hierarchical nature of security institutions, it is

266 Encyclopedia of Education. Academy of Educational Sciences of Ukraine, ed. by Kremen, V. et al. Kyiv: Yurinkom Inter, 2008. 1040 p. P. 441.

important that each participant of the system of subordination shows respect for the principle of gender equality at his/her own level by his/her own example. Leaders at all levels should know that their own behaviour affects the working atmosphere and opinions of all members of their teams, both men and women. Those who hold senior positions should not only refrain from misogynistic and unacceptable actions (such as those listed above), but also respond decisively to any manifestation of such behaviour by their subordinates. It is important to send a clear message that misogynistic and disrespectful comments or behaviour contradict the values of the institution and are unacceptable.<sup>267</sup>

Only appropriate professional training and the psychological readiness of leaders, along with specific methodological training, allow them to:

- create a gender-sensitive environment with a friendly atmosphere;
- complement the power that comes with the role and status of a flexible leader, with the power of knowledge and competence;
- have the trust of all members of the unit;
- maintain a competitive spirit in accordance with training goals and maximize the level of cooperation among subordinate personnel;
- create all the conditions necessary for the personnel to feel comfortable;
- increase the autonomy of all members of the unit.

Successful, systematic creation of a gender-sensitive environment should ensure gender analysis of the individual qualities of the members of the unit (group),

assessment of the socio-psychological climate, study of the conditions in which their activities are performed, identification of ways to improve the effectiveness of the functioning of the unit as a group, as well as methods and tools of the management of the group, development of proposals and recommendations regarding managerial influence on the groups and assessment of their effectiveness.

The educational purpose of gender-sensitive speech by the commander is clearly manifested in his/her emotional influence, as the leader's language is perceived by subordinate personnel as a sort of standard for how they should express their opinions and their attitude to reality.

Personal relations in the educational environment of the SDS HEI take the form of dialogue as a system of active communication between the leader and subordinate personnel.

267 Roos, E. Institutional Culture. How to Promote the Development of an Inclusive Culture and Oppose the Application of Patriarchal Norms in the Security and Defence Sector, UN Women, available at: [http://www.un.org.ua/images/documents/4688/Handout%20\(Institutional%20Culture\)%20EN-UK\\_FINAL.pdf](http://www.un.org.ua/images/documents/4688/Handout%20(Institutional%20Culture)%20EN-UK_FINAL.pdf), accessed 29 June 2020.

# 4.8

## Gender component of ethics in the SDS. Codes of Ethics



***The basis on which all power structures function, which directs their activities and gives meaning to their existence, is the protection of society and the state and ensuring their security. The high humanitarian mission of the military profession is that it is focused on the saving of the lives of citizens as the highest social value of the state (Constitution of Ukraine, Article 3).***

The basis of any action, any social action and interaction is always basic human moral values. Moral and ethical values are the basis for building personnel in the SDS. The task of the unit is, therefore, to determine the moral and ethical context of all practices of the SDS service, as well as its service and combat activities.

The Code of Honour of an Officer of the AFU is a set of moral and ethical norms that determine the value orientation of the officer's worldview and fundamentally regulate his/her relations with his/her social surroundings, official and public activities. The Code is based on the principle of the equality of all officers, regardless of rank and position.

Its main idea can be formulated in a few words: an officer of the AFU should be an exemplar of honest and faithful execution of his duties and service to the Motherland, as well as complying with

the principle of respect for the honour and dignity of all service members without exception. A principal point is that it is norms of conduct that the Code defines, not responsibility for violating them, and it is not a mechanism for resolving individual problematic situations. Meanwhile, its important functions are: the officer's orientation towards a certain behaviour lifestyle; introduction of universal and military values into life and, on the basis of these, creating a 21st-century person as a patriot and professional; affirmation of respect, trust and responsibility in relations between officers.<sup>268</sup>

The disciplinary statute of the AFU<sup>269</sup> applies to the SBGSU and the NGU and is gender neutral. Provisions should be included in the disciplinary statutes on non-discrimination and sexual harassment at the workplace and on the importance of responding to such cases within the SDS.

268 Holyk, M. (2017) Code of Honour of an Officer of the Armed Forces of Ukraine as a Factor of the Forming of Corporate Culture Collection of scientific works "Hileya: Scientific Bulletin", No. 108, p. 91–3.

269 On Disciplinary Statute of the Armed Forces of Ukraine: Law of Ukraine (Vidomosti of the Verkhovna Rada (VVR) (Newsletter of the Ukrainian Parliament), 1999, No. 22-23, p. 197, available at: <https://zakon.rada.gov.ua/laws/show/551-14>, accessed 29 June 2020.

The MIA has approved a Code of Ethical Conduct for Police Officers.<sup>270</sup> The Code determines that police officers perform their activities “in accordance with the fundamental principles enshrined in the Constitution of Ukraine, the Law of Ukraine “On the National Police”, other legislative acts of Ukraine, and in the Code, in particular: “justice, impartiality and equality”. While carrying out official duties, a police officer is prohibited from applying any privileges or restrictions based on race, skin colour, political, religious and other beliefs, gender, ethnic and social origin, property status, place of residence, linguistic or other features. This corresponds to Art. 24 of the Constitution of Ukraine.

Some SDS HEI also adopt internal Codes of Ethics. Kharkiv National University of Internal Affairs approved such a Code in December 2019.<sup>271</sup> Among the general common ethical standards are respect for rights and freedoms, personal honour and dignity, and prevention of harassment, humiliation, exploitation and discrimination.

It should be noted that the implementation of the relevant police

Codes of Ethics in the training of police officers is taken quite seriously in most European countries. For example, the Code of Ethics of the Police and the Gendarmerie in France<sup>272</sup> was one of the first full documents on police ethics. In Germany, ethics is taught as a subject in educational institutions where the future police officers are trained.

The main international document that determines the basic democratic values of the modern army and the requirements for the ethical and moral characteristics of army personnel in many countries of the world is the NATO Code of Conduct.<sup>273</sup> The NATO Code of Conduct states that the North Atlantic Treaty Organization (NATO) provides for the highest level of trust among its members and requires integrity, loyalty, accountability, impartiality and professionalism from them, regardless of gender. These five core values form the essence of the Code of Ethics that determines the requirements for the conduct of all NATO civilian and military employees and personnel.<sup>247</sup> The Code makes no specific

reference to the principles of gender equality.

**Integrity, Loyalty, Accountability, Impartiality and Professionalism** are fundamental democratic values that should form the basis of the mentality of service members of the modern SDS in Ukraine and should be reflected in military regulations and the text of the military oath, taking into account national characteristics and advanced international experience of building the mentality service members.

According to the NATO Code of Conduct, **INTEGRITY** should be put into practice through:

- honesty and justice in professional relations;
- avoidance of situations that may result in real, perceived or potential conflicts between personal and national interests;
- taking prompt action to remove oneself from situations of conflict of interest;
- a ban on the use for personal gain of professional information obtained through official sources;

270 On Approval of the Code of Ethical Conduct for Police Officers: Decree of the Ministry for Internal Affairs of Ukraine No. 1179 of 9 November, 2016 (Registered in the Ministry for Justice of Ukraine on 6 December, 2016, No. 1576/29706), available at: <https://zakon.rada.gov.ua/laws/show/z1576-16/conv>, accessed 29 June 2020.

271 Code of Ethics of Kharkiv National University of Internal Affairs, KNUIA, 2019, available at: <http://univd.edu.ua/uk/dir/2076/inshe>, accessed 29 June 2020.

272 Code of Ethics of the Police and the Gendarmerie in France [Code de déontologie de la police nationale et de la gendarmerie nationale], 2014, available at: <https://www.police-nationale.interieur.gouv.fr/Presentation-generale/Deontologie-et-contrôle>, accessed 29 June 2020.

273 The NATO Code of Conduct, 3 December 2013, available at: <https://www.nato.int/structur/recruit/info-doc/code-of-conduct.pdf>, accessed 29 June 2020.

274 Krymets, L. & Kalenychenko, R. (2019) Codes of Ethics in the Context of Forming the Mentality of Service Members and Combating Gender Discrimination [Етичні кодекси поведінки в контексті формування ментальності військовослужбовців та протидії ґендерній дискримінації, “Військова освіта” // Collection of scientific works “Military Education” of Ivan Chernyakhovsky National Defence University of Ukraine, No. 1(39), p. 150–60.



- avoidance of actions that may be perceived as an abuse of the status of a service member (or participant in military action) and any privileges conferred by the country.

According to the NATO Code of Conduct, the aim of **LOYALTY** is:

- support for the democratic principles upon which the Alliance was founded;
- demonstrate a unity of purpose focused on the goals and objectives of the military organization;
- strive to make a personal contribution to the success of the

military organization and NATO and foster a culture of results across the Alliance;

- always put the interests of the organization above one's own interests and those of individual countries, mindful of all applicable laws and regulations;
- contribute to the development and maintenance of a positive team spirit.

According to the NATO Code of Conduct, **ACCOUNTABILITY** provides for:

- transparency of professional activities, even if they do not reflect favourably on the individual;

- prompt action to resolve or correct any errors or omissions that the Alliance members have made or may make;
- awareness of the consequences of one's own actions and decisions before they are taken;
- vigilance against any fraud and abuse that may occur within the organization, and addressing them appropriately;
- avoidance of any actions that could lead to damage or risk to the military organization or its communication and information systems or inappropriate use and disclosure of information.

According to the NATO Code of Conduct, the fundamental value of **IMPARTIALITY** is manifested through the following requirements:

- comply with the principles of objectivity and independence in professional dealings, strive to be fair, just and equitable in all activities;
- keep an international outlook and base your recommendations and decisions on what is best for the Alliance as a whole, regardless of the views or interests of one's own or any particular nation or nations;
- do not accept gifts, which may compromise your impartiality or create the perception of a lack of impartiality in the conduct of official duties;
- do not engage in unauthorized external employment or other activities that might conflict with or otherwise call into question the performance of your official duties;
- do not use proprietary information about the activities of the military organization to unfairly secure future employment or to unfair advantage after the end of service.

**PROFESSIONALISM** as a value of military and professional activities is declared in the NATO Code of Conduct through the lens of requirements for a civilian and military professional:

- put forth an honest effort to the daily performance of professional duties;
- maintain the highest level of competence in one's assigned areas and strive for continuous improvement of professional knowledge, skills and abilities;
- care for and use prudently the limited resources of the military organization;
- protect the security and confidentiality of official information;
- take into consideration the effects of the organization's work on the natural environment;
- respect the privacy and diversity of fellow staff members;
- do not harass and discriminate against others in the workplace, and do not tolerate those who do;
- for managers and superiors, provide fair leadership and take responsibility for the actions or inactions of subordinates,

ensuring they provide the organization with the best possible service by encouraging and rewarding those who perform well, while correcting and training those who fail to live up to standards.

In many ways, compliance with the principles of equality and justice directly depends on the moral and ethical qualities of the leader (see examples in sub-section 3.4).

The equal rights and opportunities of women and men in the SDS system should be implemented through their inextricable connection with the norms and values of professional ethics and principles of ethical / virtuous behaviour (see Table 4.8.1).

TABLE 4.8.1

Principles of integrity/ ethical behaviour	Norms and values of professional morals	Means of implementing gender equality in the SDS
<p>2. The guiding principle of the activities of military (civilian) officials is:</p> <ul style="list-style-type: none"> <li>• honest and dedicated service to the Ukrainian people;</li> <li>• inviolable observance of the Constitution of Ukraine and laws of Ukraine</li> </ul>	<ul style="list-style-type: none"> <li>• patriotism;</li> <li>• honesty;</li> <li>• honour;</li> <li>• dignity;</li> <li>• dedication;</li> <li>• responsibility;</li> <li>• duty;</li> <li>• military duty;</li> <li>• legitimacy</li> </ul>	<p>Ensuring at all levels:</p> <ul style="list-style-type: none"> <li>• not only the right but also opportunities for women to serve in the SDS structures on an equal footing with men, in accordance with Art. 24 of the Constitution</li> </ul>
<p><b>2.2. Priority of official interests</b></p>	<ul style="list-style-type: none"> <li>• patriotism;</li> <li>• dedication;</li> <li>• responsibility;</li> <li>• ability to subordinate personal interests to official ones</li> </ul>	<p>Recruitment, assessment and career management, regardless of gender</p>
<p><b>2.3. Impartiality</b></p>	<ul style="list-style-type: none"> <li>• equality (social and gender);</li> <li>• objectivity;</li> <li>• justice;</li> <li>• duty (official);</li> <li>• corporatism;</li> <li>• responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• overcoming of gender stereotypes;</li> <li>• prevention of gender discrimination;</li> <li>• addressing sexism;</li> <li>• preventive measures against lobbying on the basis of gender</li> </ul>
<p><b>2.4. Competence and diligence</b></p>	<ul style="list-style-type: none"> <li>• competence;</li> <li>• diligence;</li> <li>• military duty;</li> <li>• integrity;</li> <li>• honesty;</li> <li>• professionalism;</li> <li>• responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• overcoming of gender stereotypes;</li> <li>• assessment of performance (by women and men) according to professional qualities and competencies</li> </ul>
<p><b>2.5. Transparency</b></p>	<ul style="list-style-type: none"> <li>• honesty;</li> <li>• objectivity;</li> <li>• justice;</li> <li>• integrity;</li> <li>• professionalism;</li> <li>• responsibility;</li> <li>• equality (social and gender)</li> </ul>	<ul style="list-style-type: none"> <li>• distribution of resources on the basis of gender equality;</li> <li>• ensuring equal access to information;</li> <li>• democratic civilian control</li> </ul>



***Gender-oriented ethics is the system of theories and views that embody the values of equal rights and opportunities of women and men.***

Tolerance as a value and norm of relations in the SDS is not laid down in any of the existing normative documents.

Currently, a lot of work is being done within the SDS to implement the values of gender equality in the activities of various organizations and institutions. There is already a new generation of leaders who are ready for constructive democratic change. At the same time, the principles of social justice and equality are still violated in the practices of various structures, due to insufficient awareness of the rights and opportunities of all persons involved in carrying out official duties in the SDS.

For example, the report of the Ukrainian Helsinki Human Rights Union (UHHRU) (from 18 January, 2017) records existing inequality:<sup>275</sup>

I. In issues of human resources:

- a limited list of military positions to which servicewomen may be appointed;
- difference between the ranks to which servicemen and -women are promoted;
- restriction of the right of servicemen to be exempted from military service.

II. In terms of liability and the procedure for punishment of military personnel.

III. In terms of the procedure for the performance of military service duties.

IV. In terms of social guarantees and benefits and the opportunity to use them.

In addition, as of 2019, significant logistical disadvantages for servicewomen in the SDS were recorded. The principle of justice is violated when, for example, a servicewoman is issued with men's underwear, etc.

Such a situation needs profound change not only at legislative level. There should be significant transformations in values, value orientations and norms with regard to the affirmation of the values of equality and justice, in both the personal and general culture in the SDS system. It is about the building of gender-oriented ethics and gender culture.

The values of gender equality and tolerance should be enshrined not only in the competencies of the SDS officials and service members, but also in the Codes of Ethics/Integrity (2017), which are currently gender neutral and need to be revised in the light of gender perspective in the SDS. They should aim to overcome moral gender stereotypes in the social professional interaction of SDS personnel.

275 Zavorotko, I. Problems of Gender Equality in the SDS, Ukrainian Helsinki Human Rights Union, 18 January 2017, available at: <https://helsinki.org.ua/problemy-gendernoji-rivnosti-u-sektori-bezpeky-i-oborony-i-zavorotko/>, accessed 29 June 2020.



***A person's gender culture is an individual and personal feature, part of the person's general culture that includes gender competence, the gender image of the world, specific value orientations and behaviour patterns.<sup>276</sup>***

SDS practices also prove the existence of direct correlations between the level of gender culture and the moral and psychological environment in the SDS units.

A person's gender culture is a qualitative indicator; it always demonstrates the degree to which the person has acquired existing values (social and institutional), norms, principles of equality between women and men, the ability to be tolerant and address discrimination, and how s/he behaves in his or her personal practices. Therefore, it is relevant to distinguish the appropriate levels – low, sufficient

and high – that establish to what extent these values have been formed and how they are shown in practice, in particular practices of the SDS. It is obvious that, with the current low level of gender culture (of the leader of personnel), an area of tension is always formed that prevents the capacity of each member of the team from being revealed, creates the risk of numerous conflicts, dissatisfaction, resignation, loss of human resources in general and, correspondingly, there is always a weakening of the structure and decrease of the level of the ability to perform set tasks.

#### Consequently:

- The implementation of gender policy in the SDS is inextricably associated with the need to revise the norms of masculinity enshrined in the traditional professional ethics of the SDS structures.
- Gender expertise of the existing Codes of Ethics and implementation of gender-oriented approaches in the Codes is required.
- The building of gender culture (both at the institutional and personal levels) and gender-oriented professional morals becomes a strategically important task of the SDS structures.

276 Glossary of Gender Terms by Shevchenko, Z., Cherkasy: Chabanenko, Yu., 2016, 336 pg. [Словник гендерних термінів / Укладач З.В.Шевченко. Черкаси: 2016.–336 с.].

# 4.9

## Observance of human rights in the context of management activities

The human rights proclaimed by the Universal Declaration of Human Rights (UN, 1948) and enshrined in the Constitutions of democratic countries are the highest value and heritage of modern humanity. The protection and observance of human rights are recognized as the basis of the general prosperity and well-being of humanity.

The trajectory towards European integration and accession to NATO enshrined in the Constitution in 2018<sup>277</sup> requires Ukrainian society not only to pay lip-service, but also to implement human rights in practice. Therefore, the priorities for Ukrainian society are tasks of change associated with the democratization of public life in general and the SDS in particular. As a fundamentally important

component of democratization processes (a kind of marker of the success of democratic transformations), the requirement to ensure equal rights of women and men in SDS structures should also be implemented.

Where democracy and the essence of democratic values are understood in too simplistic and sometimes erroneous terms, in particular gender equality and the requirements and strategies of state gender policy, this leads on the one hand to the denial of significant resources for the increased effectiveness of the SDS structures and, on the other hand, a loss of discipline within military teams and structural units and the prevention of the promotion of cooperation between civilian and military structures.

Each leader, regardless of the functions that his/her position requires him/her to perform, should become a bearer of democratic transformation in the SDS, including maximum encouragement for integrating gender equality requirements into the unit being managed.

It is relevant to dwell in more detail on substantive consideration of the SDS democratization processes in their inextricable connection with integrating the gender equality requirements (see Table 4.9.1) that should be performed in the management practices of power structures at all levels:

277 On Amendments to the Constitution of Ukraine (Regarding the Strategic Course of the State for Acquiring Full-Fledged Membership of Ukraine in the European Union and in the North Atlantic Treaty Organization): Law of Ukraine (Vidomosti of the Verkhovna Rada (VVR) (Newsletter of the Ukrainian Parliament), 2019, No. 9, p. 50), available at: <https://zakon.rada.gov.ua/laws/show/2680-19>, accessed 29 June 2020.

**TABLE 4.9.1**

Main directions	SDS democratization provides for	Ensuring gender equality in the SDS provides
<p><b>1. Ensuring the rights and freedoms of servicemen and servicewomen</b></p>	<ul style="list-style-type: none"> <li>• the real assurance, to the fullest extent, of the rights and freedoms of service members as citizens, except for restrictions to them which have been legally determined;</li> <li>• non-interference in personal and family life;</li> <li>• freedom of movement (within and outside the state), except for the restrictions established by law;</li> <li>• guarantees of freedom of thought, political views and their free expression;</li> <li>• freedom of action when off-duty;</li> <li>• freedom of conscience and religion (guaranteed outside military units and institutions).</li> </ul>	<ul style="list-style-type: none"> <li>• assurance of the equal rights of women and men in the SDS of Ukraine;</li> <li>• provision of psychological and socio-psychological follow-up to families, to prevent aggression, violence, including sexual violence, and antisocial behaviour of service members (occupational injuries and PTSD);</li> <li>• organisation of the subordinates' working time taking into account the principle of gender equality.</li> </ul>
<p><b>2. Human resources policy</b></p>	<ul style="list-style-type: none"> <li>• an end to compulsory military service in peacetime and professionalization of the army;</li> <li>• optimization of the number of service members in accordance with the needs and opportunities of society;</li> <li>• transparency of personnel policy, fair competition during appointments to positions and discharges from them;</li> <li>• simplification of the procedure of admission and discharge of enlisted officers, non-commissioned officers and servicemen;</li> </ul>	<p>Ensuring the implementation of state gender policy and a gender-balanced approach in work with the personnel, namely:</p> <ul style="list-style-type: none"> <li>• ensuring the empowerment of women in the defence of the country and service in the SDS;</li> <li>• development of effective mechanisms for recruiting women and girls to serve in the SDS of Ukraine, their motivation, retention and promotion;</li> </ul>

Main directions	SDS democratization provides for	Ensuring gender equality in the SDS provides
	<ul style="list-style-type: none"> <li>• guarantees of fair payment for military work in accordance with the personal indicators of the service member, but not below the average subsistence level in the country;</li> <li>• increase of the officers' personal responsibility for the results of service and combat activities, but not for the actions of an individual subordinate.</li> </ul>	<ul style="list-style-type: none"> <li>• ensuring opportunity for women and men to hold positions in accordance with the principles of gender equality;</li> <li>• ensuring the overcoming of bias and gender stereotypes during the conduct of attestations, appointments, and career development, by creating transparent mechanisms for personnel assessment;</li> <li>• increase of leaders' personal responsibility for the implementation of gender equality in the subordinate unit.</li> </ul>
<p><b>3. Military life</b></p>	<ul style="list-style-type: none"> <li>• openness of the military service organization to civilian control;</li> <li>• eradication of illicit relations, prevention of cases of humiliation of service members' honour and dignity, creation of conditions for protection of their rights and legitimate interests;</li> <li>• struggle against corruption, crime and abuse;</li> <li>• organization of relevant and purposeful activities of military units, ensuring the statutory order;</li> <li>• ban on the misuse of service members and military units;</li> <li>• bringing service members' living conditions closer to the standards (generally accepted norms) that exist in the armies of developed countries.</li> </ul>	<ul style="list-style-type: none"> <li>• ensuring civilian control mechanisms for gender equality in the SDS;</li> <li>• eradication of illicit relations between men and women, boys and girls, prevention of cases of humiliation of honour and dignity on the basis of the gender, prevention of cases of gender discrimination, aggression, violence (in particular sexual violence), creation of conditions to protect subordinates' rights and legitimate interests;</li> <li>• ensuring mechanisms to address gender-based crime and abuse;</li> <li>• combat crime and abuse that are associated with gender stereotypes;</li> <li>• provision service members in accordance with the specific needs of men and women and NATO standards.</li> </ul>

Main directions	SDS democratization provides for	Ensuring gender equality in the SDS provides
<b>4. Military management</b>	<ul style="list-style-type: none"> <li>• implementing principles of democratic management on the basis of the unity of command;</li> <li>• trust in the service member with regard to the rights and responsibilities determined for him/her by the position held by him/her;</li> <li>• observance of constitutional guarantees in terms of non-execution of manifestly criminal orders and responsibility for their execution (Art. 60 of the Constitution of Ukraine);</li> <li>• non-violent nature of work with personnel, including socio-psychological work;</li> <li>• creation of an atmosphere of friendliness, mutual respect and corporate unity in relations between leaders and their subordinates.</li> </ul>	<ul style="list-style-type: none"> <li>• ensuring the creation of a coherent system of institutionalized structures that cover the strategic, operational and tactical levels of management and are responsible for the implementation of gender policy in the SDS;</li> <li>• ensuring (or creating the mechanisms for ensuring) parity of women and men in the SDS management structures;</li> <li>• ensuring opportunity for women to hold senior positions in accordance with objective indicators and the requirements of the position;</li> <li>• creating an effective monitoring and assessment system of the state of implementation of gender equality at all levels of management (strategic, operational and tactical);</li> <li>• ensuring tasks are carried out in accordance with the creation of a gender-sensitive environment in the SDS structures at all levels of management, including the social and linguistic space of individual structural units (military units, etc.);</li> <li>• observance of constitutional and legislative guarantees in terms of gender equality;</li> <li>• creation of a system of working with personnel, including socio-psychological work, aimed at implementing the principles of gender equality and tolerance;</li> </ul>

Main directions	SDS democratization provides for	Ensuring gender equality in the SDS provides
		<ul style="list-style-type: none"> <li>• creation of an atmosphere of friendliness, mutual respect and corporate unity, based on observance of the norms of integrity, respect for men's and women's human dignity, in both horizontal and vertical relationships within the SDS hierarchy.</li> </ul>

In addition, each leader should ensure the observance of the rights and freedoms enshrined in the Constitution of Ukraine in the subordinate unit or structure. Each service member, as a citizen of Ukraine, has the rights

proclaimed in Chapter I "General Principles" and Chapter II "Human and Citizen's Rights, Freedoms and Duties".

Articles 3, 21, 23, 24, 28 and 29 of the current Constitution must

be carefully considered, as those that are significantly associated with the problems of implementation of the state gender policy in the activities of the SDS (see Table 4.9.2).

**TABLE 4.9.2**

Articles of the Constitution of Ukraine	Management tasks (requirements for military leaders/management structures)
<p><b>Article 3</b></p> <p>The human being, his/her life and health, honour and dignity, inviolability and security are recognised in Ukraine as the highest social value...</p>	<p>In power structures, a lot of attention is currently paid to the preservation of the service members' life and health. "Security" is understood primarily as the preservation of life and health. "Honour" and "dignity" are partially ignored by leaders.</p> <p>In management, the following is necessary:</p> <ul style="list-style-type: none"> <li>• a gender-balanced approach to the preservation of the subordinates' life and health;</li> <li>• "security, honour and dignity" should be ensured by a system of preventive measures aimed at preventing discrimination on the basis of gender, sexism (in actions, motives and speech) and gender-based violence.</li> </ul>

**Article 21**

All people are free and equal in their dignity and rights. Human rights and freedoms are inalienable and inviolable.

This article opens Section II “Human and Citizen’s Rights...” by proclaiming the principle of equality of all citizens.

In management, the following are necessary:

- overcoming gender stereotypes in the military environment;
- building a gender-sensitive environment in subordinate structures/units;
- building a gender-oriented individual and organizational culture in the SDS.

**Article 23**

Every person has the right to free development of his/her personality, if the rights and freedoms of other persons are not violated thereby, and has duties to the society in which free and comprehensive development of his or her personality is ensured.

The implementation of the right to free development of the personality involves ensuring parity of rights and opportunities, duties and responsibilities of men and women in power structures, in particular ensuring:

- opportunities of training (advanced training) and professional development;
- parity of representation of men and women in management structures;
- equal access to resources (material, information, communication and temporal);
- medical care, social protection and social assistance, taking into account the specific requirements and needs of men and women;
- opportunities to perform gender roles in family life.

**Article 24**

Citizens have equal constitutional rights and freedoms and are equal before the law.

There shall be no privileges or restrictions based on race, skin colour, political, religious and other beliefs, gender, ethnic and social origin, property status, place of residence, linguistic or other features.

Equality of the rights of women and men is ensured:

This is a key article in the understanding of the state's requirements for ensuring equal rights for men and women in Ukrainian society.

The article thoroughly describes the opportunities that the state provides to women and should be provided by any state institution, including organizations and institutions of the SDS of Ukraine, in terms of ensuring the equal rights of women and men.

In management, the following is necessary:

- development and implementation of a system of mechanisms for ensuring equal rights of men and women in the SDS, starting with parity of representation of women and men in the management structures of the sector, especially at higher levels, and ending with parity in addressing domestic problems, the care and upbringing of children.

## Articles of the Constitution of Ukraine

## Management tasks (requirements for military leaders/management structures)

- by providing women with opportunities equal to those of men, in public, political, and cultural activity, in obtaining education and in professional training, in work and its remuneration;
- by special measures for the protection of work and health of women, by establishing pension privileges;
- by creating conditions that allow women to combine work and motherhood;
- by legal protection, material and moral support of motherhood and childhood, granting paid leave and other privileges to pregnant women and mothers.

### Article 28

Everyone has the right to respect for his or her dignity.

No one shall be subjected to torture, cruel, inhuman or degrading treatment or punishment that violates his/her dignity.

### Article 29

Every person has the right to freedom and personal inviolability.

These articles are particularly important for power structures in the context of consideration of illegal actions committed by service members in the territory of JFO (ATO, the events of 2014-2016).

In management, the following is necessary:

- creation of a system of preventive measures to increase the level of legal awareness and legal culture among subordinates and also leaders/military leaders, in particular, in terms of the prevention of violence and harassment on the basis of sex;
- creation of an effective system for filing complaints about violence, including sexual violence, both within the system (among service members or employees) and outside it (arising from the interaction of representatives of military and civilian structures), and an adequate response to filed complaints.

Consequently, genuine assurance of human rights, in particular gender equality, in the SDS of

Ukraine seems to be both a mandatory task in all structures of the sector and also one of the ways to

improve the whole management system at all levels.

# LIST OF RESOURCES

## to unit 4

1. On Amendments to Certain Laws of Ukraine on Ensuring the Equal Rights and Opportunities of Women and Men during Military Service in the Armed Forces of Ukraine and Other Military Formations: Law of Ukraine (Vidomosti of the Verkhovna Rada (VVR) (Newsletter of the Ukrainian Parliament), 2018, No. 44, p. 353, available at: <https://zakon.rada.gov.ua/laws/show/2523-19>.
2. On Approval of the Lists of the Military Occupational Specialty Codes and Regular Positions of Privates, Sergeants and Master Sergeants and Tariff Lists of Positions of the Stated Service Members: Decree of the Ministry for Defence of Ukraine No. 627 of 3 December, 2018, registered in the Ministry for Justice of Ukraine on 28 December, 2018 by No. 1507/32959, available at: <https://zakon.rada.gov.ua/laws/show/z1507-18>.
3. On Approval of Changes to the List of the Military Occupational Specialty Codes of Officers, List of the Military Positions of Officers That Can Be Held by Service Women and List of the Military Occupational Specialty Codes in Accordance with Which the Primary Military Rank of the Junior Lieutenant of Reserve Can Be Conferred: Decree of the Ministry for Defence of Ukraine No. 57 of 13 February, 2019, registered in the Ministry for Justice of Ukraine on 5 March, 2019 by No. 226/33197, available at: <https://zakon.rada.gov.ua/laws/show/z0226-19>.
4. White Book 2018, Armed Forces of Ukraine, Factsheet by Rusnak, I. (Ed.) Kyiv, 2019, 172 pg., available at: <http://www.mil.gov.ua/content/files/whitebook/WB-2018.pdf>.
5. Report of the Vice Prime Minister for European and Euro-Atlantic Integration of Ukraine during the Term of the Work in the Government (2016-2019), available at: [https://www.kmu.gov.ua/storage/app/sites/1/17-presentation-2019/7.2019/%20%D0%9E%D1%84%D1%96%D1%81.pdf?fbclid=IwAR2paWhUvhgG8K1wrd3bFk3NF58NUHOIeZ\\_6YTSMNn67vslFZGxJB-7tWE](https://www.kmu.gov.ua/storage/app/sites/1/17-presentation-2019/7.2019/%20%D0%9E%D1%84%D1%96%D1%81.pdf?fbclid=IwAR2paWhUvhgG8K1wrd3bFk3NF58NUHOIeZ_6YTSMNn67vslFZGxJB-7tWE).
6. Gender Advisers of Higher Military Education Institutions as Part of the Delegation from Ukraine Visited the Nordic Centre for Gender in Military Operations [Радники з ґендерних питань вищих військових навчальних закладів у складі делегації від України відвідали Скандинавський центр з питань ґендеру у військових операціях], website of the Ministry for Defence of Ukraine, 10 October, 2019, available at: <http://www.mil.gov.ua/news/2019/10/10/radniki-z-gendernih-pitan-vishhih-vijskovih-navchalnih-zakladiv-u-skladi-delegaczii-vid-ukraini-vidvidali-skandinavskij-czentr-z-pitan-%D2%91enderu-u-vijskovih-operacziyah>.

7. Yesterday the International Scientific and Practical Conference “Implementing Gender Policy at the Present Stage of the Society Development: Status, Problems and Prospects” took place at the Bohdan Khmelnytsky National Academy of the State Border Guard Service of Ukraine [Учора у Національній академії Держприкордонслужби ім. Богдана Хмельницького відбулася Міжнародна науково-практична конференція «Реалізація гендерної політики на сучасному етапі розвитку суспільства: стан, проблеми, перспективи»], website of the State Border Guard Service of Ukraine, 26 April, 2018, available at: <https://dpsu.gov.ua/ua/news/V-akademii-Derzhprikordonsluzhbi-proyshla-konferenciya-z-realizacii-endernoi-politiki-na-suchasnomu-etapi-rozvitku-suspilstva/>.
8. Khrystyna Boychuk: “I want stereotypes hindering development and self-realization to disappear” [Христина Бойчук: «Хочу, щоб зникли стереотипи, які заважають розвиватися та самореалізовуватися»], website of the National Guard of Ukraine, 30 September, 2019, available at: <http://ngu.gov.ua/ua/news/hrystyna-boychuk-hochu-shchob-znykly-steretyopy-yaki-zavzhayut-rozvyvatysya-ta-samorealizovuvatysya>.
9. On Ensuring Equal Rights and Opportunities of Women and Men, Law of Ukraine (amended), available at: <https://zakon.rada.gov.ua/laws/show/2866-15>.
10. Annual National Program under the NATO-Ukraine Commission for 2019 Approved by the Decree of the President of Ukraine No. 117/2019 of 10 April 2019, available at: [https://www.president.gov.ua/storage/j-files-storage/00/58/62/bd6cdbc9328901d1d1d8163ae5348c6\\_1522256231.pdf](https://www.president.gov.ua/storage/j-files-storage/00/58/62/bd6cdbc9328901d1d1d8163ae5348c6_1522256231.pdf).
11. Annual National Program under the NATO-Ukraine Commission for 2019 Approved by the Decree of the President of Ukraine No. 117/2019 of 10 April, 2019, available at: [https://www.president.gov.ua/storage/j-files-storage/00/66/94/be3713ff58b6db13129cb53e80f534a7\\_1554906766.pdf](https://www.president.gov.ua/storage/j-files-storage/00/66/94/be3713ff58b6db13129cb53e80f534a7_1554906766.pdf).
12. On Approval of the National Action Plan for the Implementation of the Recommendations Set Out in the Concluding Observations of the UN Committee on the Elimination of Discrimination against Women in the Eighth Periodic Report of Ukraine on the Implementation of the Convention on the Elimination of All Forms of Discrimination against Women up to 2021, available at: <https://www.kmu.gov.ua/npas/pro-go-planu-dij-z-vikonannya-rekomo-zhinok-do-vosmoyi-periodichnoyi-dopovidy-ukrayini-pro-vikonannya-konvencyi-pro-likvidaciyu-vsih-form-diskriminaciyi-shchodo-zhinok-na-period-do-2021-roku>.
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28. On Disciplinary Statute of the Armed Forces of Ukraine: Law of Ukraine (Vidomosti of the Verkhovna Rada (VVR) (Newsletter of the Ukrainian Parliament), 1999, No. 22-23, p. 197, available at: <https://zakon.rada.gov.ua/laws/show/551-14>.

29. On Approval of the Code of Ethical Conduct for Police Officers [Про затвердження Правил етичної поведінки поліцейських]: Decree of the Ministry of Internal Affairs of Ukraine No. 1179 of 9 November, 2016 (Registered in the Ministry for Justice of Ukraine on 6 December, 2016 by No. 1576/29706), available at: <https://zakon.rada.gov.ua/laws/show/z1576-16/conv>.
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31. Code of Ethics of the Police and the Gendarmerie in France [Code de déontologie de la police nationale et de la gendarmerie nationale], 2014, available at: <https://www.police-nationale.interieur.gouv.fr/Presentation-generale/Deontologie-et-controle>.
32. The NATO Code of Conduct], 3 December 2013, available at: <https://www.nato.int/structur/recruit/info-doc/code-of-conduct.pdf>.
33. Krymets, L. & Kalenychenko, R. (2019) Codes of Ethics in the Context of Forming the Mentality of Service Members and Combating Gender Discrimination [Етичні кодекси поведінки в контексті формування ментальності військовослужбовців та протидії ґендерній дискримінації, "Військова освіта"] // Collection of scientific works "Military Education" of Ivan Chernyakhovsky National Defence University of Ukraine, No. 1(39), p. 150–60.
34. Zavorotko, I. Problems of Gender Equality in the SDS, Ukrainian Helsinki Human Rights Union, 18 January, 2017, available at: <https://helsinki.org.ua/problemy-gendernoj-rivnosti-u-sektori-bezpeky-i-oborony-i-zavorotko/>
35. Glossary of Gender Terms by Shevchenko, Z. V., Cherkasy: 2016, 336 pg. [Словник ґендерних термінів/ Укладач З. В. Шевченко. – Черкаси: 2016. – 336 с.], available at: <http://a-z-gender.net/ua/patriarxatnij-ta-patriarxalniij.html>.
36. On Amendments to the Constitution of Ukraine (Regarding the Strategic Course of the State for Acquiring Full-Fledged Membership of Ukraine in the European Union and in the North Atlantic Treaty Organization): Law of Ukraine (Vidomosti of the Verkhovna Rada (VVR) (Newsletter of the Ukrainian Parliament), 2019, No. 9, p. 50), available at: <https://zakon.rada.gov.ua/laws/show/2680-19>.



# UNIT 5

Gender approaches  
in educational practices of  
the security and defence sector



# 5.1

## Gender competence as a component of professional competence of participants in the educational process in the security and defence sector of Ukraine

No organizational and political action of the state is gender-neutral; therefore they all have a different impact on men and women. People's behaviours are closely related to social conditions of their private and social life, which indicates diversity in their perception of life and their life circumstances. In every society, its members create gender roles and gender relations, as well as discriminatory constructs.<sup>278</sup>

Among the components of gender competence are the knowledge of mechanisms of gender roles and how relationships are created in society, the ability to identify gender inequality and combat it, thus ensuring that discriminatory constructs are changed, and the emergence of new opportunities for development of women and men.

Gender competence also includes:

- Knowledge of gender policy and gender-political strategies;
- Knowledge of tools and practices of applying a gender approach;
- Skills of using gender as a social category to motivate all employees in an organization or personnel in a unit.

The need to acquire gender competence is a necessary component not only for the purposes of professional development and personal improvement, but also from the perspective of the individual's interaction with modern society.<sup>279</sup>

Higher education institutions, including those in the security and defence sector of Ukraine, are among the main agents of individuals' socialization. It is therefore necessary to include basic knowledge of this field in the educational process.

In terms of its application, gender competence can be divided into three aspects:<sup>280</sup>

278 Fit for Gender Mainstreaming. Angelika Blickhäuser and Henning von Barga, Berlin, 2007, available at: <http://www.fit-for-gender.org/webseiten/Englishversion/englishindex.htm>, accessed 29 June 2020.

279 Strazhnikova I.V. Peculiarities of forming gender competence in educational process of institutions of higher education. Materials of the 26th all-Ukrainian practical and cognitive online conference [Особливості формування гендерної компетентності в освітньому процесі закладу вищої освіти, Стражнікова І. В. Матеріали двадцять шостої всеукраїнської практично-пізнавальної інтернет-конференції], available at: <http://naukam.triada.in.ua/index.php/arkhiv-konferentsij/56-konferentsiji/dvadtsyat-shosta-vseukrajinska-praktichno-piznavalna-internet-konferentsiya/664-osoblivosti-formuvannya-gendernoji-kompetentnosti-v-osvitnomu-protsesi-zakladu-vishchoji-osviti>, accessed 29 June 2020.

280 What is Gender Competence? Angelika Blickhäuser and Henning von Barga, available at: [http://gendertoolbox.eu/toolboxEN/Downloads/5.%20Materials/Engl\\_PDFsMaterials/5.1.3%20What%20is%20gender%20competence\\_eng.pdf](http://gendertoolbox.eu/toolboxEN/Downloads/5.%20Materials/Engl_PDFsMaterials/5.1.3%20What%20is%20gender%20competence_eng.pdf), accessed 29 June 2020.



**Gender competence can be divided into three aspects:**

- 1. Expert competence**
- 2. Methodological competence**
- 3. Social competence.**

**1** Expert competence: knowledge and skills that enable professional activity.

This competence encompasses knowledge of processes and opportunities of decision-making in the organization or unit. Expert competence manifests itself in the ability to classify, re-orient and evaluate knowledge. It can be seen in how employees identify, analyse and develop solutions to problems, for instance, gender-differentiated solutions based on prior gender analysis.

**2** Methodological competence: ability to independently and flexibly obtain new expertise or new work methods.

This competence manifests itself in work with new complex knowledge, for instance, gender-oriented and differentiated expertise.

**3** Social competence: ability to provide constructive work conditions for attaining common goals.

A high level of social competence can be seen, for instance, in resolving problems and conflicts, discussing private feelings, active listening or a respectful attitude, for example, to gender diversity.

Gender competence requires, on the one hand, an ability to make connections between acquired gender-differentiated expertise and professionally-oriented knowledge (expert competence) and, on the other hand, an ability

to apply different gender analyses in one's own field of specialization (methodological competence). Besides, it is linked to social competence in the constructive formation of gender relationships in the organization. It manifests itself in the ability to reflect personal gender roles and those within the organization, as well as in evaluating personal strengths and weaknesses.

In view of the above, one can determine the following requirements for gender competence:

- Reflective ability (analysis of one's own knowledge and actions, their meaning and limits) regarding social gender roles (images);
- Knowledge of how gender roles (images) are formed and differentiated – gender competence regarding human resources;
- Understanding of gender roles in their social and cultural environment (gender as a social category, gender diversity) – gender competence regarding human resources;
- Knowledge of the complex structure of gender relations in society, politics, management and organization – structural gender competence;
- Understanding of the diversity and complexity of circumstances and realities of the lives of men and women;
- Ability to change perspectives;



**To effectively develop gender competence, it would be advisable to adhere to the following core principles:<sup>281</sup>**

- **Systemic approach to planning and developing the required competences in gender equality;**
- **Synchronizing competence development with a common strategy of gender mainstreaming.**

- Ability to apply a gender approach in real life at work and in service – the opportunity to transfer knowledge and experience;
- Knowledge of laws regulating gender relations.

There are different ways of developing or transferring gender competence, with gender consultancy and gender training being the two main forms.

From experience, in matters of gender equality, methods such as training may only have a short-lived impact on gender mainstreaming if it is done on a one-off basis or through a one-off event.

Currently, there are gaps in Ukrainian law regarding a mechanism for including gender competence in the educational programs of higher educational institutions in the security and defence sector of Ukraine.

Examining the National Qualifications Framework reveals an absence of gender competence in the curriculum requirements included in higher education standards.

Every higher educational institution independently develops its own curriculum, in compliance with the standards of higher education which determine:

- Requirements for the educational level of those who can enrol for study in this program;
- A list of subjects and the logical sequence of their introduction (structural and logical scheme).
- Number of ECTS credits required to complete this program;
- Expected learning outcomes (competencies, knowledge and skills) which must be obtained by those seeking a degree in higher education.<sup>282</sup>

In order to expand the discretionary authority of heads of higher educational institutions, the Ministry of Education of Ukraine should include gender competence to the list of competences required of graduates.

281 Institutional Transformation, Gender Mainstreaming Toolkit, available at: <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-institutional-transformation/step-9-developing-gender-equality-competence>, accessed 29 June 2020.

282 Approved standards of higher education, available at: <https://mon.gov.ua/ua/osvita/visha-osvita/naukovo-metodichna-rada-ministerstva-osviti-i-nauki-ukrayini/zatverdzeni-standarti-vishoyi-osviti>, accessed 29 June 2020.

# 5.2

## Didactics of gender



Questions of teaching gender are highly important and topical. Their relevance lies in the need to outline ways and to study the possibilities of putting theoretical concepts into practice and the approaches to a gender component in the educational process. It includes effective use of educational resources in debunking stereotypes and different kinds of preconceptions regarding

perceptions of women and men in society. The expected outcome is encouraging the pursuit of a continuing active process of learning and discovery, creative cognition of the world, and sensitivity to and tolerance of differences. Overall, a gender approach presupposes that differences in the behaviour and perception of women and men are determined by their upbringing, based on ideas of the

essence of masculinity and femininity prevalent in their cultures, rather than their physiological differences.<sup>283</sup> This constructivist concept of gender presupposes the destruction of stereotypes of hierarchy and discrimination and overcoming asymmetry in the educational process, and determines a fundamentally new modern approach to interpreting matters of education. In the

283 Megan Bastick, *Gender Self-Assessment Guide for the Police, Armed Forces and Justice Sector* / Geneva: DCAF, 2011, p.52.

context of these reflections, some educational matters require re-thinking, namely: what should be taught, how much of it, the purpose of teaching it and how it should be taught.

The answer to the question: "What should be taught and how much of it?" presupposes an understanding of the content of education. In some educational

institutions of Ukraine, a series of courses in gender issues have been developed and are currently taught. Namely, these are courses such as "Introduction to Gender Studies", "Gender and Economy", "Gender relations in Ukraine: a sociological analysis", "Sociological analysis of deviant behaviour," etc. However, in most educational institutions of the security and

defence sector of Ukraine, specialized courses in gender issues are not taught. Instead, these issues are introduced within the framework of other subjects, such as Sociology, Law, Political Science, Psychology, Pedagogy, Philosophy, etc.

*What are the pros and cons of implementing a gender component in traditional subjects?*

Among the pros, one might point out factors such as the opportunity to highlight issues using an interdisciplinary approach, the ability to present cross-cutting gender issues in the problems studied within the framework of a certain subject; an introduction to and study of different levels of such issues; consideration of specific features of the future profession; and outlining aspects of gender culture within the organization.

Regardless of the advantages of applying such an approach, there are some risks and caveats to keep in mind. In particular, specialists in gender issues highlight the following: a weak connection between topics and a sporadic approach to integrated studies (gender issues are traditionally quite extensively represented in the teaching of law-related disciplines, with psychology being a close second. However, other disciplines have gaps that have no gender components whatsoever. This is often true for Management Sciences, a wide range of humanities, etc.); disparities between the coverage of 'specialized' issues (human trafficking, family violence, participation in peace-keeping operations) and 'general' issues (the basics of gender policy, a complex approach to implementing the principle of equal rights and opportunities for women and men)<sup>285</sup>. Ideally, the best way would be to integrate both approaches, when a certain topic within a specialized course in gender issues can make up for what is not covered by gender components of individual subjects. The question "what is the purpose of teaching it?" is closely connected with the formation and development of educational competences which were reviewed in the above chapters.

The subject of further reflections will be the search for an answer to the question "how should it be taught?". It involves a search for effective methods of teaching

gender issues in educational institutions of the national security and defence sector. First of all, we should determine what is understood by method.

*A teaching method (from Ancient Greek μέθοδος - "pursuit of knowledge, investigation) means a systematic way of working used by actors of education, with the aim*

284 Martsenyuk, T. Gender for everyone. Challenging stereotypes/ Tamara Martsenyuk with Olena Bogdan. Kyiv: 'Osnovy', 2017. 256 pg. P.8-9 [Гендер для всіх. Виклик стереотипам. Тамара Марценюк за участі Олени Богдан. К.: Основи, 2017. 256с. Стор.8-9].

285 Suslova O. Teaching gender: approaches, problems and solutions/Olena Suslova. Kyiv, 2018. 26 pg. P.2-4. [Викладання гендерної тематики: підходи, проблеми та шляхи їх подолання, Олена Суслова. Київ, 2018. 26 с. С. 2-4], available at: [http://wicc.net.ua/media/vykladanna\\_GT.pdf](http://wicc.net.ua/media/vykladanna_GT.pdf), accessed 29 June 2020.

*of finding an effective solution to attaining instructional and educational goals.*

Scholars of didactics and educational practitioners single out a great many teaching methods. Their variety indicates, on one hand, the need to find solutions to multiple and diverse problems in the training and educational process; on the other hand, it presupposes consideration in educational work of the complex nature of humans and their unique inner world. Therefore, a standard, “one-size-fits-all” set of teaching methods will hardly be effective and relevant. What methods should be prioritized while teaching gender issues? Beyond doubt, the answer to this question cannot be unequivocal or definitive. There are as many viewpoints, approaches and ideas as there are educators. Each of them will strive to improve and perfect their practical work based on their personal preferences (what works best for them, which method is better researched and most frequently used, etc.). Let us outline key points in the choice and application of methods of teaching gender issues. They will be effective and relevant for every individual educator in selecting their own teaching methods and tools.

This means that an educational environment must be created

In choosing and creating their own teaching methods and tools, each educator should take the following into account:

- Priority of acquiring new knowledge over consumption of ready-made information;
- Developing the skill of examining problems in their context and complexity and outlining new ones in common situations;
- Ability to update the educational work by applying the personal experiences and life practices of the learners;
- Seeking opportunities for self-improvement and self-transformation by the learners, so that they may reveal their full potential;
- Consideration of the complex and holistic nature of humans in designing educational practices;
- Facilitating the development of critical thinking and creation of a new way of thinking, adequate for a world that connects the unconnected.<sup>286</sup>

which, on the one hand, would utilize a wide spectrum of educational resources. Methods of acquiring new knowledge will be viewed not as specific methods of learning interaction, but as a general outline of an action plan. On the other hand, the educational environment will steer an individual towards creating new knowledge, re-thinking previously acquired knowledge, building exploratory intentions, the ability to independently formulate problems and independently make decisions, and being creative and resourceful.

Second, the accent is on the self-development and self-transformation of the individual. Of high relevance in educational work is re-thinking existing knowledge on the basis not of established experience, but of critical reflection. Such an approach can offer a new vision and understanding of problems in the future. The learning process continuously re-generates, as well as transforming those involved based on their future prospects, that is in the context of who and what they can become.<sup>287</sup>

286 Didactics in the context of civilization shift: philosophical and methodological substantiation/Hanaba S.O. Philosophy of education: Abstract from PHD thesis. Kyiv, 2005. 38 pg. [Дидактика у контексті цивілізаційного переходу: філософсько-методологічне обґрунтування. Ганаба С.О. Філософія освіти. автореф. десерт. на здобуття наук. ступеня доктора філос. наук. К., 2005. 38 с.]

287 Philosophy of Didactics: contexts, strategies, practices/ Hanaba S.O. Monograph. Sumy, 'Universitets'ka knyha, 2014. 334 pg. [Філософія дидактики: контексти, стратегії, практики, Ганаба С. О. Монографія. Суми: Університетська книга, 2014. 334 с.]

Therefore, learning should be viewed as a productive, creative communicative act. It is not only about transferring new knowledge, but also about generating and exchanging a new information resource. Obviously, acquired knowledge is not “alienated” from the needs and interests of participants of educational interaction. Knowledge created in educational interaction is personally meaningful. The learning process

is understood by its participants as a process of self-cognition and development of educational interaction and of their social environment. As an example, we can use interactive methods such as brainstorming, personal goal-setting, jigsaw, fish tank, as well as other different role plays. In particular, to illustrate efficient information processing, a Venn diagram can be used, resembling two or more circles that partially

overlap and create common spaces. The part of the diagram that is bounded by the left circle is used for listing properties that are solely characteristic of the first object. Similarly, the part of the diagram bounded by the right circle is allocated for recording the properties of the other object. The overlap of the circles is used for listing the properties they have in common.

**As an example of its practical application, we can use the following exercise:**

1. Read a text fragment, and then fill in a Venn diagram, determining the differences between social roles of women – ‘Barbie doll’ and ‘Berehynia’ (*Translator’s note: ‘Berehynia’ is a female spirit in pre-Christian Slavic mythology regarded as ‘hearth mother, protectress of the home’*) – and new modern images of a woman – firefighter, sniper.
2. Reflect on why such a change of roles has been named ‘gender collapse’.

*“Three months of Euromaidan and five years of war that is still going on required such an amount of financial and human resources that men alone could not provide it. In fact, the mobilization of society to participate in new important processes has become a structural factor of transformation in social roles of men and women. The philosopher Tamara Zlobina called this process “gender collapse”, referring to the decline of the old gender roles of ‘Barbie doll’ (glamorous type) and ‘Berehynia’ (a woman-homemaker performing her reproductive function) and the new image of an emancipated woman becoming a norm of femininity in public consciousness...”<sup>288</sup>*

Such approach in teaching requires a high degree of didactic freedom and focuses the content of teaching methods on the uniqueness of learners in cognitive activity.

It should be noted that variability is not planned or provided for in

advance while selecting information resources, or choosing ways of organizing teaching and methods of implementing it. Teaching gender issues can be put into practice naturally, drawing on the complex of individual abilities, physiological features, mental inclination, etc.

Another reference point in selecting methods of teaching gender issues in educational institutions of the security and defence sector is a shift from the point of view that the traditional approach to pedagogy is the only possible one. The essence of this traditional approach is that the educational

288 Hrytsenko H. How women changed the Ukrainian army/ Hrytsenko H. from the website ‘Gender in detail’ [Як жінки змінили українську армію, Гриценко Г., з веб-сайту Гендер в деталях], available at: <https://genderindetail.org.ua/season-topic/gender-after-euromaidan/yak-zhinki-zminili-ukrainsku-armiyu-1341190.html>, accessed 29 June 2020.

system should help an individual to adapt to the existing social relationships. It is based on principles of linearity in education, a 'pret-a-porter', that is ready-made, style of knowledge. As a result, the educational process is aimed at cultivating a non-critical perception of social order among the students. The curricula and ways of organizing the educational process implicitly assign to students the role of 'listeners' who are expected "to know their place and quietly sit in it"<sup>289</sup>.

Teaching gender issues steers participants in the educational process towards skills of applying a gender approach to the analysis of conflict situations that can arise in their professional activity as well as in social and domestic settings, advocating for their own rights, preventing gender discrimination, finding rational ways of solving conflict situations linked to sexual violence, etc. Indeed, there are multiple ways of resolving conflict situations that exist in the didactics of gender education.

*"...the situation is fed by gender prejudices and stereotypes that serve as bastions of gender inequality. They have an impact on the actual situation even when the law requires a different approach. Stereotypes are widely spread in labour relations. There is a series of*

*metaphors referring to gender barriers in the labour market – "glass ceiling", "sticky floor", "glass basement" – which describe specific acts of discrimination against women and men in the workplace. Women often end up in double jeopardy – trapped between the "glass ceiling" and the "sticky floor", which block them from realizing their potential. A "sticky floor" is low wages that leave little chance to get to a higher level. The "glass ceiling" mostly refers to stereotypes that do not pose apparent obstacles for advancement, but still do not let women move ahead. A "glass basement" means that men are propelled into the most dangerous and hazardous jobs. Men account for over 90% of all workplace fatalities."*<sup>290</sup>

**1** Do you agree with the authors' position regarding the existence of gender barriers in professional activity? Substantiate your point of view.

**2** Find examples of life situations to illustrate gender barriers.

**3** Reflect on examples that provide evidence of eliminating gender barriers in professional activity.

It is proposed to consider in more detail those conceptual approaches that can be of help in selecting methodological tools.

From the perspective of the above considerations, the concept of transformative learning proves efficient. Its underlying idea is re-thinking knowledge not from the point of view of established experience but based on critical reflection.

*One of the founders of the transformative learning concept is the American researcher J. Mezirow. In his theoretical reflections he singled out stages of re-thinking knowledge from the transformative perspective, particularly: the disorienting dilemma; self-examination; critical evaluation and sense of alienation; discontent with experience of others; seeking options of new behaviour; planning a course of action; acquiring knowledge to implement plans; experimenting with new social roles; reintegration in society.*<sup>291</sup>

289 Illich, Iván. Deschooling Society. 1971. ISBN 978-0-06-012139-6., ISBN 978-0-06-012139-6 [Звільнення від шкіл, Іван Ілліч, 1971 р.].

290 Women, peace and security. Gender in conflict – toolkit for security sector professionals [A team of authors], available at: <https://www.osce.org/uk/project-coordinator-in-ukraine/386426?download=true>, accessed 29 June 2020.

291 Mezirow, J. Overview of transformative learning theory. In: Contemporary theories of learning: Learning theorists...in their Own words, K. Illeris, 2009 p. C. 90–105.



**In psychological and educational research literature on problems of personal development, the following characteristics of critical thinking are highlighted:**

- 1. Awareness**
- 2. Independence**
- 3. Reflexivity**
- 4. Purposefulness**
- 5. Reasoning**
- 6. Controllability**
- 7. Self-organization**

What are the peculiarities of the transformative nature of learning? First of all, the focus is on designing educational strategies. Its role is not limited by specific didactic structures, such as what should be said and how, what the sequence of presenting material should be and what specific learning outcomes should be expected. This manner of teaching only provides reference points. Second, its heuristic potential depends on dynamics and the process of self-development. As soon as set benchmarks have exhausted their possibilities, the educational activity then turns to seeking gaps in set conventionalities, new opportunities for further development and self-improvement. Educational settings then are seen as flexible, full of opportunities and, at the same time, a complex and continuously self-developing environment.

As an example, we can cite methods of conducting structural exercises that reinforce positive behaviour in individuals, their intellectual development and thinking, and form human relationships.

The structure of this method includes a 'social interaction' component which presupposes that

opportunities are provided for every individual to demonstrate their knowledge and skills in practice and get approval. More details on methods on conducting structural exercises and possibilities of their effective application in educational process are provided in the handbooks "Empowering education"<sup>292</sup> and "Teaching gender: approaches, problems and solutions"<sup>293</sup>.

Methods of critical thinking are of high relevance in achieving learning objectives in teaching gender. It should be noted that the phrase 'critical thinking' is linked to a special type of thinking (reflection), oriented at a comprehensive examination of various phenomena and their properties and their assessment, to reveal defects, flaws, errors, as well as positive and rational aspects<sup>294</sup>. There is no clear definition of 'critical thinking' in scholarly literature. Researchers present a series of reflections in attempt to explain this notion.

*Critical thinking (Greek κριτικός "able to judge") is a scholarly type of thinking, the essence of which lies in making independent, thoroughly thought-through decisions.*

292 Empowering education/ed. O.Suslova. Kyiv, 2008. 70 p. [Уповноважувальна освіта / від. ред. О. Сулова. Київ, 2006. 70 с.], available at: <http://www.wicc.net.ua/media/manual3-ukr.pdf>, accessed 29 June 2020.

293 Teaching gender: approaches, problems and solutions/ O.Suslova. Kyiv, 2018. 26 p. [Викладання ґендерної тематики: підходи, проблеми та шляхи їх подолання / Олена Сулова. Київ, 2018. 26 с.], available at: [http://wicc.net.ua/media/vykladanna\\_GT.pdf](http://wicc.net.ua/media/vykladanna_GT.pdf), accessed 29 June 2020.

294 Teaching critical thinking: handbook for teachers/authors and editors O.I.Pometun, I.M.Suschenko. Dnipro: LIRA, 2016. 144 pg. P.78 [Навчаємо мислити критично: пос. для вчителів / автори-укладачі О.І.Пометун, І.М.Сущенко. Дніпро: ЛІРА, 2016. 144 с. – 78.].

In psychological and educational research literature on problems of personal development, the following characteristics of critical thinking are highlighted:

- 1. Awareness** is an essential characteristic of critical thinking. Individuals' awareness of their own mental acts enables the realization of other properties of critical thinking that are based on awareness and stem from it. Awareness is a foundation of critical thinking.

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- 2. Independence** presupposes the ability of an individual to set new goals, and select options for achieving them without outside help. This personal feature is quite significant from the perspective of acquiring new knowledge and mastering new ways of cognitive and practical activity. Independence gives rise to reflexivity and purposefulness.

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- 3. Reflexivity** is a form of human theoretical activity. It is directed at comprehension of individuals' own actions and awareness of their own feelings, thoughts, etc. As a principle of human thinking, its aim is substantive and critical analysis of the content of knowledge itself, as well as methods of cognition. To reflect means to turn consciousness towards itself.

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- 4. Purposefulness** arises from reflection. Only an individual capable of distinguishing him/herself from his/her own activity (of viewing the activity from the outside) is capable of a purposeful action. Evaluation is a key factor in critical thinking, as it is always performed according to certain criteria and presupposes that reality will be compared to a certain ideal (standard) and how closely they match will be determined.

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- 5. Reasoning** Reflection gives rise to reasoning, as it considers forms of thinking and its rationale, and defines the limits of validity and the application of knowledge and methods of cognition through critical analysis.

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- 6. Controllability** Another consequence of reflection is controllability of thinking. Control can be defined as close attention to the process of reasoning, and correlating it to goals, values and norms.

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- 7. Self-organization** Control, in its turn, gives rise to self-organization, self-change. To reflect means to turn consciousness towards itself, to contemplate one's own state of mind, and, therefore, to influence oneself<sup>295</sup>.

295 Freire, P. *Pedagogy of Freedom. Ethics, democracy and civil courage*. Translated from English by O.Demyanchuk. Kyiv, Publishing house 'KM Academia', 2004. 120 p. [Педагогіка свободи: Етика, демократія і громадянська мужність, Фрейре П. Пер. з англ. О. Демянчука. Київ: Видав. Дім «КМ Академія», 2004. 120 с.].

What are the peculiarities of implementing critical thinking techniques in the educational practice? First, they direct an individual to search and verify information which is of importance for them; second, implementing these techniques allows participants of educational interaction to tell erroneous and valid information apart, evaluate all existing options and select the best one; third, it allows the individual to formulate logically reasoned judgements.

The fundamental idea in developing critical thinking is the presence of a problem. The presence of a problem in learning settings provides for building the educational process on dialogue; it cultivates interest, reflexivity of search, and creative intentions. What are the signs of a problematic situation? First of all, such situations stem from a lack of credible information as well as its contradictory character. Besides, problems can arise due to controversies, different positions and approaches to attaining certain learning goals. Problems are impossible to resolve instantaneously, as they require a search for resources of information. What are effective ways of solving problem tasks? There is no uniform approach or method. In this case, individual approaches and visions

are relevant in every specific situation. Still, certain common steps can be outlined.

The first step in resolving a problem is the ability to clearly formulate the interrogation of the problem, that is, focus on what is unclear. This means that when encountering a controversy, a participant of educational interaction strives to understand what it is, how and why it arose, etc. The next step in solving a problem is a clear formulation of subsidiary questions which would help in 'untangling the problem'. Thus, step by step, a solution to the problem question can be found.

A series of exercises from the handbook "Empowering education" can serve as examples of practical consideration of problem questions. In particular, the exercise "How do we view 'peace' and 'not peace?'" has the aim of considering the world from the perspective of peaceful and violent use of objects, while "What if... (role plays)" is focused on developing the ability to make a choice and defend the decision made<sup>296</sup>.

While working on the problem, several options are possible. The first option involves work on the problem formulated directly by the teacher at the beginning of

the class. The second option allows for search and formulation of the problem by the participants in the educational process while they consider the teaching material. The third option is the most creative. It includes research of the problems and the respective ways of solving them, provided that the material under consideration is familiar and understandable for all the participants in the educational interaction. This option is the most productive, because it allows the elimination of 'cookie-cutter' approaches and stereotypes in learning.

#### ***The Socratic method – "rediscovering" the truth.***

*The Socratic method presents the process of 'knowledge generation', but only by learners. The educator in this process has a role of a helper, not a co-participant in seeking truth. The educator's role is to give a 'push' to the participant of educational interaction towards discovering a truth already known to the mentor, with the help of specially selected questions. The teacher steers the student's line of thought towards what s/he considers the correct reasoning. As a result, improvement and transformation of the experience already acquired by the educator takes place, and understanding of the educator's position expands.*

296 Empowering education/ed.O. Suslova. Kyiv, 2006. 70 p., P.30, 66 [Уповноважувальна освіта, від ред. О. Суслова. Київ, 2006. 70 с. С. 30, 66.], available at: <http://www.wicc.net.ua/media/manual3-ukr.pdf>, accessed 29 June 2020.

### Example 1:

*"...the roots of the active participation of women in World War II should be sought in pre-war strategies of mobilizing women for paid work in manufacturing, particularly in heavy industry, in sports and aviation which were part of the general emancipation process, as well as training them in defensive measures and administering first aid, which since then were delegated almost entirely to women. The last two spheres are basically reproductive labour: not labour which creates a new state of affairs, but which reproduces the state that is required. Assigning this reproductive labour to women was further retained to a high degree in formal legal documents...."<sup>297</sup>*

### Task:

Why did public opinion and Soviet law associate women's work with the sphere of reproductive labour? What arguments can you put forward to refute such an approach?

### Example 2:

*"...Due to traditional stereotypes of a man being the protector of women and performing productive work while a woman performs reproductive work – not only giving birth to and raising children, but also servicing others – the distribution of positions in the Armed Forces of Ukraine for women and men was clearly gender marked, similarly to the situation in the civilian labour market. A woman could be a medical or a kitchen worker, a seamstress, be in charge of a bath house, perform other types of reproductive labour, but she could not be a gunner, operate a grenade-launcher, or be a commander of the crew, that is, have a command position or combat role. Limited access to the military education needed for officer positions was creating a 'glass ceiling'...."<sup>298</sup>*

### Task:

Read the text fragment and formulate 2-3 problem tasks.

To solve problem tasks, Socrates' and Jacotot's methods can be used.

### Jacotot's method – seeking a new truth.

The essence of this method lies in the educator acquiring knowledge together with the students, playing the role of the 'ignorant schoolmaster'. In the process of teaching s/he

does not appear as 'the Oracle' of truth, who should present it with the help of a series of special exercises or set of actions. On the contrary, the mentor discovers and teaches what s/he has learned in the process of educational interaction with the actors of learning. Together with

them, the mentor reflects on the acquired experience and values of life, uses senses and emotions, and uncovers creative potential while searching for answers to the outlined problem. Thus, the educator becomes a co-participant of bringing the truth into being<sup>299</sup>.

297 How women changed the Ukrainian army/ Hrytsenko, H., from the website 'Gender in detail' [Як жінки змінили українську армію, Гриценко Г., з веб-сайту Гендер в деталях], available at: <https://genderindetail.org.ua/season-topic/gender-after-euromaidan/yak-zhinki-zminili-ukrainsku-armiyu-1341190.html>, accessed 29 June 2020.

298 How women changed the Ukrainian army/ Hrytsenko, H., from the website 'Gender in detail' [Як жінки змінили українську армію, Гриценко Г., з веб-сайту Гендер в деталях], available at: <https://genderindetail.org.ua/season-topic/gender-after-euromaidan/yak-zhinki-zminili-ukrainsku-armiyu-1341190.html>, accessed 29 June 2020.

299 Shevchuk, D. Universal method of the ignorant schoolmaster, or Emancipation through learning. Philosophy of Education, Issue 2, 2013. P.159-165 [Універсальний метод учителя-незнайка, або емансипація через навчання, Шевчук Д. Філософія освіти. №2. 2013. С. 159-165].



A common plane for a great variety of critical thinking techniques is an understanding of information resource. It is understanding and comprehension of information that fosters reflection, analysis and synthesis, refutation and generalization.

Another common feature is understanding that dialogue is not subject to the laws of 'identity', but is a complementarity of 'differences' which are recognized as important in themselves and having value. It should be noted that

the use of communication strategies in the educational process is vital and in demand in conditions of information warfare and hybrid war, the development of multicultural trends in the modern world, etc. Teaching gender issues requires from the participants in the educational interaction the ability to conduct a discussion, to establish dialogue between parties with opposing and sometimes very contradictory views of a certain problem, as well as to avoid attempts to shift interaction on to a personal level.

Experts in gender issues point out that successful communication requires much more than learning how to speak<sup>300</sup>. It must be kept in mind that effective communication, like other humanities disciplines, combines features of both science and art.<sup>301</sup> Using methods of communication techniques in teaching gender issues will involve educational interaction participants in the active cognition of the world, overcome the rigidity of existing forms of knowledge and their orientation towards transmitting the enshrined

300 Teaching gender: approaches, problems and solutions/ O.Suslova. Kyiv, 2018. 26 pg. [Викладання гендерної тематики: підходи, проблеми та шляхи їх подолання, Олена Суслова. Київ, 2018. 26 с.], available at: [http://wicc.net.ua/media/vykladanna\\_GT.pdf](http://wicc.net.ua/media/vykladanna_GT.pdf), accessed 29 June 2020.

301 Ibid.

experience of the past. Knowledge is viewed as a creative product of the participants in dialogue. It is seen as open to constant review and re-evaluation, and so it is a process, not a result. In this context, knowledge acquires signs of plurality, progression, interdisciplinary character.

By using dialogue, actors in the educational interaction are focused not only on the ability to listen, but also on hearing themselves and *others*. Dialogue is viewed as a special type of communication which involves not a merger of unique inner worlds, but the creation of a coherent polyphony.

Thus, gender education is understood as knowledge in a state of continuous search and progress. Education is not finished by attaining a complete end result. It is reflective, because it is completed by comprehending the process of the individual's own activity, consideration and evaluation of its form.

Gender education is an open system where relationships are formed 'I for myself', 'the other for him/herself', 'the other for me', 'me for the other', which encourages an individual to reveal him or herself not through the other, but rather through creating one's own individuality. Relevant alternatives in the teaching of gender issues can be

an array of personality-oriented methodological approaches and conceptual ideas such as: the progressive education theory by J. Dewey, borderline pedagogy by H. Giroux, critical pedagogy by I. Illich, P. Freire and others. Representatives of these methods have demonstrated that educational institutions are not a means of adapting an individual to society, but the main way of reproducing relations of production. Education is a practice of freedom. The goal of the actors in an educational process becomes the search for knowledge – its common creation and generation.

Considering the above comments, an array of new methods and approaches are proposed for teaching gender; in particular, case studies, role plays, psychological training, etc. Their use is necessary and important considering the fact that gender education is supposed to give learners not merely knowledge but also non-stereotypical thinking and behaviour. Their creation and implementation is based on the following criteria: 'engagement' in the educational process, interactivity, cooperation; creation of knowledge relevant for the learners' experience; democratic character; overcoming hierarchies, involvement of different layers of the population in the educational process, promoting equality; a

critical approach to predominant stereotypes, a shift from boring monotonous teaching and transition to dialogue; a focus on research; orientation towards action to change power structures, choosing a path that would facilitate social change.

However, along with the search for and practical implementation of new methods, one should not neglect the use and modernisation of traditional ones that have been utilized in teaching for many years. In particular, they include the lecture as a method of teaching. Researchers view this as a systematic and coherent presentation of didactic material on any question, topic or chapter. Regardless of numerous complaints about its low effectiveness in acquiring new knowledge and the opportunities for alternatively obtaining information via social networks, etc., the lecture is still a priority method for transmitting teaching material.

An important component of the learning process is the 'hidden curriculum'.

*A 'hidden curriculum' means unwritten, informal, and often unintentional lessons in values and perspectives which students learn at school. It consists of implicit academic, social and cultural messages that are transmitted to students during their schooling.*

A formal curriculum is open, it has clear and specific goals, while a hidden curriculum has an indirect effect on participants in educational interaction, forcing them into accepting imposed information, roles, stereotypes, values. As an illustration of the hidden curriculum, we can cite gender asymmetry in military institutions of higher education. This means an actual disproportion of the numbers of girls and boys represented in professional training in different fields. This disproportion reflects gender-based inequality in this sphere. Gender analysis of the higher educational system reveals gender differences presented in the choice of future professions. Numerically, women are predominant in such specialties as social studies, health care, education and pedagogy, while men are more represented in information security, physics and mathematics, geology, etc.<sup>302</sup>

The methods of teaching mentioned above are aimed at raising self-awareness: generating

What are possible options of modernizing it, particularly in teaching gender?

First of all, teachers focus on highlighting a certain question, its interpretation in different scholarly resources, clarification of disparities, consideration and analysis of different arguments. Such an approach will promote the organization of the lecture as a form of presenting didactic learning material from the perspective of the problem. The teacher will focus not just on transmitting a certain amount of knowledge but rather on considering the problems connected with the respective subject. The lecture will then be perceived as a creative process aimed at satisfying learners' individual queries, and will encourage them to work independently on the problems outlined. This angle of reasoning has one more noteworthy nuance – a shift from the authoritarian methods of teaching that presuppose forcing the teacher's opinion on the students and recognizing the teacher's position as the only correct one, a hidden manipulation of the students' world outlook.

knowledge is a collective process; dialogue facilitates learning; emotions and personal interests do not create obstacles to understanding and learning; every individual can learn something based on personal experience

and the ideas of others. The main priorities of such approaches are: problem-oriented education, anthropological interpretation of culture and concepts of humanity, creation of critical consciousness and a new ideal of a teacher.

302 Gender dimension of modern military education/Finikin G.I. Gileya, Issue 2, 2013. P.34-45 [Гендерний вимір сучасної військової освіти, Фінікін Г. І. Гілея. № 2.2013. С.34-45].

# 5.3

## Practice of integrating gender mainstreaming in didactics

Gender education in its general sense involves studying the entirety of relations of women and men in society. It also includes traditions, formal and informal rules and norms that are determined by the place and status of men and women in society. Therefore, gender mainstreaming in education requires introducing special subjects and courses in gender issues. However, it is of no lesser importance to integrate gender into academic disciplines.

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***Different academic disciplines have different potential as far as integrating the principles of equal rights and opportunities for women and men and the foundations of gender equality into the educational process of higher educational institutions in the security and defence sector. It is the first factor that should be noted while developing a strategy of gender mainstreaming in academic subjects.***

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Knowledge of gender is a representation in the consciousness of the security and defence sector personnel of phenomena, facts of reality, their connections, properties and relations in regard of promoting the principle of equal rights and opportunities for men and women. Therefore, skill in ensuring the above-mentioned principle is the ability to act as a result of the knowledge acquired about equal rights and opportunities for women and men, as well as one's experience.

Training future specialists in the sector of security and defence in any specialty to Bachelor's degree level includes a series of social and economic disciplines as well as humanities. As a rule, the following academic subjects are among them: Ukrainian language for professional purposes, History of Ukrainian Culture, Philosophy, Religious Studies, Sociology and Political Studies, Pedagogy and Psychology, Foreign Languages. As the above-mentioned subjects have a general scholastic character, they are regarded as a standard part of the curricula. These subjects form the outlook

of future specialists and facilitates their understanding of the role, place and social opportunities of an individual in society.

The teacher's position and his or her experience is of high importance. For gender mainstreaming in the content of academic disciplines, competence is required regarding the content of the discipline itself as well as gender and methods of teaching it. In this context it would be advisable to prepare faculty for gender-sensitive teaching. For this category of learners, it is advisable to conduct separate classes or introduce specialized courses.

Modern educational psychology determines the results of educators' work on the basis of evaluation criteria such as the success of their students, which is defined by their intellectual, moral, professional, political, aesthetic and physical maturity. Therefore, the results of integrating gender component into teaching has to be evaluated in terms of how successfully personnel in the security and defence sector acquire the principle of equal rights and opportunities for women and men.

**The curriculum for Ukrainian language for professional purposes** might include topics such as “Feminitives and their use in the security and defence sector”.

**The subject of Sociology** might include topics such as “Sociology of the Family”, “Sociological Analysis of the Institutions of Family and Marriage” (with subtopics such as ‘Family as a social institution and small social group’, ‘Gender role differentiation of the family’, ‘The modern family and trends in its development’.

**The subject “Pedagogy and Psychology”** might include topics such as:

“Psychology of the personality of the head of border control personnel” which covers questions such as 'Essence and content of managerial work', 'Concepts of management (leadership)', 'Gender characteristics of the manager (leader)', 'Characteristics of leadership'; “The impact of gender characteristics of the personnel on:

- development and use of different styles of management;
- motivational sphere of personality of the manager;
- managerial roles;
- principles of the manager’s work with subordinates.

with sub-topics such as Managerial impact psychology, Psychological bases of decision-making, Mechanisms of the manager’s personality development, Communicative potential of the manager’s personality.

**Topic: Specific features of managerial work. Basics of gender-sensitive managerial influence on subordinates.**

Psychological characteristics of the personnel team. Psychology of planning and selection of different personnel categories. Evaluating work of different personnel categories. Aspects of managing a subunit and micro-groups in professional settings. Factors of psychological impact on the image of the personnel. Essence and content of managerial work in cultivating team cohesion in units, creating an acceptable social and psychological environment in units.

**Topic: Psychological characteristics and conflict analysis.**

Conflicts in a unit of the security and defence sector: characteristics of different conflict types. Psychology of personality in the conflict. Analysis of conflict relations between different personnel categories (gender aspect). Characteristics of conflicts by type: manager – subordinate, subordinate – subordinate (gender aspect). Factors of influence that cause relationships of conflict with representatives of different countries in the course of duty, and methods of resolving them. Conflicts in the families of personnel members: characteristics and analysis (impact of gender on conflict). Managerial and communicative incompetence of the manager as a source of conflict. Key rules in the manager’s communication with subordinates (gender aspects communication).

**Topic: Psychological aspect of ensuring rule of law and discipline.**

Modern requirements to psychological aspect of ensuring rule of law and discipline. Disciplinary practice. Causes of negative developments in border control work teams (gender aspect). Acts of

breach of discipline. Methods of conducting a disciplinarian investigation. Main criteria for assessing the state of discipline and rule of law. Methods of analyzing the state of discipline and disciplinarian practice. Guiding policies in organizing psychological aspect of ensuring discipline and rule of law in the security and defence sector.

**Topic: Organizing and conducting individual socially educational work in units.**

Requirements for organizing and conducting individual work in modern conditions. Content and ways of organizing individual work (gender aspect). Methods of studying personnel: observation, reviewing documentation, analyzing everyday actions, generalization of independent characteristics, questionnaires. Methods of conducting individual work with different categories of personnel in the security and defence (taking into account gender differences).

**Topic: Culture of relations of personnel in the security and defence sector.**

Modern requirements for the culture of mutual relationships between personnel. The concept of culture of mutual relationships and its structural elements. Areas of work with personnel in building a culture of relationships in the security and defence sector. Essence and content of communication. Communication of the commanding officer with subordinates (gender aspect). Communication of commanding officers with subordinates in extreme conditions (gender aspect).

Culture of interpersonal communication. Communication problems (taking into account gender differences). Ways of building culture of communication in personnel of the security and defence sector. Sectoral standards of personnel behavior in the security and defence sector, ensuring equal rights and opportunities for women and men.

Academic disciplines in the legal sphere ensure that students acquire knowledge of the fundamentals of national and international law regarding gender equality.

**Academic discipline “Social protection of personnel”.** Implementing legislation on the protection of mothers and children. The principle of equal rights of men and women in military service. Implementing the principle of equal rights for women and men in labour relationships. Women's rights in legal family relations: personal property and non-property relations. Ministry of Justice powers in implementing the gender equality principle in the legislative process.

**Academic discipline “International legal mechanism of human rights protection”.** Women's rights, their realization and protection. Historic stages of human rights development (women's rights in particular) and the creation of procedures for their protection. Modern international norms that regulate women's rights and their protection. Aspects of the functioning of international procedures for human rights protection. Universal international methods of human rights protection. Protecting human rights on the regional level. European Convention on Human Rights and Basic Freedoms. Human rights protection during armed conflict. Aspects of international legal protection for certain categories of individuals.

Gender must be introduced into the curricula for teaching humanities as well as social and economic disciplines.

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***Second is the target audience (the category of those for whom these subjects are taught).***

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For cadets and baccalaureate students, gender mainstreaming should start with acquiring knowledge in the history and theory of gender, familiarizing themselves with the philosophical foundations of gender theory, its categories and concepts, etc. Cadets should obtain knowledge of the framework of the modern basic law of Ukraine regarding the situation, rights and obligations of women and men, their social and economic status, capacity, etc.; transformation of gender roles; everyday life of women and men in Ukraine and in the world; the contribution of prominent individuals of both genders in the social, political, economic and cultural development of the country in the past and present; gender identity and gender socialization; gender stereotypes, gender expertise, discrimination, sexism and racism, violence (psychological, domestic, physical, bullying) and their impact on individuals and society, ways of overcoming them; equal rights and opportunities for men and women in the security and defence sector of Ukraine.

For Master's students, more practical advice should be provided as well as active discussions of gender issues with examples from real life, modeling situations typical of a gender sensitive environment, etc., utilizing the educational potential of academic disciplines to mitigate stereotypical concepts of a "real man". Critical discussion of the didactic material will provide an opportunity to reflect on social limitations in men's behavior (to be rough and firm) as well as their impact on professional work in the security and defence sector. It is advisable to conduct research and scholarly and practical events (forums, conferences, seminars, etc.) in gender issues in general, as well as in problems of ensuring equal rights and opportunities for women and men in structures of the security and defence sector.

For managers of different levels, it is recommended that more simulated situations be used as well as detailed study of the legal basis, study of risks, change, if needed, of attitudes to relevant issues, mentality and way of thinking. It is advisable to conduct analysis of specific situations regarding practical realization of the principle of ensuring equal rights and opportunities for men and women in staff appointments, or analysis of situations where sexual harassment, sexual persecution took place. Practising how to express one's personal opinion in certain

situations, regarding colleagues' actions, etc., is essential.

Individuals assigned for commander positions in the sector of security and defence, before they take over the office, must receive training/internship or follow a professional advancement course in gender at institutions of higher education that have relevant (gender) centres or chairs.

To eliminate gender bias from a manager's system of expectations and judgments regarding men and women in military service, it is important to consider researchers' findings that, in practice, in situations of professional dependence harassment is mostly initiated by individuals in positions of power (in command positions or in control). However, even between individuals equal in status or position, there are many instances of women being sexually harassed by a man or a group of men. It serves as proof of the concept of gender distribution of power between women and men in society even when they hold equal positions in the workplace<sup>303</sup>. As the security and defence sector is part of society, its representatives are one of society's groups. Therefore, prior to teaching, the educator has to consider the risks, characteristic of the specific audience they are going to work with. It might also entail adding some material to the

303 Gender for the media. Ed. M. Mayerchik, O. Plahotnik, G. Yarmanova. Kyiv, 2017. 217 pg. P.163 [Гендер для медій. За редакції М.Маєрчик, О.Плахотнік, Г.Ярманової. К. 2017. 217 с. С. –163].

content of the academic discipline which could be helpful in correcting such risks. In particular, there may be reluctance by a significant number of managers at different levels to accept the gender dimension, due to low awareness of its quintessence and relevance for the security and defence sector; prevalence of the viewpoint that gender issues do not exist, in particular in the security and defence sector; insufficient level of awareness of faculty to integrating gender component in teaching academic subjects.

A professional approach to designing curricula for the academic discipline is of paramount importance. The goal is not only to transmit information to a cadet (student, manager) but also to develop a certain outlook towards the policy of ensuring equal rights and opportunities for women and men, build their gender awareness, culture, gender behavior, and orientation to parity in relations with women, and facilitate development of gender democracy and gender culture in society in general and in the security and defence sector in particular.

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***The third important factor to consider is the methodology of teaching courses in gender.***

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Methodology means the totality of methods used to integrate the gender dimension in academic disciplines.

The method of teaching gender issues is a way of achieving and meeting the goals and objectives of teaching gender. Any support tools can serve these didactic purposes (convincing position of the educator, legal base, methodological tools and teaching materials, etc.).

For successful gender mainstreaming in teaching this process must be consistent and sequential.

First, knowledge of gender should be obtained, of equal rights and opportunities for women and men in society in general, and within the structure of the security and defence sector in particular.

Knowledge must be comprehensive, profound, substantiated and firm. To achieve this, teachers should systematically integrate a gender dimension into the content of different academic disciplines based on their personal experience and beliefs. Knowledge obtained by cadets and students is transformed into beliefs as a result of understanding it. It is an extremely important stage in the formation of values and norms. Without comprehension of gender theory it is impossible to convince a cadet of its truthfulness. Therefore, the educator's mission is to form and, in some instances, to change students' attitudes to and perceptions of the policy of ensuring equal rights and opportunities for women and men.

It would be advisable to take into consideration the concept of *interactive learning*. Interactive learning takes place in the condition of constant active interaction of all participants in the educational process. This co-learning, mutual learning (collective, group, cooperative), where all participants in the educational process – both those teaching and those being taught – are equal actors in this process who fully understand what they are doing and analyze their actions. Organizing interactive learning in itself presupposes modeling various life situations, finding common solutions based on analyzing circumstances and the relevant situation, the use of role play.

All interactive techniques can be divided into four groups: front-line techniques, group learning techniques, situational learning and learning in discussion. Among interactive methods most widely used are brain storming, microphone, circle of ideas, work in small groups, “put yourself in someone else’s shoes”, road trip, role plays and others. It is interactive learning that should form the basis of methodology in teaching gender.

The overall effectiveness of work in gender mainstreaming in academic disciplines in structures of the security and defence sector includes the following: effectiveness of developing a set of personal motivations and values of an individual staff-member in the sector (development of the individual's beliefs, interests and focus); effectiveness of developing the cognitive and logical area in the personality of individuals involved in the sector (evolution of their beliefs regarding ensuring equal opportunities and rights of women and men; creating a favourable psychological climate and mutual respect in military teams; gender-fair organization of group work, which means taking turns in performing certain roles assigned to cadets in the group (leader, secretary, etc.); effectiveness of operational sphere

development (skill of practical regulation in ensuring equal rights and opportunities for women and men, applying knowledge to resolve real life objectives).

Cadets' and students' way of life and working conditions facilitate the continuous formation and strengthening of basic professional motivation of the future officers, their psychological preparedness for aspects of their job. The environment of students and cadets, their circle of communication with educators, commanders and peers prepare them for future professional work. Therefore, it is essential for cadets not only to acquire knowledge about equal rights and opportunities for men and women in class, but also to see it in practice and confirm that this knowledge is vital and valid.

While teaching gender oriented academic disciplines it is important to apply principles of gender education such as a focus on cooperation, the use of dialogue, the development of personal potential, and the development of the individual's motivational and emotional spheres, because the union of theory and practice is revealed by engaging the life experience of the actors in education. Gender education is not only a 'learning process' but also a 'learning experience'.<sup>304</sup>

In the process of teaching, in order to successfully manage the process of integrating gender dimension in the content of academic disciplines, rules should be adhered to that would allow the best interaction of the teacher with cadets (students):

- form a sense of 'us';
- demonstrate unity of views regarding ensuring equal rights and opportunities for women and men;
- establish personal contact (visual or verbal);
- demonstrate your own attitude (with a smile, intonation, any nonverbal means) towards the question of ensuring equal rights and opportunities for women and men;
- demonstrate clear objectives of common work towards ensuring equal rights and opportunities for women and men (for example, if a woman has difficulty in performing tasks in a certain job, analysis should be conducted regarding what specific difficulties she encounters and how they can be overcome);
- transmit to students your own understanding of the essence of the activity;

304 'Competence approach' and gender education in higher education. Vital questions of modern university education: materials of the 10th Russian-American conference for researchers and practitioners, May 14-16, 2007. St. Petersburg, 2007. Pg. 105-109 [«Компетентнісний підхід» і гендерна освіта у вищій школі / Кльоцина І. С. Актуальні питання сучасної університетської освіти: матеріали X Російсько-Американської науково-практичної конф., 14-16 травня 2007 г. СПб., 2007. С. 105-109].

- demonstrate interest in problems you come to know of from cadets (students);
- create an atmosphere of success (give examples from life of successful women).

It is important to use innovative educational techniques, forms and methods of teaching that foster, among all actors in the educational process in the institutions of higher education of the security and defence sector, the creation and support of an atmosphere of mutual respect, interaction and peer support, and make it impossible for actors to hold a discriminatory (unjust, biased) attitude towards each other.

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***Fourth, another factor that deserves attention is the methodological support of educational (learning) process, particularly with relevant literature.***

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If a curriculum in a certain academic discipline proposes integrating a gender component into its content, then methodological support can only be considered aligned with such curriculum if it includes a gender component. As of now, the content of curricula for different academic disciplines, as far as the presence of gender

component is concerned, is a few steps ahead of their methodological support. For these disciplines it would be advisable to conduct a gender analysis of the educational literature (handbooks, guidebooks, monographs, collections, methodological recommendations, workshop materials, toolkits, various documents, etc.) (See next section). At the same time, it should be taken into account that integrating gender into the educational process, as well as gender studies in general, is still recent, and so each source should be examined applying critical thinking even if the author of this source is a well known authority on the subject.



Quite often in the security and defence sector women and men are perceived and assessed differently, which is often explained by gender characteristics and differences in their abilities, which is why duties are distributed differently. We must learn ourselves and teach others to re-think their roles in the security and defence sector, change stereotypes and evaluate everything from a social and psychological point of view. In this context it is important to form a stable system of acquiring knowledge in gender.

It is advisable to create a gender sensitive environment in educational institutions of the security

and defence sector, in order to form an individual and collective gender culture and develop critical and analytical thinking among the personnel, skills of public speaking as an important component of their self-presentation and individual development, and active communication based on the principle of gender equality as the foundation of the realization of human rights.

In order to create a basis for methodological support while integrating a gender component into academic disciplines, it is recommended to use documents of the national legal framework in the sphere of education; electronic

information resources of the Ministry of Education and Science of Ukraine; Ukrainian monographs and periodicals; works of prominent contemporary researchers; research in psychology and education dedicated to the theory and practice of gender education; various forms of research (monographs, articles, conference materials, theses, abstracts) and popular science publications on the history of education and pedagogy, official statistics; analytical materials of international organizations, whether cultural, educational, civil society or awareness-raising, which are focused on implementing principles of gender equality in education.<sup>305</sup>

305 Gender approaches in the system of post-graduate pedagogical education in Ukraine: PhD thesis in Pedagogy, 13.00.01. Lviv, 2016, p.9 [Гендерні підходи в системі післядипломної педагогічної освіти України, Кизима І.І.: дис. канд. пед. наук: 13.00.01. Львів, 2016. 226 с. С. – 9.].

# 5.4

## Expert gender analysis of methodological and teaching materials



***Gender analysis is a system of measures to determine compliance of the content of methodological and teaching literature, particularly that of curricula, textbooks and handbooks, with standards and norms of gender equality which ensures that the specialized training of future officers in the security and defence sector is oriented towards equal rights, parity and interaction between cadets and students of both genders.***

Preparing specialists for the national security and defence sector requires gender sensitive curricula, building a gender culture among cadets and students to ensure that they implement a gender approach in their later professional careers. While looking for solutions to integrating the gender dimension into the training of cadets and students, special relevance is gained by gender analysis of curricula, textbooks and handbooks as one of the tools for implementing gender equality in the educational process of institutions of higher education in Ukraine.

While conducting gender analysis of methodological and teaching materials, it is advisable to take into account whether they are consistent with the gender approach in modern education. Thus, textual and non-textual materials, such as illustrations, methodological tools, guidance, must be purged of gender stereotypes, androcentrism and discrimination by gender (sexism), which should result in:

1) parity of representation of both genders – a balanced ratio of women's and men's images;

2) absence of segregation and polarization by gender – that is, the intentional separation of individuals of both genders by ascribing to them principally different forms of social activity, depicting them as antagonistic opposites that are presumed not to share common features and properties, or common activity;

3) absence of a tendency to link different forms of activity or passivity of the depicted images to gender (as a rule, activity is associated with masculinity, passivity to femininity);

4) absence of stereotypical gender ordinances that link women's images mostly to the private sphere (family, household, caring for children), and those of men to other, larger-scale forms of social activity; rather, depicting individuals of both genders (both children and adults) in diverse roles and types of activity (in content and scale);

5) depicting humans in general and universal human values through images of men (as is currently prevalent) and also images of women.<sup>306</sup>

306 Gender approaches in the system of post-graduate pedagogical education in Ukraine: PhD thesis in Pedagogy, 13.00.01. Lviv, 2016, p.9 [Гендерні підходи в системі післядипломної педагогічної освіти України, Кизима І.І.: дис. канд. пед. наук: 13.00.01. Львів, 2016. 226 с. С. – 9.].

### **Goals of gender analysis of methodological and didactic materials:**

- ensuring that methodological and teaching materials are consistent with provisions of normative and legal acts, documents and norms in regards of gender and security matters;
- implementation of gender sensitive educational techniques in the practice of institutions of higher education, with the purpose of creating gender competences in future professionals in the sector of security and defence;
- the presence or absence in methodological and teaching materials of gender sensitivity and gender tolerance indicators as democratic strategies of thinking;
- highlighting systemic discrimination of women and men in society and in the professional sphere, and breaking down traditional cultural limitations by gender.

### **The main objectives of gender analysis of methodological and didactic materials are:**

- educational objectives (including familiarization of cadets and students with today's problems as well as gender issues highlighted from a scholarly perspective and with concepts and terms of gender theory; training cadets and students to apply methods of educational and awareness-raising work in gender equality in their professional activity);
- awareness-raising objectives (regarding gender awareness of cadets and students based on humanistic values; building gender consciousness and skills of gender sensitivity in communication);
- developmental objectives (including building cadets and students' professional skills and abilities to use a gender approach in their professional work and service; developing cadets' and students' ability for independent and responsible thought and assisting them to re-examine and get rid of gender stereotypes).

In conditions of indirect communication, for example, cadets' and students' interaction with the author of a handbook or textbook, the central element of interaction

is a communicative message (a study text). Its main feature is the presence of the "concept of an individual" promoted by the author of the text, and subjective

meanings or attitudes to information, and its interpretation by the author. The presence of such meanings gives the recipient an opportunity to reconstruct the human images which are not only embedded in the text and presented on the pages of methodological materials, but can also be perceived semiotically. Through a personified sign-symbol (through deeds and acts of a certain individual towards other people) not only information on forms of modern life is transmitted, but also ordinances of one's future life and formation as a professional are instilled.

For gender analysis of methodological and didactic materials, it is advisable to apply a procedure of content analysis. Content analysis is a qualitative and quantitative method for studying various types of documents, characterized by strict procedure and objective and unbiased conclusions, and consists of qualitative text processing with further interpretation of results. As a basis of extracting meaning from units of analysis (categories of analysis) 'a formula of equality' should be used; that is, concepts of gender equality, gender discrimination, gender sensitivity, gender tolerance, classification of gender stereotypes and mechanisms that ensure a truthful representation of gender equality in different spheres of social life, including normative, moral, informational and educational systems, etc. as they are defined in research and legal literature.

## Outline of conducting gender analysis of methodological and didactic materials:

- 1** Full title, target audience/age category.
- 2** The share taken by the gender dimension in the methodological and didactic materials (curriculum, handbook, textbook, or individual topics and questions within the curricula) which are the subject of gender analysis (preferably, indicated in percentage share of the entire text of methodological material, deemed to be 100%).
- 3** Primary analysis of the text under consideration: presence/ absence of gendered characteristics of text, use of gender schemes, application of/shift from set gender stereotypes, presence or absence of gender symmetry in the language, including the share of both genders being represented in social and cultural roles and how they are perceived in different spheres of life, for example: male/female cadet (preferably, indicated in percentage share of the entire text, deemed to be 100%).
- 4** Conducting gender analysis of the material, based on an understanding of gender trends in society and the field of work, and use of this knowledge to reveal explicit and latent social and professional issues and seek ways to resolve them effectively; how gender aspect is highlighted in those thematic clusters in curricula, where content is linked to development of gender issues in the security and defence sector.
- 5** The final stage of gender analysis of the text is revealing the presence/ absence of general content that determines the nature of stereotypes in professional activity, the presence/absence of traditional approaches to presenting didactic material, the use of general information that does/does not take into account representatives of both genders, facilitates/hinders the transmission of traditional gender stereotypes in the methodological and didactic materials.

The outcome of gender analysis of methodological and didactic materials can be an expert conclusion that includes the following:

- comments, proposals and conclusions regarding advisability/inadvisability of using the given materials in the educational and awareness-raising process in the institution of higher education;
- conclusion regarding compliance of the methodological and didactic materials with provisions of international and departmental legislative acts and other documents regarding gender issues in the security and defence sector.

Key requirements for the expert conclusion are impartiality, objectivity, goodwill and substantiation.

# 5.5

## Typical errors in teaching gender



***A key issue in teaching gender is the presence of certain stereotypes that can lead to an increase in a biased attitude to women in military service that, in its turn, can foster discrimination towards women military officers of the future.***

Since the Ministry of Defence of Ukraine adopted its Resolution with regard to lifting limitations on women holding officer positions in military service, there has been an increase in the number of women willing to enter and study in military institutions of higher education. The share of women in other institutions of higher education in the security and defence sector is also growing. Teaching experience has revealed some problems and errors in gender mainstreaming. The gender system functions through a series of stereotypes – standard behaviour models that have formed in society and are based on certain interpretation of concepts of the ‘masculine’ and ‘feminine’.

Some research has revealed that serving in the military is perceived as “purely masculine”, therefore only men can manage it; however, quite often girls consider it gender neutral. Along with the military professions, jobs in internal affairs (police) agencies are also considered purely masculine.<sup>307</sup> It must be stated that, unfortunately, quite a lot of

faculty members in military educational institutions and institutions of higher education in the security and defence sector are still greatly influenced by gender stereotypes, and this has no doubt had a negative impact on taking classes, complicating the self-identification and self-realization process for female and male cadets, and others.

General opinion holds that the armed forces and other structures of the security sector, big business and politics, and work associated with risk and danger are purely masculine fields. The armed forces have traditionally been among the most conservative social institutions as far as access for women to military service is concerned. Thus, there have been many occasions when some commanders have acted with a gender-denying attitude: they are reluctant to consider women’s problems or provide them with opportunities for professional advancement, education, intellectual development and career promotion.

307 Gender issues from the students’ perspective: Analytical report/ I.Huslyakova, I. Danylenko, O.Plahotnik, M.Suhomlyn. – Kharkiv, ‘Rider’, 2009. 64 pg., p.16-19 [Гендерні проблеми очима студентства: Аналітична доповідь / Л. Гусякова, І. Даниленко, О. Плахотнік, М. Сухомлин. – Харків: Райдер, 2009. – 64 с. С. – 16-19.], available at: [https://genderindetail.org.ua/netcat\\_files/46/53/Ochyma\\_studentstva.pdf](https://genderindetail.org.ua/netcat_files/46/53/Ochyma_studentstva.pdf), accessed 29 June 2020.



**According to a survey, 37% of young women with a fairly high educational level expressed discontent with the unfulfilling nature of military service, which does not provide enough opportunity for them to develop their potential<sup>308</sup>.**

Gender bias comes into play when assumptions are made based on gender, regarding the behaviour, abilities and preferences of an individual. The prevalence of the above-mentioned stereotypes can lead to situations when a person that does not fit into them encounters problems not only with his or her peers, but also with a teacher. Gender bias may have a negative impact not only on individual cadets, but also on the overall atmosphere in the classroom, as well as in the military team.

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***Gender preconception is a social attitude with negative and distorted content, and a prejudiced notion of the other gender.***

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Gender preconceptions reflect prevalent norms of gender specific behaviour, therefore preconceptions arise regarding those individuals that seemingly break the norms of traditional role behaviors of men and women.

Within the structure of gender preconceptions, as with any other preconceptions, we can single out three components that correspond to three components of other social attitudes:

• **Cognitive component** – unfounded biased notions of men or women in general, of the ability of women or men to be successful in certain professional spheres.

Hirschfeld, Jordan, Feild, Giles and Armenakis (2005) conducted a study of activities of military units in combat conditions with a different share of servicewomen in military personnel. The authors revealed that units with a higher share of women performed their tasks better, even in the traditionally male military environment. Anderson, Leavens, van Damme and Borne (2006) studied leadership characteristics of men and women in the military service program for British army reserve officers. These authors revealed that women have better public speaking skills and personal communication skills. Interestingly, the authors did not reveal a single fact of gender differences in the decision-making process (regardless of the predominant opinion that men should be better at handling this aspect).<sup>309</sup>

• **Affective component** – non-acceptance, humiliation, undervaluation, petulance, disgust.

Since 2001 more than 30,000 women have been sent to zones of armed conflict, with more than 800 wounded and 130 killed in

308 Gender equality and development: a glimpse in the context of European strategy of Ukraine: Razumkov Centre: 'Zapovit', 2016. 232 pg. [Гендерна рівність і розвиток: погляд у контексті європейської стратегії України. Центр Разумкова, 2016. Видавництво "Заповіт", с.232.], available at: [http://www.nbu.gov.ua/old\\_jrn/soc\\_gum/usoc/2006\\_5/7-12.pdf](http://www.nbu.gov.ua/old_jrn/soc_gum/usoc/2006_5/7-12.pdf), accessed 29 June 2020.

309 A quantitative study of perceptions of female air force leaders. A Dissertation Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Management in Organizational Leadership. – University of Phoenix, 2008, p.122, p.33], available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.565.1775&rep=rep1&type=pdf>, accessed 29 June 2020.

action as a result. For comparison, 7,500 women were sent to Vietnam, with only 8 killed.<sup>310</sup>

• **Behavioural component** – negative behaviour directed at members of a certain social group due

to their membership of it (for instance, insults, sexual harassment, rape, etc.).

Sexual harassment in the military can lower the effectiveness of the organization and be detrimental

to the public image of the military which, in turn, can negatively impact recruitment to the army and the level of public trust.

*An online survey conducted by the National Union of Students (NUS) in which 2,156 university students took part, revealed that a third of students experienced and observed unacceptable behaviour while studying at university: in particular, behaviour directed at them, such as blatantly sexual conversations, comments of a sexual nature and unwanted sexual harassment. Women experienced it much more often than men. More than half of the students considered that women at university are more vulnerable than men. Women were less likely to report a negative experience, because they felt that were not taken seriously compared to male students, who were more likely to say such behaviour should not be reported<sup>311</sup>.*

*Since 1988 the US Ministry of Defence, under a Congressional mandate, has been conducting a study of gender relationships among military personnel. The most recent "Study of work relationships and gender relationships among military personnel" (2016) was carried out in order to eliminate sexual violence, sexual harassment and gender discrimination. A widely accepted definition of sexual harassment includes a sexually hostile work environment (repeated unwelcome advances, profanities/ jokes/ behaviour of a sexual nature or offensive physical behaviour) and quid pro quo harassment (cases of receiving additional privileges in exchange for sexual relationships). The study revealed that in the course of 12 months, 21% of women and 6% of men in the US Department of Defence experienced sexual hostility in their work environment, with 2% of women and 0.3% of men receiving sexual quid pro quo proposals. Overall, 21% of women and 6% of men were subject to sexual harassment.<sup>312</sup>*

310 Lizette Alvarez, "Women at War", New York Times Upfront, March 12, 2007, p.18-19. – Women in the Military.

311 Stanton, J. Lad Culture & Sexism Survey: August-September 2014. National Union of Students.

312 Davis, L., Grifka, A., Williams, K., & Coffey, M. (2016) Workplace and Gender Relations Survey of Active Duty Members. The Office of People Analytics, US Department of Defence.

## Forms of gender preconceptions

As a basis for classifying forms of preconception, indicators such as the following can be used to measure the level of destructive impact on the object of the preconception.

### **The first form of manifesting preconception**

is non-verbal expression of antipathy, demonstrated in situations where the behaviour of men or women does not conform with traditional norms of gender-specific behaviour.

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### **The second form of manifesting gender preconceptions**

is represented by verbal expression of antipathy towards the other gender: sexist jokes that mock male and female individual characteristics and behaviours; utterances that humiliate women's or men's dignity; a tendency to misinterpret motives of behaviour.

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### **The third form of gender preconceptions**

is avoiding the group towards which the preconception is directed. This form of preconception manifests itself through different forms of misogyny or misandry. There are still cases of blanket non-admission of women to some male societies. A prevalent form is a distorted perception and avoidance of women who are feminists (feminists are sometimes perceived as unattractive women unlucky in their personal life, who hate men; "better stay away from feminists").

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### **The fourth form of gender preconceptions**

refers to behaviour of an expressly destructive character. These are specific actions that lead to discrimination against members of the group. This form is prevalent with regard to women and men who are applying for or already hold positions in non-gender-specific professional fields.<sup>313</sup>

313 A quantitative study of perceptions of female air force leaders. A Dissertation Presented in Partial Fulfilment of the Requirements for the Degree Doctor of Management in Organizational Leadership. University of Phoenix, p.122, p.33.], available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.565.1775&rep=rep1&type=pdf>, accessed 29 June 2020.



Gender bias towards service-women has a negative impact on their integration into combat units, which became possible after the adoption of the legislative Resolution granting women equal opportunities to participate in the majority of military professions. Many men in military service are apprehensive of this decision as they think it may lead to a decrease in the operational readiness of units and standards of physical training, an increase in sexual harassment allegations, or ruining the culture of 'men's brotherhood' and comradeship of the military organization.

The negative impact of gender stereotypes that cause certain errors in teaching can be classified as follows:

#### **Language problems**

- Use of gender-prejudiced language in the process of teaching;
- Introduction of terms, comparisons, analogies and metaphors that are not understandable by everyone in the class;
- Unintentional inclusion of sexism in the teacher's vocabulary.

#### **Problems in evaluating success**

- Regardless of the fact that women worldwide are ahead of men in learning the majority of subjects, evaluation itself is biased towards male learners;
- Different evaluation criteria for men's and women's activity in class;
- Bias in evaluation can have a negative impact on officer training in future, which can have negative consequences for officers' careers and create a negative image of the military institution of higher education (any

educational institution of higher education in the security and defence sector).

### **Problems of access to teachers and educational resources**

- When organizing and carrying out extra-curricular work, female cadets/students who are less active in the classroom

setting get less attention, which has a negative impact on their self-esteem;

- Those male or female cadets who are more able to see eye to eye with their teacher in class also have more opportunities to turn to their teachers for help outside the classroom, in

determining specialist subjects, research, etc. Obviously, personal differences of students and teachers play some part in such situations. It's unavoidable that students who have more in common with the teacher get better opportunities to develop closer relationships<sup>314</sup>.

### **Suggestions for eliminating in errors in teaching gender in military institutions of higher education:**

#### **Language:**

- It is advisable to use feminines or plural forms of nouns;
- Teachers should avoid use of discriminatory statements and sexism in the classroom setting;
- Gender neutral forms should be used while addressing the learners.

#### **Recommendations for teachers in classroom settings:**

- Materials used for in-class learning should not have hidden gender-biased references and allusions that could have an impact on a biased attitude to servicewomen (female students, cadets);
- While conducting classes and in methodological and didactic materials, there should be more examples of successful careers of women in military service;
- Avoid stereotypes and preconceptions regarding the possibilities of servicewomen in military service, which is supposed to strengthen the educational potential of institutions of higher education in the security and defence sector;
- Have more positive depictions of servicewomen in combat conditions, performing their missions on the frontline together with men;
- Didactic materials should include more examples of successful servicewomen in the military profession for which students attending the class are aiming;
- Lesson plans should ensure opportunities of equal access to quality learning, and combine the needs and interests of different categories of students;

314 Teaching gender in the military: a handbook. – Geneva Centre for the Democratic Control of Armed Forces, available at: <https://www.dcaf.ch/teaching-gender-military-handbook>, accessed 29 June 2020.

- Prevent the creation of an unfavourable atmosphere for active participation of male and female cadets and students during classes, by using specific verbal and non-verbal ways of communication;
- Control one's own preconceptions (supporting the actions of men in military service as more “intelligent” leads to servicewomen being left with the role of ‘extras’ in class); higher activity of male cadets helps them attract more attention (than servicewomen), encouragement during the class and summing up results at the end;
- Control possible displays of ‘benevolent’ sexism: lenient attitudes to servicewomen during classes (especially practical and field training, physical training)<sup>315</sup>; displays of ‘benevolent’ sexism require an instant response, to be stopped and analysed, teachers have to explain to the students the need for rejecting it;
- Avoid a discriminatory approach to distributing roles, especially during practical and field training;
- Unacceptability of an ironic attitude towards servicewomen’s willingness to take on leadership roles while performing training exercises (commander of the crew, unit);
- Take into account that students constantly pay attention and evaluate teachers’ looks, behaviour, etc.;
- Make sure that female and male cadets are seated evenly in the classroom;
- Interaction of the trainer with the group should promote knowledge exchange between students and should ensure that the required learning outcomes are achieved;
- Provide equal opportunities to all to express their opinions when answering questions, not only to those who show a high level of activity and are willing to be the first to answer; take a 3-5 second pause before calling on the students to answer;
- Do not interrupt reports and presentations, give a chance to everyone to express their opinions in the task presented;
- During classes, constantly rotate students in the position of group (or subgroup) leader;
- Keep track of the distribution of the workload, trying to divide it evenly among the students while they meet their responsibilities within the group (for instance, while they are on duty).

315 Teaching gender: approaches, problems and solutions/ Olena Suslova. – Kyiv, 2018. – 26 pg., p. 7 [Викладання ґендерної тематики: підходи, проблеми та шляхи їх подолання, Олена Сулова – К.:2018. – 26 с. С. – 7.], available at: [http://wicc.net.ua/media/vykladanna\\_GT.pdf](http://wicc.net.ua/media/vykladanna_GT.pdf), accessed 29 June 2020.

### Evaluating success

- develop and implement uniform criteria in the evaluation of students, to assess their level of knowledge and ability to apply it while performing combat situation tasks presented;
- set equally complex tasks for male and female cadets;
- teachers must view evaluation as a way of boosting self-esteem and encouragement to destroy stereotypes and preconceptions that men's success comes from their inherent qualities, and women's success is a result of either good luck or good looks.

### Access to teachers and educational resources

- ensure equal access to educational resources, implement learning environments in the educational process.

Integrating gender issues (gender mainstreaming) in training the military and security forces is quite often met with not only lack of understanding of their relevance, but also with open resistance from teachers. The most skeptical are men in military service. Overcoming this skepticism and certain stereotypes requires a focused effort by teachers to raise consciousness of the role of

the gender aspect in future service at all levels (strategic, tactical levels). Such work requires clearly defined goals in studying the gender aspect and the introduction of appropriate methods, avoiding the didactic errors outlined above.

To avoid or correct errors, it is important to use a complex approach to situation assessment in the educational institution of the security and defence sector. To this end, an assessment (self-assessment) tool can be used, **Substantiating relevance and feasibility of mainstreaming gender in educational institutions of the security and defence sector of Ukraine** (see Annex B).

# LIST OF RESOURCES

## to unit 5

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  26. A quantitative study of perceptions of female air force leaders. A Dissertation Presented in Partial Fulfilment of the Requirements for the Degree Doctor of Management in Organizational Leadership. – University of Phoenix, 2008. p.122, p.33], available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.565.1775&rep=rep1&type=pdf>
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# GLOSSARY

## GENDER TERMS THAT APPEAR IN THE TEXT

### **Aiding and abetting discrimination**

refers to any deliberate assistance in execution of actions or inactions leading to discrimination.<sup>316</sup>

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### **Conflict-related sexual violence**

refers to an isolated case or patterns of rape, sexual slavery, forced prostitution, forced pregnancy, enforced sterilization and other forms of sexual violence of comparable gravity perpetrated against women, men, girls or boys, as well as relevant patterns of conduct, including the use of this conduct as a tactic of war or means of political intimidation by parties to the conflict, including both State and non-State actors.<sup>317</sup>

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### **Direct discrimination**

refers to a “situation where a person and/or a group of persons are disadvantaged on the grounds of certain characteristics of theirs, in comparison to another person and/or group of persons in a similar situation, except for the cases where such treatment is objectively justified by a legitimate aim, and the means of achieving that aim are appropriate and necessary”. Stereotypes and biases, generally, underlie direct discrimination. Harassment and persecution are also forms of direct discrimination.

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### **Equal opportunities of women and men**

refer to equal conditions to exercise equal rights of women and men.

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### **Equal rights of women and men**

refer to an absence of gender-based restrictions or privileges.

316 The Law of Ukraine No. 1263-VII on the Principles for Preventing and Combating Discrimination in Ukraine of 13.05.2014], available at: <https://zakon3.rada.gov.ua/laws/show/5207-17>, accessed 4 July 2020.

317 Резолюція Ради Безпеки ООН 1960 (2010) S/RES/1960, ухвалено 16 грудня 2010 р. [UN Security Council Resolution S/RES/1960 (2010) adopted on 16 December 2010].

**Gender**

is a social sex that determines behavioural, cultural, psychological, visual and other socially and culturally determined differences between men and women; gender is a “social and cultural, and symbolical construction of sex intended to define a particular associative link, ensure full communication and maintain social order”;<sup>318</sup> “modelled by society and supported by social institutions, a system of values, norms and attributes of behaviour of men and women, their lifestyle and mindset, roles and relations between women and men, established by them as individuals during socialisation, which is mainly defined by social, political, economic and cultural contexts of being and captures the idea of a woman and a man based on their sex”.<sup>319</sup> For example, the sociologist Anthony Giddens interprets gender as follows: “We use the term “sex” when we refer to noticeable physical attributes of the human body, and the term “gender” in cases of psychological, social and cultural differences between men and women. The difference between sex and gender is of fundamental nature, because many differences between men and women are of non-biological origin”.<sup>320</sup>

**Gender analysis**

refers to examining differences between women and men in terms of conditions, needs, participation rates, access to resources and resource management, powers in decision-making, etc., resulting from gender roles established in society (norms, expected patterns of behaviour, attributes that are considered specific to men / women). The effectiveness of the implementation of State policy depends on considering the specific and different physical, social and economic characteristics and life experience of diverse groups of women, men, girls and boys to the fullest extent possible.<sup>321</sup>

**Gender analysis of regulations**

refers to carrying out a comprehensive examination of legislation and drafts of regulations in regard to their compliance with the international treaties of Ukraine, the binding nature of which has been approved by the Verkhovna Rada of Ukraine, and resolutions of international conferences, international organisations and their human rights bodies in terms of compliance with the principle of ensuring equal rights and opportunities for women and men; and also preventing the adoption and existence of regulations containing provisions that do not correspond to the principle of ensuring equal rights and opportunities for women and men.<sup>322</sup>

**Gender audit**

refers to an assessment of the extent to which gender equality is effectively institutionalised in policies, programmes, organisational structures and proceedings (including decision-making processes), and in the corresponding budgets.<sup>323</sup>

318 Handbook on Teaching Gender in the Military. Geneva: DCAF and PfPC, 2016. - 214 pg., p.45, available at: [https://www.dcaf.ch/sites/default/files/publications/documents/DCAF\\_Military\\_Handbook\\_Ukrainian\\_0.pdf](https://www.dcaf.ch/sites/default/files/publications/documents/DCAF_Military_Handbook_Ukrainian_0.pdf), accessed 4July 2020.

319 The Fundamentals of Gender Theory: Textbook. – K.: K.I.S., 2004. – 536 pg., p. 11[Основи теорії гендеру: навчальний посібник. – К.: К.I.C., 2004. – 536 с. С. – 11].

320 A. Giddens, Sociology. – K.: Osnovy, 1999. – 726 pg., p. 119 [Соціологія, Е. Гідденс. – К.: Основи, 1999. – 726 с. С. – 119].

321 Instruction on Integrating Gender Approaches in the Development of Regulations: Order No. 86 of the Ministry of Social Policy of Ukraine of 7 February 2020.

322 Gender Analysis Procedure: Decree No. 997 of the Cabinet of Ministers of Ukraine of 28 November 2018.

323 Gender audit, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1145>, accessed 4July 2020.

<b>Gender awareness-raising</b>	refers to a process that aims to show how existing values and norms influence our picture of reality, perpetuate stereotypes and support mechanisms (re)producing inequality. <sup>324</sup>
<b>Gender-based violence</b>	refers to acts against a person due to their gender, or customs and traditions prevalent in society (stereotypical ideas about social functions [status, responsibilities, etc.] of women and men), or acts mainly targeting or disproportionately affecting persons of a particular gender that cause physical, sexual, psychological or economic harm or suffering, including threats of such actions, in public or private life. <sup>325</sup>
<b>Gender bias</b>	refers to a social attitude with negative and distorted content, a biased opinion about members of the opposite sex.
<b>Gender budgeting</b>	refers to the application of gender mainstreaming in the budgetary process. It entails a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process, and restructuring revenues and expenditures in order to promote gender equality. <sup>326</sup>
<b>Gender competence of an SDS leader</b>	refers to a set of knowledge, skills and ways of behaviour of the military leader, focused on the implementation of the gender equality principle in the security and defence sector. Gender competence includes: <ul style="list-style-type: none"> <li>• knowledge of gender policy and gender policy strategies;</li> <li>• knowledge of tools and practices to apply a gender approach;</li> <li>• skills for using gender as a social category, as a call for action for all staff of the organisation or personnel of the unit.</li> </ul>
<b>Gender equality</b>	refers to an equal legal status of men and women and equal opportunities for its realization, which allows for persons of both sexes to equally participate in all spheres of public life.
<b>Gender equality training</b>	refers to any educational tool or process that aims to make policymakers and other institutions (actors) more aware of gender issues, build their gender competence and enable them to promote gender equality goals in their work at all levels. <sup>327</sup>

324 Gender awareness-raising, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1146>, accessed 4 July 2020.

325 The Law of Ukraine on Ensuring Equal Rights and Opportunities for Women and Men (as amended according to Laws No. 4719-VI of 17.05.2012, VWR, 2013, No. 15, p. 97, No. 1263-VII of 13.05.2014, VWR, 2014, No. 27, p. 915, No. 2229-VIII of 07.12.2017, VWR, 2018, No. 5, p. 35), available at: <https://zakon.rada.gov.ua/laws/show/2866-15/conv>, accessed 4 July 2020.

326 Gender budgeting, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1158>, accessed 4 July 2020.

327 Gender equality training, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1448>, accessed 4 July 2020.

<b>Gender evaluation</b>	refers to evaluation applied as a method of gender mainstreaming that integrates gender equality concerns into the objectives, methodology, approaches and use of the evaluation. <sup>328</sup>
<b>Gender expert analysis</b>	refers to the system of measures to determine whether the content of training tools, in particular curricula, handbooks and textbooks, meets the standards and norms of gender equality, which guarantees that professional training of future officers of the security and defence sector is focused on equality of rights, parity and cooperation between cadets and students of both sexes.
<b>A gender impact assessment</b>	refers to a policy tool for the screening of a given (individual) policy proposal, in order to detect and assess its differential impact on women and men, so that these imbalances can be redressed before the proposal is endorsed (approved). <sup>329</sup>
<b>Gender mainstreaming</b>	refers to a strategy, approach or concept that systematically addresses and considers differences between conditions, situations and needs of women and men in all policies and actions.
<b>Gender metaphor</b>	refers to a figure of speech conferring physical or spiritual characteristics of “femininity” or “masculinity” to the things not related to gender ( <i>acts of manhood, eternal womanhood</i> ).
<b>Gender monitoring</b>	refers to a process requiring that the monitoring, reporting and evaluation practices of all policies and plans integrate a gender perspective in both processes and inputs and also results and impacts, so as to learn how programmes or specific projects affect women’s and men’s lives and to guarantee that inequality is not perpetuated. <sup>330</sup>
<b>Gender planning</b>	refers to an active approach to planning that takes gender as a key variable or criterion and which seeks to integrate an explicit gender dimension into policy or action (initiative / intervention). <sup>331</sup>
<b>Gender procurement</b>	refers to introduction of gender equality requirements in public procurement, in order to use these as an instrument to advance gender equality. <sup>332</sup>
<b>A gender responsive environment</b>	considers specifics of life of women and men, seeks to overcome inequalities and advance gender equality in all aspects and for all groups.

328 Gender evaluation, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1176>, accessed 4 July 2020.

329 Gender impact assessment, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1180>, accessed 4 July 2020.

330 Gender monitoring, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1188>, accessed 4 July 2020.

331 Gender planning, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1198>, accessed 4 July 2020.

332 Gender procurement, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1201>, accessed 4 July 2020.

<b>Gender responsive ethics</b>	refers to a system of theories and views that substantiate values of equality of rights and opportunities for women and men.
<b>A gender responsive security and defence sector</b>	means an institution that addresses the particular needs of diverse groups of men and women, boys and girls in the security and justice sector and promotes full and equal participation of women and men in these activities. <sup>333</sup>
<b>Gender role</b>	refers to a way of behaviour, approved by norms, that is mandatory for a man or a woman, social functions they have to perform according to the system of role expectations of society with regard to masculinity and femininity existing at a given stage of social and cultural development.
<b>Gender sensitive communications</b>	refer to communications that are based on recognition of the value of equal opportunities, rights and obligations for women and men and show respect for the diversity of communicators.
<b>Gender stakeholder consultation</b>	<p>refers to a consultation of stakeholders that aims to engage the diverse perspectives of different groups of women and men affected by a public-policy decision in order to:</p> <ul style="list-style-type: none"> <li>(a) better define the issues under consideration;</li> <li>(b) select between different types of solutions;</li> <li>(c) reach a consensus.</li> </ul> <p>Gender stakeholder consultation leads to better-informed decision-making processes, more equitable distribution of resources and improved service delivery.<sup>334</sup></p>
<b>Gender statistics and indicators</b>	refers to statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life and integrates gender approach into collection, analysis and presentation of statistics. <sup>335</sup>
<b>Gender stereotypes</b>	refer to socially and culturally induced umbrella ideas on typical characteristics of males and females.

333 Bastick Megan, Gender Self-Assessment Guide for the Police, Armed Forces and Justice Sector, Geneva: DCAF, 2011 – 57pg.  
Megan Bastick, Integrating Gender into Oversight of the Security Sector by Ombuds Institutions & National Human Rights Institutions, Geneva, 2014 – 70pg.

334 Gender stakeholder consultation, EIGE Glossary & Thesaurus], available at: <https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-stakeholder-consultation>, accessed 4 July 2020.

335 Gender statistics and indicators, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1221>, accessed 4 July 2020.

<b>Harassment</b>	refers to unwelcome behaviour towards a person and/or group of persons, with the aim or effect of violating their human dignity, based on certain characteristics or the creation of a tense, hostile, offensive or disrespectful environment for such a person or group of persons. <sup>336</sup>
<b>A hidden curriculum</b>	refers to unwritten, informal and often unintentional lessons on values and perspectives that students learn at school. It includes implicit academic, social and cultural messages that are transferred to students during their learning at school.
<b>Indirect discrimination</b>	refers to a “situation where the implementation or application of formally neutral legal provisions, assessment criteria, rules, requirements or practices creates less favourable conditions or situations for a person or a group of persons in comparison to other persons and/or groups of persons, except for cases where the implementation or application of such provisions is objectively justified by a legitimate aim, and the means of achieving that aim are appropriate and necessary”. <sup>337</sup>
<b>Instigation of discrimination</b>	refers to orders, instructions or calls for discrimination against a person and/or group of persons based on certain attributes of theirs. <sup>338</sup>
<b>Institutional transformation</b>	refers to a process of organisational change that describes how gender mainstreaming can be implemented into a public institution and how already-existing approaches can be further advanced. <sup>339</sup>
<b>Intolerant gender communications</b>	refer to communications intended to degrade a person or community and not recognize the right to be “different”; a demonstration of the fact that one’s own system of values (in particular, gender values) prevails over others.
<b>Sex-based discrimination</b>	refers to a situation where a person and/or a group of persons faces any kind of restrictions, outlined by the Law of Ukraine on the Principles for Preventing and Combating Discrimination in Ukraine, on grounds of their sex characteristics, actual or perceived, on the recognition, exercise or enjoyment of the rights and freedoms or privileges, unless such restrictions or privileges are objectively justified by a legitimate aim, and the means of achieving that aim are appropriate and necessary.

336 The Law of Ukraine No. 1263-VII on the Principles for Preventing and Combating Discrimination in Ukraine of 13.05.2014, available at: <https://zakon3.rada.gov.ua/laws/show/5207-17>, accessed 4 July 2020.

337 The Law of Ukraine No. 1263-VII on the Principles for Preventing and Combating Discrimination in Ukraine of 13.05.2014, available at: <http://zakon4.rada.gov.ua>, accessed 4 July 2020.

338 The Law of Ukraine No. 1263-VII on the Principles for Preventing and Combating Discrimination in Ukraine of 13.05.2014], available at: <http://zakon4.rada.gov.ua>, accessed 4 July 2020.

339 Institutional transformation, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/gender-mainstreaming/methods-tools/institutional-transformation>, accessed 4 July 2020.

<b>Sex-disaggregated data, sex-disaggregated statistics</b>	allow the measuring of differences between women and men in terms of various social and economic dimensions and are one of the requirements for obtaining gender statistics. <sup>340</sup>
<b>Sexism</b>	refers to prejudice and discrimination against a person based on their gender or gender identity <sup>341</sup> . <b>Sexism in language</b> is a way of stating dominance and condescension (the words “sweetheart” or “beauty” addressed to a person when two persons are in a working relationship; sexist anecdotes or jokes).
<b>Sexism in language</b>	refers to the expression in language or by means of language of biased views and beliefs that degrade, exclude, undervalue and stereotype women based on their sex. Sexism in language can be classified into three categories: gender metaphor, gender stereotypes and sexist expressions.
<b>Sexist expressions</b>	refer to expressions that are based on gender stereotypes and biases, build gender polarization and establish relations of dependency and subordination between women and men in a variety of ways.
<b>Sexual harassment</b>	refers to actions of a sexual nature expressed either verbally (threats, intimidation, inappropriate remarks) or physically (touches, spansks) that humiliate or insult persons with subordinate status in terms of their employment, service, material or other status.
<b>The substantive equality model</b>	<p>includes:</p> <ul style="list-style-type: none"> <li>• equality of opportunities;</li> <li>• equality of access to opportunities;</li> <li>• equality of outcome.<sup>342</sup></li> </ul> <p>This model is built on the basis of a concept according to which formal equality, often referred to in gender neutral action programmes, policies or legislation, ultimately is not entirely able to guarantee effectively the same rights to women and men.</p>

340 Sex-disaggregated statistics, EIGE Glossary & Thesaurus, available at: <https://eige.europa.eu/thesaurus/terms/1366>, accessed 4 July 2020.

341 Glossary of Gender Terms, by Shevchenko, Z. V., Cherkasy: 2016, 336 pg. [Словник гендерних термінів / Укладач З.В.Шевченко. Черкаси: 2016.– 336 с.], available at: <http://a-z-gender.net/ua/seksizm.html>, accessed 4 July 2020.

342 Convention on the Elimination of All Forms of Discrimination against Women and Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women], available at: [http://wicc.net.ua/media/convention\\_cedaw\\_plus\\_04.pdf](http://wicc.net.ua/media/convention_cedaw_plus_04.pdf), accessed 4 July 2020.

The United Nations Today, available at: [www.un.org/ar/geninfo/pdf/UN.today.pdf](http://www.un.org/ar/geninfo/pdf/UN.today.pdf), accessed 4 July 2020.

# ANNEX A

## Gender and Emergency Management Strategy

### Introduction

The Municipal Association of Victoria (MAV), Australia, has developed a gender and emergency management strategy which aims to reduce the negative consequences of gender-blind practices.

Evidence shows that the incidence of family violence increases post-disaster. Men are more likely to die in floods and bushfires than women, and men strongly influence family decisions to stay and defend homes during bushfires, sometimes with tragic results. To positively affect such outcomes, the influence of gender roles and differences must be understood and addressed

The MAV's strategy will help councils improve their understanding of gender differences and incorporate gender considerations into their emergency management policy, planning, decision making and service delivery.

### Background

Women and men experience disasters differently. Gender often shapes how people perceive what is risky, who makes decisions and how we get support or help following disasters.

Australia-specific research into the effect gender differences and roles have on how individuals and communities prepare for, respond to and recover from disaster is sparse. However from what research exists in Australia and internationally a few general conclusions can be drawn:

- relationship violence, child abuse and divorce have increased in the wake of overseas disasters;
- men are more likely to die in floods and bushfires than women;
- men strongly influence family decisions to stay and defend homes during bushfires, sometimes with tragic results;
- men in a household often have greater knowledge of formal emergency procedures than women;
- if women receive and understand disaster warnings, they play an important role in spreading the message through informal social networks;

- there is generally an increased burden of care-giving in the recovery and reconstruction phases and this is disproportionately shouldered by women;
- the many informal processes of rebuilding a sense of safety, community and resilience are also largely undertaken by women;
- women face exclusions or have limited participation in some forums to meet with the local population on disaster management;
- women experience more economic vulnerability post-disaster than men;
- men are less likely to access support to deal with trauma.

Not all gender difference lead to negative outcomes, or an underutilisation of skills. However, it is evident that the negative outcomes that do occur are serious and require addressing. In the emergency management area, the causes of these problems are many and varied and include:

- gender-blindness, i.e. treating men and women the same when different approaches may be needed to achieve desired outcomes;
- lack of knowledge and understanding of gender differences;
- lack of knowledge of actions that can be taken to incorporate gender into decision making, policy development and service delivery;
- individuals and/or organisations are set in ways of the past often due to primarily patriarchal legacy;
- historical domination of emergency management sector by men;
- men may be more likely to take risks;
- hazards such as bushfires are still largely seen as strictly “men’s business”.

### **The role of local government**

Local government cannot, and should not be expected to, solve all of the above problems. However they are well placed to make a substantial difference in how gender and emergency management interact, which can positively affect the protection and recovery of communities and individuals during and after a disaster. Not incorporating gender into decision making, planning, policy development and service delivery will only perpetuate gender bias and inequity.

Integrating gender into decision making, policy development and service delivery can lead to a number of benefits for communities and councils:

- safer family and community outcomes during emergencies;
- more efficient and effective use of council resources due to better targeting of programs, communications, services etc.;
- reduced levels of family violence;

- reduced levels of risk taking during an emergency;
- a more equal and participatory community;
- increased economic resilience;
- increased social and community resilience;
- increased understanding and awareness of possible risk taking behaviour;
- increased understanding of support and services available;
- increased understanding and awareness of the value of the roles women may play in the community.

### **The Strategy**

This strategy outlines how the MAV and local government can influence gender related emergency management outcomes. The strategy was approved by the MAV board on 3 May 2013. It is expected that the objectives and outcomes of the strategy will not change, however ongoing consultation, evaluation and analysis may require some changes to outputs and activities to ensure they effectively meet the strategy objective.

Therefore the outputs and activities outlined below are indicative only. Consultation with council and other stakeholders will help to further develop and prioritise activities. For this reason no timelines or priorities are currently proposed.

### **Scope**

It is not intended that this strategy will lead to an additional burden for already stretched emergency management staff. At all times care will be taken to ensure that activities are practical and efficient and designed to ensure that meeting the strategies objective becomes part of normal business.

It is important to acknowledge that some of the outputs in this strategy are long-term endeavours and recognise that in order to minimise the burden on council staff some outputs may take time to implement.

### **Objective**

Improve emergency management and reduce the negative consequences of gender-blind practices in local government by integrating gender into emergency management planning, decision making, policy development and service delivery.

### **Outcomes**

- Gender differences are considered and reflected in emergency management policy analysis and advocacy.
- Municipal Emergency Management Planning Committees and local government incorporate best practice knowledge regarding gender differences into emergency management planning, decision making, policy development and service delivery.

## Outputs

- engage with council representatives regarding this strategy;
- analyse current council engagement and inclusion of gender considerations into emergency management planning, decision making, policy development and service delivery;
- analyse available data to increase insight into gender differences, roles and expectations that may affect emergency management planning, preparation, relief and recovery;
- identify areas of council business to target with gender strategies and produce and disseminate information and guidance material for councils on gender and emergency management;
- develop approaches to ensure gender strategies are sustained within local government;
- periodically evaluate outcomes or relevant identified indicators to determine project success. Assess strategy and make evidence based changes if required.

## Activities

### 1 Engage with council representatives regarding this strategy:

- notify councils through weekly update of the program and the development of strategy;
- obtain council feedback from interested councils;
- create a reference group interested in being involved in activity design and piloting programs in their own council.

### 2 Analyse current engagement and inclusion of gender considerations into emergency management planning, decision making, policy development and service delivery:

- utilise existing information, including references to gender in existing plans, strategies and processes;
- meet with relevant gender and disaster researchers and practitioners to identify and understand issues and strategies.

### 3 Analyse available data to increase insight into gender differences, roles and expectations that may affect emergency management planning, preparation, relief and recovery:

- examine relevant case studies and statistics, including gender disaggregated data, at state, national and international level.

### 4 Identify areas of council business to target with gender strategies and produce and disseminate information and guidance material for councils on gender and emergency management:

- consult with local government to identify gaps in knowledge;

- using results from output c. and d. (i) identify priority areas to target
- investigate national and international best practice strategies;
- develop a gender and emergency management fact sheet outlining basic gender concepts, relevant case studies and quick easy steps council can begin to take to incorporate gender into their emergency management business.

**5** Develop approaches to ensure gender strategies are sustained within local government:

- build diversity or gender agenda items into established MAV and council emergency management meetings and forums;
- include requirement for gender disaggregated data in emergency management performance measures.

**6** Periodically evaluate outcomes or relevant identified indicators to determine project success. Assess strategy and make evidence based changes if required:

- develop an effective and simple evaluation strategy or integrate evaluation into another evaluation process;
- devise ways to measure outputs or identify suitable indicators that will help identify outputs if direct measurement is infeasible;
- report to stakeholders on progress of delivering strategy outputs.

**Key Stakeholders**

- MAV staff;
- council staff involved in emergency management;
- relevant state government departments;
- Red Cross;
- emergency services;
- family violence services;
- community groups working with women, men, girls and boys.

# ANNEX B

## Organizational culture as the basis of a gender-sensitive environment in the SBGSU

The questionnaire is designed to assess leaders' understanding of gender sensitivity in the context of management in HMEIs, as well as to determine the level of their consciousness in terms of gender issues, considering the recommendations for conducting a survey of leaders of security sector institutions proposed in the *Gender Self-Assessment Guide for the Police, Armed Forces and Justice Sector*.<sup>343</sup>

The experience of military service, results of observations, surveys of the leaders of structural units, monitoring of the success in the performance of duties, and results of the analysis of the feedback from the NASBGSU graduates indicate that the leader's ability to create a gender-sensitive environment (the appropriate level of organizational, institutional and corporate culture) is crucial for the successful implementation of the border guard officers' management activities.

The psychological cognition of the ability of the leaders of the SBGSU structural units considering the current realities is used to conduct an empirical study. One of the research methods is an anonymous survey of the leaders of structural units in terms of their understanding and assessment of the importance of the ability to create a gender-sensitive environment from the perspective of the modern SDS leader's professional competence.

Considering the fact that it is necessary for a border guard officer to have a number of important qualities in order to successfully create a gender-sensitive environment, effectively manage a subordinate unit and provide proper moral and psychological support, a survey of the leaders of the NASBGSU structural units was conducted and expert groups were formed to determine the specific structure of the border guard officer's organizational skills in terms of creating a gender-sensitive environment.

Additionally, experts from the permanent personnel (for the first group) were selected according to the following basic requirements: competence, interest, diligence, objectivity. The components of expert competence are professional competence that extends to the object of study and qualimetric (expert) competence that involves the expert's knowledge of the methodology of the expert solution of the research problem (for example, participation in expertise to solve similar problems in sociological research with a gender focus). Interest in the results of the expertise in general depends on a positive attitude to it, on the expert's ability to solve creative tasks by means of non-traditional research methods (for example,

343 Bastick, M. (2011) *Gender Self-Assessment Guide for the Police, Armed Forces and Justice Sector*. Geneva: DCAF. 52 pg., available at: [http://womenua.today/UWC-library/unwomen/40-DCAF\\_Self%20Assessment\\_final%20layout\\_UKR.pdf](http://womenua.today/UWC-library/unwomen/40-DCAF_Self%20Assessment_final%20layout_UKR.pdf), accessed 29 June 2020.

mathematical, sociological, expert ones), as well as of analyticity, constructiveness and broad thinking.<sup>344</sup>

These groups of requirements for experts who are leaders of permanent personnel can be submitted through the following indicators: 1) degree; 2) academic title; 3) length of service in a senior position; 4) participation in the work of expert groups on related topics; 5) attitude to modern research methods, including mathematical and expert methods.<sup>345</sup>

Considering the recommendations<sup>346</sup> for the assessment of experts' competence, the methods of mutual recommendations, self-assessment, argumentation and personal data were used.

The coefficient of mutual recommendations is calculated by the formula

$$K_j^{es} = \frac{x_j}{\sum_{j=1}^m x_j},$$

where  $x_j = \sum_{i=1}^m x_{ij}$  is the individual ranking of the candidate for experts;

$x_{ij}$  is the number of elections;

$m$  is the number of the candidate for experts.

According to the data obtained by means of the method of mutual recommendations, two groups with a total of 50 (leaders of structural units with experience in management activities in the NASBGSU: 17 women and 33 men) were selected among the candidates for experts.

These are specialists whose level of organizational culture determines the effectiveness of ensuring intellectual and spiritual enrichment of the gender-sensitive environment of the unit.

An anonymous survey of unit leaders was conducted of their understanding and assessment of the significance of the leader's ability to create a gender-sensitive environment in the SBGSU structural units as a component of their professional competence. The obtained expert assessments of the survey of border guard officers are used for the initial analysis. It was considered that with the help of a questionnaire one can collect quantitatively large material, and this makes it possible to consider the received answers quite credible.

Below is a questionnaire that has been developed, the use of which enabled the identification of the opinions (views) of experts on the scope of the study. (*Note: the questionnaire was developed based on a questionnaire by Megan Bastick<sup>347</sup>*).

344 Adolf, V. (1988) Forming Professional Competence of the Future Teacher, No. 1, p. 31 [Формування професійної компетентності майбутнього вчителя, Адольф В. О. Педагогіка. 1998. № 1, с. – 31.].

345 Abramov, V. & Chugunova, E. (1991) Communicative Features of the Leader, Comprehensive Socio-Psychological Methods of Studying the Personality of the Engineer (ed. Chugunova, E.). Leningrad: Leningrad University, 1991, p. 81–91 [Комунікативні особливості керівника, Абрамов В. В., Чугунова Е. С. Комплексна соціально-психологічна методика вивчення особистості інженера. Під ред. Е. С. Чугунової. Л.: Вид-во Ленінградського ун-ту, 1991. С. 81–91].

346 Averchenko, L. (2000) Psychology and Pedagogics. Moscow & Novosibirsk, 2000, 200 pg. [Психологія та педагогіка, Аверченко Л. К. Москва-Новосибірськ, 2000. 200 с.].

347 Bastick, M. (2011) Gender Self-Assessment Guide for the Police, Armed Forces and Justice Sector. Geneva: DCAF, 52 pg., available at: [http://womenua.today/UWC-library/unwomen/40-DCAF\\_Self%20Assessment\\_final%20layout\\_UKR.pdf](http://womenua.today/UWC-library/unwomen/40-DCAF_Self%20Assessment_final%20layout_UKR.pdf), accessed 29 June 2020.

# The leader's ability to create a gender-sensitive environment as a component of professional competence

## Questionnaire

**Dear colleague!**

**Please answer the following questions:**

1. *Your degree.*
2. *Your academic title.*
3. *Length of your service in a senior position (in years).*
4. *Please explain the concept of:*
  - *gender;*
  - *sex.*
5. *Please explain the expression "gender-sensitive environment".*
6. *Please demonstrate the meaning of the concept of "the leader's responsibility for the organizational (institutional) culture of a gender-sensitive environment".*
7. *Do you think that it is enough to have only general abilities to effectively lead the unit? Are the leader's special abilities and knowledge compulsory in terms of creating a gender-sensitive environment?*
8. *Are gender stereotypes and discrimination common in the unit you lead?*
9. *In your view, what does the term "leader's professional gender competence" mean?*
10. *Is sexual harassment a common practice in the unit? (Yes/No).*
11. *In your view, what personal features are an indicator of the leader's ability to create a gender-sensitive environment in the SDS?*
12. *Do you have a commitment as a leader to observe gender equality in the unit?*
13. *Are there working relations of mutual respect between men and women in your unit?*
14. *Are manifestations of gender inequality in the workplace (disrespectful computer screensavers, posters, jokes, not using feminine forms where necessary) stopped or allowed and how? Please provide examples.*

15. *Do you think that the ability to create a gender-sensitive environment is a component of an effective leader's professional competence? If so, is it innate or can it be formed during officers' training and further service?*
16. *In your opinion, what is a commander like who is capable of creating a favourable gender-sensitive environment?*
17. *Please describe an officer who will never be able to be a successful leader because of gender stereotypes.*
18. *Is there understanding among the male and female personnel in your unit?*
19. *In the Bohdan Khmelnytskyi NASBGSU, gender policy is actively implemented and gender issues are integrated into the educational process. Do all the personnel subordinate to you know about this? (Yes/No).*
20. *What are the differences between women's and men's views on gender issues in the unit?*
21. *What information do new personnel members/recruits receive about the institution's commitment to ensure gender equality and human rights?*

***We sincerely thank you for your answers!***

## Analysis of answers

**TABLE B.1**

**Characteristics of the NASBGSU personnel who participated in the survey**

Characteristics of the personnel	Among females		Among males		Total	
	Number	%	Number	%	Number	%
The academic title of professor	4	23.53	3	9.09	7	14
The academic title of associate professor	10	58.82	6	18.18	16	32
No academic title	3	17.65	24	72.73	27	54
The degree of Doctor of Science	5	29.41	4	12.12	9	18
The degree of PhD	11	64.71	11	33.33	22	44
No degree	1	5.88	18	54.55	19	38
Length of service in senior positions of over 20 years	2	11.76	4	12.12	6	12
Length of service in senior positions of 16 to 20 years	3	17.65	3	9.09	6	12
Length of service in senior positions of 11 to 15 years	6	35.29	11	33.33	17	34
Length of service in senior positions of 6 to 10 years	5	29.41	10	30.30	15	30
Length of service in senior positions of under 5 years	1	5.88	5	15.15	6	12

The results of the analysis of the answers to the questionnaire show that all respondents think that there are no gender stereotypes in the units they lead (**question 8**).

Similarly, all respondents gave a negative answer to **question 10** "Is sexual harassment a common practice in the unit?"

The answers to questions 13, 15, 18 and 19 were also unanimous.

For example, all respondents answered positively to **question 13** "Are there working relations of mutual respect between men and women in your unit?"

The respondents also answered positively to **question 18** "Is there understanding among the male and female personnel in your unit?"

All respondents answered, "Yes, it is not innate, it is formed during training and upbringing" to **question 15** "Do you think that the ability to create a gender-sensitive environment is a

component of an effective leader's professional competence? If so, is it innate or can it be formed during officers' training and further service?"

All the interviewed personnel answered positively that all their subordinates know that gender policy is actively implemented and gender issues are integrated into the educational process in the Bohdan Khmelnytskyi NASBGSU (**question 19**).

Also, all respondents answered positively to **question 12** "Do you have a commitment as a leader to observe gender equality in the unit?" (49 persons answered "yes", 1 person answered "yes, I observe the equality principle").

The answers to **question 14** "Are manifestations of gender inequality in the workplace (disrespectful computer screensavers, posters, jokes, not using feminine forms where necessary) stopped or allowed and how? Please provide examples" were distributed as follows:

- there is no place for women in the army – 2 persons (both men) – 4%;
- there are manifestations of gender inequality in the workplace in the unit – 48 persons – 96%.

The vast majority of respondents (44 people, including 16 women and 28 men) answered in the same way to **question 4** "Please explain the concepts of gender and sex", namely:

- In the respondents' opinion, gender is a social concept and defines the character traits and features of behaviour that are considered characteristic of men and women in a certain society.
- In the respondents' opinion, gender is a biological concept that determines whether a person is a man or a woman.

The answers to the other questions were distributed as follows.

**Question 5.** Please explain the expression "gender-sensitive environment".

- 22% – 11 respondents – did not answer the question.

Others expressed the following answers:

- an environment where conflicts on the basis of gender differences may arise – 16 persons – 32%;
- an environment in which women are equal partners with men in any field of activities – 13 persons – 26%;
- an environment in which persons understand, respect and support each other and help to realize their abilities – 6 persons – 12%;
- an environment in which there are no gender stereotypes and which is sensitive to relevant changes and promotes effective professional activities – 4 persons – 8%.

**Question 6.** Please demonstrate the meaning of the concept of "the leader's responsibility for the organizational (institutional, corporate) culture of a gender-sensitive environment":

- cultivation of the human rights of different sexes in working relationships – 12 persons – 24%;
- roundtables, gender program – 12 persons – 24%;
- the leader is responsible for observing human rights and implementing gender policy – 9 persons – 18%;
- maintenance of gender balance – 8 persons – 16%;
- the leader's personal responsibility for the constant monitoring and maintenance of the gender sensitive environment – 9 persons – 18%.

**Question 7.** Do you think that it is enough to have only general abilities to effectively lead the unit? Are the leader's special abilities and knowledge compulsory in terms of creating a gender-sensitive environment?

- yes, it is compulsory – 29 persons – 58%;
- only general ones are not enough, special abilities and skills to create a gender-sensitive environment are compulsory – 12 persons – 24%;
- special abilities and knowledge are an integral component of an effective leader – 9 persons – 18%.

**Question 9.** In your view, what does the term "leader's professional gender competence" mean?

- something that is related to the leader's professional activities – 21 persons – 42%;
- combination of professionalism with gender competence – 14 persons – 28%;
- the leader's effective competence in the system of intersex relations – 4 persons – 8%;
- ability to combat discrimination on the basis of sex – 3 persons – 6%;
- tactful and correct attitude to the differences between the sexes – 3 persons – 6% ;
- acquired knowledge and abilities to provide a gender-sensitive environment – 3 persons – 6%;
- knowledge of the character traits and features of behaviour characteristic of women and men, observing equality in the unit – 3 persons – 6%.

**Question 11.** In your view, what personal features are an indicator of the leader's ability to create a gender-sensitive environment in the SDS?

- awareness of gender equality issues, tolerance, flexibility, respect for subordinates regardless of their sex;
- ability to eliminate the gender hierarchy, when one sex is male and the other is female;
- tact, correctness, conciliation;
- ability to notice and adequately assess the situations of gender inequality and not to show gender discriminatory practices;
- ability to work in a team, empathy, broad outlook;
- ability to see the personalities in subordinates, equal and respectful attitude to everyone, creating favourable conditions for professional development, etc.

**Question 16.** In your opinion, what is a commander like who is capable of creating a favourable gender-sensitive environment?

- equal attitude to everyone regardless of sex – 7 persons – 14%;
- a leader who is capable of creating a gender-sensitive environment according to professional gender competence – 43 persons – 86%.

**Question 17.** Please describe an officer who will never be able to be a successful leader because of gender stereotypes.

42 respondents – 84% – did not express their opinion on this issue.

8 respondents – 16% – expressed such opinions:

- an officer who hates and violates the rights of people of one of the sexes;
- an officer who cannot solve gender problems and conflicts;
- a supporter of discrimination, one who supports gender inequality, seeks power, mistrusts women while they are carrying out professional tasks;
- impudent, dishonest, irreconcilable to the opposite sex;
- not ready for self-improvement;
- an officer who does not respect the opinion of a person of the opposite sex; ill-mannered; etc.;
- an officer who, due to gender bias, thinks that gender stereotypes are traditional and does not wish to understand the importance of the problem for the whole unit, abuses power and humiliates subordinates, which negatively affects the performance of professional tasks.

**Question 21.** What information do new personnel members/recruits receive about the institution's commitment to ensure gender equality and human rights?

- they become acquainted with the Regulation on the National Academy unit "On Gender Policy Issues" – 3 persons – 6%;
- conversation on preventing gender discrimination – 2 persons – 4%;
- conversation on ensuring a gender-sensitive environment – 3 persons – 6%;
- information on the integration of gender issues in the educational process – 4 persons – 8%;
- conversation on the introduction of gender equality in military teams – 38 persons – 76%.
- they undergo gender training by distance learning – 100%.

*(For reference: since 2017, gender issues have been actively integrated into the educational process in the NASBGSU, all educational activities conducted with cadets – future border guards who in time will lead subordinates – also provide for compulsory consideration of the gender component and promote the formation of the appropriate level of the cadets' gender competence).*

# ANNEX C

## C.1. Developing gender competence. Practical recommendations

The vision of the Armed Forces of Ukraine defines gender equality as providing equal opportunities, rights and responsibilities for men and women in the military services.<sup>348</sup>

In higher education institutions (higher military education institutions, military training subdivisions of higher education institutions, higher education institutions of security and defence sector of Ukraine) it is recommended to include into the content of the course of social sciences and humanities:

### I. LECTURE SESSIONS

#### **Topic: Gender Legal Framework**

Learning questions:

1. Principles of gender policy.
2. International instruments on gender equality.
3. National policies and legal framework on gender equality.

#### **Topic: The specificities of ensuring gender equality in the security and defence sector of Ukraine**

Learning questions:

1. The specifics of implementing gender equality in the security and defence sector of Ukraine.
2. Gender roles and stereotypes in modern Ukrainian society, their impact on the work of security and defence staff in Ukraine.
3. The specificities of advancing gender equality in the security and defence sector of Ukraine in the context of military conflict and post-conflict situation.

#### **Topic: Study of gender equality in the security and defence sector of Ukraine**

Learning questions:

1. Types and manifestations of gender discrimination in the security and defence sector.
2. Types and manifestations of gender-based violence.
3. Methodology for gender analysis.

<sup>348</sup> The vision of the Armed Forces of Ukraine, available at: <http://www.mil.gov.ua/news/2020/01/11/viziya-generalnogo-shtabu-zs-ukraini-shhodo-rozvitku-zbrojnih-sil-ukraini-na-najblizhchi-10-rokiv/?fbclid=IwAR1qjvSh6MMCT5q9M6Iingbda9uSWmXNsrNLRGa9055fqnQnwZsWVYcH4tk>, accessed 29 June 2020.

## II. FACE-TO-FACE AND GROUP SESSIONS (PRACTICAL SESSIONS)

### **Topic: Building methodical skills and abilities of leaders on advancing and promoting gender equality in subdivisions of the security and defence sector of Ukraine**

Learning questions:

1. Application of the provisions of international and national legislation on advancing gender equality in professional activities.
2. Application of the provisions of international and national legislation on advancing gender equality in the security and defence sector of Ukraine in the context of military conflict and post-conflict situation.
3. Analysis of the situation on gender equality in own professional area.

### **Topic: Building methodical skills and abilities of leaders in identifying successes and challenges in achieving gender equality in subdivisions of the security and defence sector of Ukraine**

Learning questions:

1. Identifying successes and challenges in achieving gender equality in professional activities.
2. Identifying gender stereotypes and debunking them in the performance of their duties.
3. Avoiding the use of discriminatory judgments and practices.

### **Topic: Building methodical skills and abilities of leaders in identifying gender-based violence and discrimination, response and assistance to victims in subdivisions of the security and defence sector of Ukraine**

Learning questions:

1. Identifying types of gender-based violence and adequate response to such cases.
2. Providing assistance to persons affected by discrimination, in accordance with their functional duties.

## III. ROUND TABLES AND BUSINESS GAMES

### **Topic: Building and improving methodical skills and abilities of leaders in demonstrating and implementing professionally important gender-related qualities in subdivisions of the security and defence sector of Ukraine**

Learning questions:

1. Building values of gender equality, tolerance and non-violence.
2. Building and enhancing zero tolerance to sexism, gender-based violence, gender discrimination.
3. Development of understanding of one's own responsibility for advancing gender equality in Ukrainian society.
4. Developing willingness to seek assistance in cases of gender-based violence or gender discrimination in the service.

5. Building willingness to support colleagues affected by gender-based violence or gender discrimination.
6. Building readiness to adhere to the code of ethical conduct, especially in terms of preventing sexual harassment, sexism and gender discrimination.
7. Building readiness to be gender sensitive in performing one's professional activities.

In addition to a framework of training sessions for temporary staff on the topic, the program of individual training (commander, vocational, etc.) for permanent staff (especially leadership and officer corps) should include several classes on the topics mentioned above. Classes should be conducted by advisers to supervisors (managers) of higher military education institutions or by other persons competent in gender issues.

Furthermore, it would be appropriate to suggest introducing courses on "Gender Equality and Basics of Gender Policy" into remote learning. This means the creation of online courses on gender issues and their inclusion into a single database, which will be accessed by representatives of various higher education institutions in the security and defence sector of Ukraine.

## EXAMPLES OF DEVELOPING GENDER COMPETENCE

### I. IN HIGHER MILITARY EDUCATION INSTITUTIONS AND MILITARY EDUCATIONAL DIVISIONS OF HIGHER EDUCATION INSTITUTIONS OF THE MINISTRY OF DEFENCE OF UKRAINE

#### 1.1. In educational and methodical documents of the educational process on physical education and special physical training

One of the leading disciplines in the didactic process of higher military education institutions and military educational subdivisions of higher education institutions (hereinafter, HMEI and MTS HEI) is physical education and special physical training. It is organised and conducted in accordance with the requirements of educational documents, and the requirements of the guiding documents of the Ministry of Defence of Ukraine. First of all, these are the *Guidelines on Physical Training in the Armed Forces of Ukraine (GFT)*.

The analysis of GFT at different times on gender equality showed the following results (Table C.1.1).

**TABLE C.1.1**

**Comparative analysis of the provisions of the guidance documents on the content of physical training for AF personnel (males and females)<sup>349</sup>**

Guidance document on physical training	Provision (number (%) of physical exercise)			Difference (times)
	Total of exercises	For males	For females	
GFT-1987 [1]	32	32 (100%)	6 (18.8%)	5.3
GFT-1997 [2]	33	33 (100%)	5 (15.2%)	6.6
GFT-2009 [3]	53	53 (100%)	21 (39.6%)	2.5
TGFT-2014 [4]	42	42 (100%)	17 (40.5%)	2.5
Instruction-2009 [5]	28	28 (100%)	5 (17.9%)	5.6
Instruction-2016 [6]	28	28 (100%)	5 (17.9%)	5.6
Authors' point of view [7]	50–55	50–55 (100%)	50–55 (100%)	0.0

As illustrated in Table C.1.1, the current guidelines contain different requirements for women and men, and a limited list of physical exercises for women (the number of physical exercises for service men exceeds by 2.5 times the number of exercises for women in physical training of personnel in the Armed Forces of Ukraine).

349 Ensuring gender equality in the content of physical training of personnel, Sukhorada G.I., Tveritniev V.I. Filin V.G. // Aktualni naukovi doslidzhennya v suchasnomu sviti [Current scientific research in the modern world] Journal – Pereaslav-Khmelnytskyi, 2019. - Iss. 5(49), Part 3. – P. 158 – 163.

At the same time, there is a positive dynamic in the number of physical exercises for servicewomen; by comparison, it was under 19% in 1987 (in the guidance documents on physical training used until 1987, physical exercises for females were not defined), while in 2014 it was 40.5%, determined by the current Temporary Guideline on Physical Training in the Armed Forces of Ukraine (TGPT-2014) approved by the Decree of the General Staff of the Armed Forces of Ukraine No.35 of 11 February 2014<sup>350</sup>.

At the same time, the draft GPT which is planned to be approved by Decree of the Ministry of Defence of Ukraine in 2020, and submitted for state registration to the Ministry of Justice, includes promotion of gender equality in terms of women's ability to perform all the physical exercises that are specified for males, as well as a sufficient list of physical exercises for males to address issues of physical education and special physical training in HMEI and MTS HEI. According to the experts, the number of exercises should be equal, because there are no legal grounds for the currently existing difference.

This will allow developing physical qualities in female students, cadets and learners; however, physical exercises for building military-practical motor skills, abilities and special qualities for them are not defined in sufficient numbers (Table C.1.2.).

**TABLE C.1.2**

**Comparative analysis of the provisions of the guidance documents on the content of physical training for personnel of the Armed Forces and the State Service of Special Communication (for females)<sup>351</sup>**

Basic physical qualities	Description of physical exercise	Guiding documents on physical education, special physical training					
		GFT-1987 [1]	GFT-1997 [2]	GFT-2009 [3]	TGFT-2014 [4]	Instruction-2009 [5]	Instruction-2016 [6]
Agility	Complexes of optional workouts	+	+	+	-	+	+
	Complex workout for agility	-	-	+	-	-	-
	Skipping rope workout	-	-	+	+	-	-
	Comprehensive coordination exercise*	-	-	+	-	-	-

350 Temporary Guideline on Physical Training in the Armed Forces of Ukraine (TGPT-2014) – K.: General Staff, AF of Ukraine, 2014. – 157 pg.

351 Exercises marked with asterisk (\*) are intended for military personnel of flight crew of the Air Force of the Armed Forces of Ukraine.

Strength (strength qualities)	Comprehensive strength exercise*	+	+	+	+	+	+
	Flexion and extension of the arms in a supine position	-	-	+	+	-	-
	Jerk weight 8 kg	-	-	+	+	-	-
Speed (speed qualities)	Running 100 m (relay run 10x10 m)	+	+	+		+	+
Endurance	Running 200 m (relay run 2x100 m or 4x50 m)	-	-	+	+	-	-
	Running 400 m (relay run 4x100 m)	-	-	-	+	-	-
	Running 1 km	+	+	+	+	+	+
	Running 2 km	-	-	+	+	-	-
	Swimming 100 m in training uniform	+	+	+	+	+	+

Specific qualities, military practical motor skills and abilities	Description of physical exercise	Guiding documents on physical education, special physical training					
		GFT-1987 [1]	GFT-1997 [2]	GFT-2009 [3]	TGFT-2014 [4]	Instruction-2009 [5]	Instruction-2016 [6]
Resistance to overloads	The angle on the bars*	-	-	+	-	-	-
	Maintaining horizontal position of the torso face down*	-	-	+	-	-	-
	Rotating on the 'loping'* <sup>352</sup>	-	-	+	-	-	-

352 Simulator for training the vestibular system.

Resistance to body sway	Rotating on a stationary gymnastic wheel*	-	-	+	-	-	-
Resistance to oxygen starvation	Plunge/dive for a distance	-	-	+	+	-	-
Military practical motor skills and abilities in skiing	Ski race 3 km	-	-	+	+	-	-
	Ski race 5 km	+	-	-	-	-	-
Military practical motor skills and abilities in overcoming obstacles	General control exercise on the obstacle course	-	-	+	+	-	-
Military practical motor skills and abilities of swimming	Swimming in uniform with weapons	-	-	+	+	-	-
Military practical motor skills and abilities of hand-to-hand combat	Hand-to-hand combat (unarmed combat techniques)	-	-	-	+	-	-
Military practical motor skills and abilities of grenade throwing	F-1 grenade throwing for distance	-	-	-	+	-	-
	F-1 grenade throwing for accuracy	-	-	-	+	-	-
Ability (skill) not defined	Flexibility workout	-	-	+	-	-	-

As illustrated in Table C.1.2, to develop and improve agility in women only the skipping rope workout is used out of the defined list of physical exercises<sup>353</sup>. The non-utilization of opportunities for other exercises, according to experts, significantly weakens the capacity to develop coordination skills of female personnel<sup>354</sup>.

Development and improvement of the strength qualities of females is carried out through: comprehensive strength exercise, flexion and extension of the arms in a supine position, and 8kg jerk weight,<sup>355</sup> which, in authors' view, does not allow for utilizing opportunities for other exercises for developing strength in women<sup>356</sup>.

Speed qualities in women are developed and improved by including the following exercises in the didactic process: running 100 m (relay run 10x10 m).<sup>357</sup> Experts believe that this number of exercises is not sufficient to effectively develop speed in female and male personnel. It is important to research the issue of increasing the number of exercises, with effective exercises among them: running 30 and 60 m, long jumps from standing and running starts, etc.<sup>358</sup>

Endurance (general and special) in women is developed and enhanced through exercise, such as running 200 m (relay run 2x100 m or 4x50 m), running 400 m (relay run 4x100 m), running 1 and 2 km, ski race 3 and 5 km, swimming 100 m in training uniform.<sup>359</sup> The existing list of physical exercises for men allows a choice of means to be expanded for developing and enhancing endurance also for women.<sup>360</sup>

The position is even worse with the guidance documents on the existence of physical exercises to develop special qualities and military and applied skills and abilities for females.<sup>361</sup> This means that the special focus of physical training for female personnel is not fully implemented in practice, which is not compatible with the concept of physical fitness

353 Temporary Guideline on Physical Training in the Armed Forces of Ukraine (TGPT-2014) – K.: General Staff, AF of Ukraine, 2014. – 157 pg.

354 Basic provisions of new Draft Guideline on Physical Training in the Armed Forces of Ukraine and their particularities, Sukhorada G.I., Materials of educational and methodical meeting of the specialists of physical training and sports of the Armed Forces of Ukraine (26-29 September 2017) – Toolkit for theoretical training, Hryshchenko, D.S., Finogenova, Y.S., Sukhorada, G.I. (Eds.), Kyiv: Directorate of Physical Culture and Sports, Ministry of Education of Ukraine, 2017, p. 22 – 43.

355 Temporary Guideline on Physical Training in the Armed Forces of Ukraine (TGPT-2014) – K.: General Staff, AF of Ukraine, 2014. – 157 pg.

356 Basic provisions of new Draft Guideline on Physical Training in the Armed Forces of Ukraine and their particularities, Sukhorada G.I., Materials of educational and methodical meeting of the specialists of physical training and sports of the Armed Forces of Ukraine (26-29 September 2017) – Toolkit for theoretical training, Hryshchenko, D.S., Finogenova, Y.S., Sukhorada, G.I. (Eds.), Kyiv: Directorate of Physical Culture and Sports, Ministry of Education of Ukraine, 2017, p. 22 – 43.

357 Temporary Guideline on Physical Training in the Armed Forces of Ukraine (TGPT-2014) – K.: General Staff, AF of Ukraine, 2014. – 157 pg.

358 Basic provisions of new Draft Guideline on Physical Training in the Armed Forces of Ukraine and their particularities, Sukhorada, G.I., Materials of educational and methodical meeting of the specialists of physical training and sports of the Armed Forces of Ukraine (26-29 September 2017) – Toolkit for theoretical training, Hryshchenko, D.S., Finogenova, Y.S., Sukhorada, G.I. (Eds.), Kyiv: Directorate of Physical Culture and Sports, Ministry of Education of Ukraine, 2017, p. 22 – 43.

359 Temporary Guideline on Physical Training in the Armed Forces of Ukraine (TGPT-2014) – K.: General Staff, AF of Ukraine, 2014. – 157 pg.

360 Basic provisions of new Draft Guideline on Physical Training in the Armed Forces of Ukraine and their particularities, Sukhorada, G.I., Materials of educational and methodical meeting of the specialists of physical training and sports of the Armed Forces of Ukraine (26-29 September 2017) – Toolkit for theoretical training, Hryshchenko, D.S., Finogenova, Y.S., Sukhorada, G.I. (Eds.), Kyiv: Directorate of Physical Culture and Sports, Ministry of Education of Ukraine, 2017, p. 22 – 43.

361 Temporary Guideline on Physical Training in the Armed Forces of Ukraine (TGPT-2014) – K.: General Staff, AF of Ukraine, 2014. – 157 pg.

(goal setting, objectives and principles) of physical training.<sup>362</sup> It should be noted, however, that for male personnel this indicator is 21.4%.<sup>363</sup>

Female members of the Armed Forces of Ukraine are to some extent studying exercises of special (military and applied) physical training by sections (topics): speedy movement and athletics, overcoming obstacles and throwing grenades, hand-to-hand combat (unarmed combat techniques), military and practical swimming, ski training. Thus, the educational process of the female cadets, students, and learners in its content is mainly general physical training, which consists mainly of sections (topics):

athletics (without speedy movement) and gymnastics. Also, to some extent, the tasks of physical training help to tackle classes on topics such as sports and motion games, as well as complex lessons (exercises composed of two or more sections).<sup>364</sup>

The review of the guidance documents on physical training of the Armed Forces of Ukraine in relation to females showed that the requirements for the approved concept of physical fitness of military personnel (goal, objectives and principles) are not consistent with its content. The vast majority of available exercises for the development of special qualities and military and practical motor skills are intended for male personnel.<sup>365</sup> Guidance documents on physical training of the Armed Forces of Ukraine over the last 30 years indicate progress in the development of its content for females.<sup>366</sup> The available scientific research and teaching and methodological support in physical training of military personnel does not really address the problems of women. And the only guidance focused on the study of pressing issues of physical training of female personnel reflects its content, which has a conservative approach, i.e. reflects mainly its general physical nature.<sup>367</sup> The objective of scientific research is to further study the optimal content of physical training for female personnel.

362 Basic provisions of new Draft Guideline on Physical Training in the Armed Forces of Ukraine and their particularities, Sukhorada, G.I., Materials of educational and methodical meeting of the specialists of physical training and sports of the Armed Forces of Ukraine (26-29 September 2017) – Toolkit for theoretical training, Hryshchenko, D.S., Finogenova, Y.S., Sukhorada, G.I. (Eds.), Kyiv: Directorate of Physical Culture and Sports, Ministry of Education of Ukraine, 2017, p. 22 – 43.

363 Prospects of the development of special (professional and applied) orientation of physical training in the State Service for Special Communication and Information Protection of Ukraine, Sukhorada, G.I., Tveritniev, V.I., Current tendencies and prospects of the development of special military and applied orientation of physical training and diving training: highlights from the scientific workshop (Kyiv, 20 April 2018) Ivan Cherniakhovskiy National Defence University of Ukraine., Kyiv: NDUOU, 2018. p. 76 – 78.

Development of special (military and applied) orientation of physical training for the personnel of the Institute of Special Communication and Information Protection of the National Technical University of Ukraine "Kyiv Polytechnic Institute" Sukhorada, G.I., Filin, V.G., Current tendencies and prospects of the development of special military and applied orientation of physical training and diving training: highlights from the scientific workshop (Kyiv, 20 April 2018) Ivan Cherniakhovskiy National Defence University of Ukraine, Kyiv: NDUOU, 2018, p. 72 – 74.

364 Temporary Guideline on Physical Training in the Armed Forces of Ukraine (TGPT-2014) – K.: General Staff, AF of Ukraine, 2014. – 157 pg.

365 Ibid.

366 Guidelines on Physical Training in the Soviet Army and Naval Forces (GPT-87). M, Voienizdat, 1987. – 319 pg.

Guidelines on Physical Training in the Armed Forces of Ukraine (GPT-97) – K.: MoD of Ukraine, 1997. – 150 pg.

Guidelines on Physical Training in the Armed Forces of Ukraine (GPT-2009) – K.: MoD of Ukraine, 2009. – 231 pg.

Temporary Guideline on Physical Training in the Armed Forces of Ukraine (TGPT-2014) – K.: General Staff, AF of Ukraine, 2014. – 157 pg.

367 Development of special (military and applied) orientation of physical training for the personnel of the Institute of Special Communication and Information Protection of the National Technical University of Ukraine "Kyiv Polytechnic Institute," Sukhorada, G.I., Filin, V.G., Current tendencies and prospects of the development of special military and applied orientation of physical training and diving training: highlights from the scientific workshop (Kyiv, 20 April 2018) Ivan Cherniakhovskiy National Defence University of Ukraine. – K. : NDUOU, 2018, p. 72 – 74.

## **1.2. During activities of physical education and special physical training**

### **1.2.1. During theoretical lessons on physical education and special physical training**

During lectures and face-to-face sessions with female cadets, students, and learners of HMEI and MTS HEI in physical education and special physical training, it would be appropriate to focus on issues such as:

- Compliance with guidelines on gender equality for physical education and special physical training for temporary personnel of HMEI and MTS HEI;
- The need to ensure gender equality between men and women during exercise and sports;
- Ensuring access for women and men to educational facilities for physical training and sports, fitness equipment, etc.;
- Building the readiness of the personnel to adhere to the code of ethical conduct, especially in terms of preventing sexual harassment, sexism and gender discrimination while performing physical exercises, during sports competitions, etc.;
- Building the readiness of physical training supervisors, their assistants and implementers to be gender sensitive in the performance of their professional activities.

### **1.2.2. During practical lessons on physical education and special physical training, organisation and conduct of sporting events**

Adhere to the basic provisions of promoting gender equality, specifically:

- Compliance with the requirements of guidance documents, regulations, competition rules, etc.;
- Providing opportunities to perform specific and accessible physical exercises, participation in preparation for competitions and in sports competitions;
- Balance loads and rest according to the specificities of the body in an age and gender appropriate manner and to the profile of military personnel concerning requirements of the future profession to a level of physical fitness;
- Provide equal access to guidance practice for men and women;
- Supervisors themselves should adhere to the code of ethical conduct and require learners to follow it, especially in terms of preventing sexual harassment, sexism and gender discrimination while performing physical exercises, during sports competitions (especially in contact sports), etc.;
- Ensure equal access for women and men to educational facilities for physical training and sports, fitness equipment, etc.

**TABLE C.1.3**

**LEARNING HOW TO ASK QUESTIONS**

Question	Question words to be used to ask questions	Example
Questions to acquire knowledge (literal questions)	What? Where? When? What exactly? How many? What are some examples?	What is gender?
Questions to check understanding information	How to put it in other words? How do you understand? How to explain it in other words?	How do you understand the concept of gender education?
Questions to seek opportunities to use and apply information	In what other situations it can it be used? Who can apply it? How it can be useful? What can harm?	In what ways can gender education be useful in the development of a democratic society?
Questions to analyse	What are the main elements? What are the components? To which group does it belong? What are the reasons? How is it built? What are the functions? What is the similarity (difference)?	What are the key principles of gender education?
Questions for synthesis	What does the presence of elements, such as..., indicate? How are they related? What is the connection? What is in common? What conclusion can be drawn from the facts? Explain why? Why do you think so? Why do you believe?	How are gender stereotypes and a hidden curriculum related?
Questions for assessment	Good or bad? What are the advantages or disadvantages? Right or wrong? Effective or not? Do you agree that...? Is it correct that...?	Do you agree that gender education can contribute to the development of a gender-sensitive social environment?

**TABLE C.1.4****APPLYING GENDER AT A TACTICAL LEVEL<sup>368</sup>**

**Target audience:** mechanized platoon (approx. 12-15 soldiers + 1 deputy platoon commander + 1 platoon commander).

**Time:** 240 mins (4 hrs).

Learning Goal	Assessment Tools	Type & Timing of Assessment
1. Explain what it means to integrate gender perspective in your day-to-day work as a task force	Scenario-based role play and hot debrief	Formative assessment during lecture, scenario and debrief
2. Explain how gender perspective can serve as a force multiplier	Scenario-based role play and hot debrief	Formative assessment during lecture, scenario and debrief
3. Differentiate the security threats for men and women, boys and girls in the specific area	Scenario-based role play and hot debrief	Formative assessment during lecture, scenario and debrief
4. Apply gender perspective in realistic situations of patrolling and engagement with local population in a culturally sensitive manner		
<p><b>Learning outcomes</b></p> <p>In this lesson, soldiers will learn what it means for them as a task force working in the area of operations to integrate a gender perspective. They will also receive an introduction on how security threats may differ for women, men, boys and girls. Furthermore, they will practice applying a gender perspective in realistic situations of patrolling and interacting with local populations in a culturally sensitive manner</p>		
<p><b>Prerequisites for diagnostic assessment</b></p> <p>(interview with superiors to understand how this lesson fits in with other lessons for the target audience and the future tasks of the group)</p>		
<p><b>Equipment needed</b></p> <p>Classroom, role players for scenario-based role-play (external), materials for scenario and military equipment</p>		

368 Applying Gender at the Tactical Level. Designing sample gender lessons, Second workshop on teaching gender to the military. Garmisch-Partenkirchen, Germany, 12-14 December 2012, available at: [https://www.dcaf.ch/sites/default/files/publications/documents/PfPC\\_SSRWG\\_Sample\\_Lesson\\_Plans.pdf](https://www.dcaf.ch/sites/default/files/publications/documents/PfPC_SSRWG_Sample_Lesson_Plans.pdf), accessed 29 June 2020.

**Issues for Consideration**

Consider also how gender is mainstreamed throughout national military education and general pre-deployment training – identify overlaps and gaps (such as internal gender considerations, which are not addressed in this lesson but should be addressed elsewhere in the curriculum). Note also that the lesson plan is based on a pre-deployment training model “Train as you fight,” which may require adaptation according to the context

**Mandatory Preparation**

Participants should complete a course on gender as pre-learning tool

**TABLE C.1.5****LESSON SCHEDULE: APPLYING GENDER AT THE TACTICAL LEVEL<sup>369</sup>**

Time	Goal (Learning Outcomes)	Learning Methods	Content guidance	Guiding Resources	Faculty
08.00–08.20	What is gender perspective?	Interactive lecture	Introduce concept of gender perspective, inviting contributions from the audience	Specified references	Instructor
08.20–08.50	Gender perspective as force multiplier	Speed debate	Give examples on gender improving operational effectiveness and have participants engage in mini-debates in pairs, changing partners for each statement	Relevant statements to prompt debate on how gender can improve operational effectiveness	Instructor
08.50–09.00	Break				

369 Applying Gender at the Tactical Level. Designing sample gender lessons, Second workshop on teaching gender to the military. Garmisch-Partenkirchen, Germany, 12-14 December 2012, available at: [https://www.dcaf.ch/sites/default/files/publications/documents/PfPC\\_SSRWG\\_Sample\\_Lesson\\_Plans.pdf](https://www.dcaf.ch/sites/default/files/publications/documents/PfPC_SSRWG_Sample_Lesson_Plans.pdf), accessed 29 June 2020.

09.00–09.45	Different security threats	Brainstorming based on visual representation	Show pictures of men, women, boys and girls in different situations and guide learners to ask security relevant questions taking into account gender roles	Pictures from the AOR	Instructor
09.45–10.00	Break + transit				
10.00–11.00	Patrol	Scenario-based role-play	Role Play simulates a patrolling situation where the participants interact with the local population. The description should be based on the specific examples. Learners should apply gender perspective in carrying out their tasks	Role players	Instructor
11.00–11.30	Hot Debrief	Scenario-based role-play (Discussion)	Each learner should be given a chance to share their view of the executed tasks		Platoon Commander
11.30–12.00	Wrap-up				Instructor

**TABLE C.1.6**

**WHY & HOW TO INCLUDE GENDER IN OPERATIONAL PLANNING STAFF WORK<sup>370</sup>**

**Target audience:** Majors to Lieutenant Colonels, Staff College (national officers), Defence Academy Level.

**Time:** 180 mins (3 hrs).

Learning Outcome	Assessment Tools	Type & Timing of Assessment
1. Understand gender dimensions/ aspects relevant to Operational Planning Staff Work	Short scenarios	Formative Evaluation, Take 15 mins at 45 min mark
2. Analyse and appraise whether gender should be incorporated to Operational Planning Staff Work	Think-Pair-Share a text analysis exercise	Formative Evaluation, Take 20 mins at 90 min mark
3. Be able to develop an Ex Operational Plan that integrates gender	Operational Plan Final Exercise	Summative Evaluation, At the end of the operational planning exercise
<p><b>Lesson Scope</b></p> <p>Incorporating gender perspective will enhance operational and overall mission effectiveness. It is also defined by NATO Directive Bi-SC 40-1 and United Nations Security Council Resolution 1325. After this lesson, the officers will understand the gender dimensions relevant to operational planning, analyse and appraise where gender should be incorporated, and then write/produce Operational Orders that integrate gender</p>		
<p><b>Prerequisites</b></p> <p>Complete the ACT ADL Gender 100-level course</p>		
<p><b>Equipment needed</b></p> <p>Scenarios; previous Operational Plans; UN SCRs 1325/1820/1960; excerpts of relevant international, regional, national, institutional policies; PowerPoint projector, flip chart, news articles</p>		
<p><b>Mandatory Preparation</b></p> <p>Advance reading: UN 1325, 1820, 1960 and DPKO/ DFA Guidelines for Integrating a Gender Perspective into the Work of the United Nations Military in Peacekeeping Operations; Review of relevant international, regional and national actors working on women, peace and security issues, including gender-based violence</p>		

370 Applying Gender at the Tactical Level. Designing sample gender lessons, Second workshop on teaching gender to the military. Garmisch-Partenkirchen, Germany, 12-14 December 2012, available at: [https://www.dcaf.ch/sites/default/files/publications/documents/PfPC\\_SSRWG\\_Sample\\_Lesson\\_Plans.pdf](https://www.dcaf.ch/sites/default/files/publications/documents/PfPC_SSRWG_Sample_Lesson_Plans.pdf), accessed 29 June 2020.

**TABLE C.1.7**

**LESSON SCHEDULE: WHY & HOW TO INCLUDE GENDER IN OPERATIONAL PLANNING STAFF WORK<sup>371</sup>**

Time	Goal (Learning Outcomes)	Learning Methods	Content guidance
08.00–08.20	Introduction	Short scenarios (based on examples from Afghanistan and DRC)	Question: what is the link between gender and operational planning? Brainstorm in two groups on flip charts, everyone writes down something on the flip chart, what is relevant in Afghanistan in one group and DRC in the other group
08.20–08.45	Relevance of gender to operational planning	Lecture/video discussion	Lecture/discussion – What gender is, why it is relevant to operational planning, policy mandates regarding gender in military operations. View and discuss video linking gender to mission success
08.45–09.00		Scenario exercise	Short scenarios (formative assessment) – Buzz groups, 1-2 sentence scenarios at tactical level for each group, ask how gender is relevant to that tactical activity
09.00–09.10	Break		
09.10–09.30	How to integrate gender into operational planning	Lecture/ Discussion	Lecture/Discussion – breakdown of operational plan, specific examples of where gender fits. Example of where gender is poorly /inadequately incorporated. For instance, women are just victims or “women and children.” Discussion of useful and specific language and criteria for good operational planning content
09.30–10.10		Think-Pair-Share a text analysis exercise	Group discussions. Distribute 1-2 different paragraphs from an operational plan and task participants to analyse where gender should be included and then draft the gender-related text to be included in the operational plan
10.10–10.20	Break		
10.20–10.50		Role play with devil’s advocate (formative)	Role play of 5 min presentation of operational plan incorporating gender to a skeptical, sexist Chief-of Staff playing the devil’s advocate. Group and facilitator feedback and debrief

371 Applying Gender at the Tactical Level. Designing sample gender lessons, Second workshop on teaching gender to the military. Garmisch-Partenkirchen, Germany, 12-14 December 2012, available at: [https://www.dcaf.ch/sites/default/files/publications/documents/PfPC\\_SSRWG\\_Sample\\_Lesson\\_Plans.pdf](https://www.dcaf.ch/sites/default/files/publications/documents/PfPC_SSRWG_Sample_Lesson_Plans.pdf), accessed 29 June 2020.

10.50– 11.00	Wrap-up	Closing (summary) remarks	Closing remarks summarising key points. State that gender issues will be included in the final exercise. Give additional resources/reading materials, Operations Plan Final Exercise (summative assessment). As the summative assessment of the entire (2-week) operational planning course, the participant will have to produce an operational plan. An indicator of a successful operational plan will be the relevant integration of gender perspective throughout the plan
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**TABLE C.1.8**

**INTEGRATING GENDER PERSPECTIVE INTO OPERATIONS<sup>372</sup>**

**Target audience:** Senior Officers (Combined-Joint) (colonel and higher).

**Time:** 180 mins (3 hrs).

Learning Goal	Assessment Tools	Type & Timing of Assessment
1. Understand the requirement of integrating gender perspective into operations	Checklist to include documents in a certain sequence	Current Assessment throughout the learning period
2. Evaluate an operational plan to ensure that gender perspective is included	Analyse an operational plan for gender perspective	Current Assessment
3. Integrate the gender advisor into the work of the HQ staff	Participation in designated individual or collective exercise (outcomes 2 and 3)	Summative Assessment after participating in designated individual or collective exercise (outcomes 2 and 3)
<b>Lesson Scope</b> Delineating the responsibilities of the senior officer and humanitarian advisors in integrating gender perspectives into operations		
<b>Prerequisites</b> Comprehensive operational planning directive course has been attended		
<b>Equipment needed</b> Computers, Flipchart, Video Teleconferencing (VTC) Equipment		
<b>Training Group</b> 15 participants maximum		
<b>Mandatory Preparation</b> Participants have previously read and examined the guiding documents		

372 Applying Gender at the Tactical Level. Designing sample gender lessons, Second workshop on teaching gender to the military. Garmisch-Partenkirchen, Germany, 12-14 December 2012, available at: [https://www.dcaf.ch/sites/default/files/publications/documents/PfPC\\_SSRWG\\_Sample\\_Lesson\\_Plans.pdf](https://www.dcaf.ch/sites/default/files/publications/documents/PfPC_SSRWG_Sample_Lesson_Plans.pdf), accessed 29 June 2020.

# C.2. The Ivan Cherniakhovskiy National Defence University of Ukraine. Gender policy framework in the armed forces of Ukraine

## Curriculum of learning course in distance learning system 2019

### 1. INTRODUCTION

The Strategic Defence Bulletin of Ukraine enacted by the Decree of the President of Ukraine No. 240/2016 of 6 June, 2016 stipulates that the professionalization of the defence forces and creation of the necessary military reserve in Ukraine should be implemented on the bases and principles guiding the NATO member states. Herewith, the development of social and humanitarian protection for the personnel of the defence forces, first of all the service members, is associated with changes in the personnel's mentality (way of thinking) that, in turn, should be based on European values. Gender equality is a fundamental democratic value implemented in the armies of all NATO member states and defined in the NATO Code of Conduct (2013).

The course is implemented for the implementation of the National Action Plan for the Implementation of the Recommendations Set Out in the Concluding Observations of the UN Committee on the Elimination of Discrimination against Women in the Eighth Periodic Report of Ukraine on the Implementation of the Convention on the Elimination of All Forms of Discrimination against Women.

The main goal of the course is to develop the AFU service members and employees' gender competence.

#### 1.1. SCOPE

The study of ways to update the gender policy framework in the AFU belongs to the field of social and human sciences and law.

### 2. TARGET AUDIENCE

#### MAIN TARGET GROUPS:

- University students;
- Scientists and practitioners, academics;
- Support service officers;
- Management of the University;
- Military and civilian personnel of the Armed Forces of Ukraine and the Ministry of Defence of Ukraine;
- Staff of security and defence sector of Ukraine (upon requirement).

Before the course, it is recommended for university students to take the questionnaire "Anonymous survey on the formation of gender competence".

### **3. LEARNING GOALS**

#### **3.1. KNOWLEDGE**

Human rights; women's rights.

Principle of the equal rights and opportunities of women and men.

Democratic values.

International standards for the protection of the women's and men's rights.

Basics of national legislation on ensuring the gender equality in the AFU.

#### **3.2. SKILLS**

Skills and abilities to apply gender competencies in practical professional activities.

### **4. STRUCTURE AND RESOURCES**

The course is a separate media module aimed at forming and evaluating the formation of AFU service members and employees' gender competence level (if required, one of the other categories of representatives of the security and defence sector of Ukraine) using a control test.

### **5. TEACHING METHODS**

The principle of personality-oriented learning (individual learning based on the analysis of primary sources and problem situations and performing of creative tasks) is implemented in the course, which will be enhanced by opportunities for educational interaction, control and evaluation of academic performance in the distance learning system.

Active teaching methods will be applied, with the use of innovative techniques and capabilities of the distance learning system aimed at forming systematic thinking and developing analytical competencies of students. The presentation of the study material will include requirements for work on literature for self-preparation, presentation of basic theoretical principles, analysis of video, and photo fragments and illustrative material, after which the students will be asked to perform tasks for self-control and/or discuss study material of the class (topic) and previous topics associated with them in the system of open chat or online communication with the teacher for deeper learning.

### **6. COURSE CONTENT**

#### **Topic 1**

#### **Gender equality as a principle of democratic society development**

Brief description:

- awareness of the meaning of the concepts: "gender", "sex", "gender stereotyping", "gender-based discrimination" and "gender equality";
- analysis of the category of "gender mentality" and basic democratic values forming the basis of the NATO Code of Conduct.

Acquired knowledge and skills: The students will gain knowledge and competencies on the topic “Gender Equality. Equality of Opportunities and Equality of Rights”, they will gain the skill to distinguish between gender stereotyping and gender-based discrimination; they will be able to define the basic democratic values of the NATO member states.

## **Topic 2**

### **Human rights as a social value**

Brief description:

- definition of the concept and disclosure of the content of human rights and women’s rights, human rights as a social value; practical implementation of human rights in anti-discrimination legislation;
- formation of the content of the “equal rights and opportunities of women and men”, analysis of the basic principles of gender equality and gender policy priorities, mainstreaming of the principle of the equal rights and opportunities of women and men in the security sector.

Acquired knowledge and skills: awareness of the essence and content of human rights and freedoms, their constitutional regulation, main provisions of the European Convention on Human Rights, knowledge of the features of gender policy in Ukraine, implementation of acquired knowledge in practical activities.

## **Topic 3**

### **Legal and regulatory ensuring of principle of gender equality. International and national content**

Brief description:

- introduction to international and national legislative acts regulating the implementation of gender policy in Ukraine;
- obtaining information: on bodies, institutions and organizations empowered in the field of ensuring the equal rights and opportunities of women and men; areas of work and functions of counsellors and commissioners for gender equality;
- introduction to the current practices of the implementation of the principle of gender equality in Ukraine and the world.

Acquired knowledge and skills: The students will gain knowledge of the main international and national legislative documents governing the implementation of state policy on equal rights and opportunities in all fields and at all levels of decision-making. They will be able to use the basic terms for the implementation of the principle of gender equality in the AFU. They will obtain information: on bodies, institutions and organizations empowered in the field of ensuring the equal rights and opportunities of women and men; areas of work and functions of counsellors and commissioners for gender equality.

## **Topic 4**

### **Gender policy framework. Practical experience of implementation of principle of gender equality in policies of NATO member states**

Brief description:

- awareness of the meaning of the concept of “gender policy”, information on the importance of the gender approach implementation in policy and decision-making process;

- introduction to practical experience and stages of the implementation of the principle of gender equality in the policies of the NATO member states.

Acquired knowledge and skills: The students will gain knowledge on the gender policy framework; they will be aware of the features of the implementation of the principle of gender equality in the policies of NATO member states: France, Austria, Finland, the Republic of Lithuania, the Kingdom of Belgium.

### **Topic 5**

#### **Psychological and organizational features of gender interaction between service members**

Brief description:

- awareness of the content and disclosure of the psychological essence of the phenomenon and structure of gender interaction in the organization;
- organization as a subject and object of gender interaction;
- analysis of psychological and organizational features of the personnel as a subject of gender interaction in a military organization;
- practical aspects of gender mainstreaming in the security and defence sector.

Acquired knowledge and skills: The students will receive knowledge and competencies on the topic “Psychological and organizational features of gender interaction between service members in AFU”. They will gain skills in mastering certain behavioural strategies and models of interpersonal interaction in a military organization.

### **Topic 6**

#### **Gender equality in context of information and advocacy support tasks (internal communication work) in the Armed Forces of Ukraine**

Brief description:

- introduction to the tasks, forces and means of the implementation of gender equality in the system of information and advocacy support (internal communication work) in the Armed Forces of Ukraine;
- obtaining information on the relevance of the issue of gender equality in the system of the strategic communications of the Armed Forces of Ukraine.
- introduction to the experience of the implementation of gender equality in the system of the commander information and public affairs of the armed forces of the NATO member states.

Acquired knowledge and skills: The students will obtain information on current tasks, available forces and means of the implementation of gender equality in the system of information and advocacy support (internal communication work) in the Armed Forces of Ukraine; on current directions and issues of gender equality in the system of the strategic communications of the Armed Forces of Ukraine. They will gain knowledge on the directions and techniques of gender equality in the system of commander information and public affairs of the armed forces of the NATO member states. They will be able to use the available means and procedures of information and advocacy support (internal communication work) to implement gender equality in the Armed Forces of Ukraine.

## **Topic 7**

### **Gender approach in context of military organization. Gender analysis.**

#### **Gender profile of military unit**

Brief description:

- awareness of the content of the concept of “integrated gender approach”, information on the implementation of gender approach and principle of gender equality during monitoring in the military unit;
- introduction to the stages of gender analysis; with the definition of the concept of “direct and indirect discrimination”;
- introduction to the concepts of the “gender portrait of the military unit” and “components of the gender portrait”; with tools and approaches for its creation.

Acquired knowledge and skills: The students will gain knowledge on the tools of the gender approach when creating the gender portrait of a military unit (organization). They will develop abilities for gender analysis.

## **7. EVALUATION**

The course will be evaluated by means of continuous and final testing. The testing will help evaluate the AFU service members and employees’ gender competence level.

### 7.1. Course evaluation by students

After the completion of the test, the students will be asked to complete a questionnaire to evaluate the relevance of the topics of the course classes and quality of the proposed teaching materials. The system of open chat or online communication with the course teachers/instructors will be used to share impressions and give feedback.

## **8. RISK ASSESSMENT**

SUCH RISKS ARE DEFINED:

- lack of motivation;
- difficulties in understanding the computer system;
- technical problems with Internet access;
- lack of previous experience in the practical use of the distance learning system for the formation of educational competencies.

It is necessary to analyse in detail the experience of other educational institutions in the field of the implementation of state gender policy to develop their own system for undergoing the course.

## C.3. Feasibility assessment and opportunities to integrate gender in educational institutions of the security and defence sector of Ukraine

### Tasks:

- Evaluation of the institutional mechanism (general information on the educational institution, structure, gender-disaggregated statistics, etc.).
- Evaluation of the state of gender mainstreaming in the higher education institutions of the security and defence sector (success, problems, risks and implementation opportunities).
- Definition of opportunities and provision of recommendations for:
  - gender mainstreaming in the curriculum of the higher education institutions of the security and defence sector;
  - development of a long-term strategy for integrated mainstreaming of gender perspective in the educational process.

**TABLE C.3.1**

### Relevant steps

No		Performance indicator	Notes
1	2	3	4
1.	Create and approve a working group of the educational institution	Order (instruction) of the head of the educational institution (composition of the working group, time frames for the analysis)	
2.	Develop the schedule of the activities of the working group	Schedule of implementation with the definition, in particular, of time frames for parts 1 and 2 of the analysis	

3.	Prepare the description of the educational institution structure	<p>Table and/or organigram of the educational institution structure with the indication of the following levels:</p> <ul style="list-style-type: none"> <li>• Management</li> <li>• Department</li> <li>• Specialty</li> <li>• Chair.</li> </ul> <p>Other – scientific activity, advanced training, student/cadet self-government, etc.</p>	<p>Prepare the structure in a form other than descriptive.</p> <p>This is information for further consideration in the analysis process. The identified imbalances are not compulsory for change at this stage of the analysis</p>
4.	Prepare gender-disaggregated statistics by departments, specialties and qualifications	<p><b>Table 1</b></p> <ul style="list-style-type: none"> <li>• Percentage of women and men who applied for admission.</li> <li>• Percentage of enrolled women and men</li> </ul> <p><b>Table 2</b></p> <ul style="list-style-type: none"> <li>• Percentage of men and women among the teaching personnel.</li> <li>• Percentage of the number of men and women in senior positions</li> </ul>	
5.	Prepare a review of the institutionalization of gender issues in the educational institutions	<p><b>Table 3a</b></p> <ul style="list-style-type: none"> <li>• Does the educational institution have basic information on gender issues available to all?</li> <li>• If so, where is it located? (Stand/s, its/their location, section in the library, Internet resource, other)</li> <li>• Is the information general or specific?</li> <li>• How can students and personnel find the information?</li> <li>• Is there a strategy for the development of the educational institution?</li> <li>• If so, does it contain a gender component?</li> <li>• Are specific persons responsible for institutionalization appointed within the educational institution?</li> <li>• If so, what management level do they represent?</li> </ul>	

		<ul style="list-style-type: none"> <li>• Does the educational institution have a gender mainstreaming plan?</li> <li>• Are there qualitative and quantitative indicators for evaluating the effectiveness of gender mainstreaming?</li> <li>• What other activities and methods on the issue, not listed above, take place in the educational institution?</li> </ul>	
6.	Prepare an overview of general capacity and competence on gender issues	<p><b>Table 3b</b></p> <ul style="list-style-type: none"> <li>• What specific abilities and tools do all personnel need to perform their job based on the principles of gender equality?</li> <li>• What can motivate the personnel to be more gender-competent?</li> </ul>	
<b>Evaluation of the situation of the learning process and didactic programs</b>			
7.	Prepare the evaluation of the syllabuses of academic disciplines	<p><b>Table 4</b></p> <ul style="list-style-type: none"> <li>• Goal and tasks</li> <li>• Knowledge and skills</li> <li>• Topics</li> <li>• Tasks for individual work in the academic discipline</li> <li>• Individual educational and research tasks</li> <li>• Control methods</li> <li>• Information and methodological support of the academic discipline</li> </ul>	
8.	Prepare the evaluation of other materials of the educational and methodological complex		One may use Table 4 with changes and additions, if they are appropriate and possible
<b>Overall conclusions and suggestions</b>			
9.	The gender component is considered, but it is based on gender stereotyping	<b>Table 5</b>	
10.	The gender component is considered, it is based on the positions of gender equality	<b>Table 6</b>	

11.	Feasibility/ possibility to consider the gender component in the content and structure of programs	<ul style="list-style-type: none"> <li>• To what extent is the principle of equal rights and opportunities of women and men reflected in the programs? (Consistently, inconsistently, fragmentarily, sporadically, the gender approach is not reflected at all).</li> <li>• Do the programs propose alternative, more egalitarian gender models? Where or how is this reflected?</li> <li>• Is it possible to include the gender component?</li> <li>• What additions or clarifications of the content should be made in terms of the inclusion of the gender component?</li> </ul>	The structure of the final report will be provided later
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**Table 1** (See Table C.3.1 Relevant steps, para. 4)

No	Name of the structural unit	Percentage of women and men who applied for admission, w/m, %	Percentage of enrolled women and men, w/m, %	Notes
1	2	3	4	5
	Department 1			
	Specialty A			
	Course 1			
	Course 2			
	...			

**Table 2** (See Table C.3.1 Relevant steps, para. 4)

No	Subdivision	Percentage of men and women among the teaching personnel, w/m, %	Percentage of men and women in senior positions, w/m, %	Notes
1	2	3	4	5
	Management			
	Department 1			
	Chair			
	...			

**Table 3** (See Table C. 3.1 Relevant steps, para. 5)

№	Issues of the institutionalization of gender issues and general capacity and competence on gender issues in the educational institution	Answers	Notes and remarks
1	2	3	4
<b>3a</b>			
	Does the educational institution have basic information on gender issues available to all? <i>Yes/No</i>		
	If so, where is it located? <i>(Stand/s, its/their location, section in the library, Internet resource, other – please specify)</i>		
	Is the information general or specific? <i>Yes/No</i>		
	Are there publications containing gender issues prepared by specialists of the educational institution since 2014? <i>Please, specify</i>		
	How can students and personnel find the information? <i>(From whom, through which channels, regularly or not, how often – please specify)</i>		
	Are specific persons responsible for institutionalization appointed in the educational institution? <i>Yes/No</i>		
	If so, what management level do they represent? <i>Please specify</i>		
	Percentage of women and men (%) involved in public order and security tasks and other special activities (for HEI with special learning conditions)		
	Does the educational institution have a gender mainstreaming plan? <i>Yes/No</i>		
	Are there qualitative and quantitative indicators for evaluating the effectiveness of gender mainstreaming? <i>Yes/No</i>		
	What other activities and methods on the issue not listed above take place in the educational institution? <i>Please, specify</i>		
<b>3b</b> (See Table C. 3.1 Relevant steps, para. 6)			
	What specific abilities and tools do all personnel need to perform their job based on the principles of gender equality? <i>Please, specify</i>		
	What can motivate the personnel to be more gender-competent? <i>Please, specify</i>		

**Table 4** (See Table C.3.1 Relevant steps, para. 7)

№	Component of the syllabus	Existence of the gender component that reflects gender stereotyping, examples	Existence of the gender approach, examples	Opportunity to supplement elements of the gender approach, suggestions	Notes
1	2	3	4	5	6
	Goal and tasks				
	Knowledge and skills				
	Topics				
	Tasks for individual work in the academic discipline				
	Individual educational and research tasks				
	Control methods				
	Information and methodological support of the academic discipline				

**Table 5** (See Table C. 3.1 Relevant steps, para. 9)

**The main feature of the didactic material: the gender component reflects gender stereotyping**

Manifestations of gender stereotyping	Examples	Suggestions to overcome gender stereotyping
1	2	3
<ul style="list-style-type: none"> <li>• selection and sequence of topics;</li> <li>• existence of gender stereotyping in the selection of topics, their wording, etc.;</li> <li>• gender-incorrect mentions;</li> <li>• lack of gender-balanced wording;</li> <li>• women and men are unevenly represented;</li> <li>• women and men are described stereotypically;</li> <li>• linguistic sexism, which has two forms: linguistic gender stereotypes, for example, in the form of set expressions (<i>слабка стать</i> (the weaker sex), <i>сильна стать</i> (the stronger sex),</li> </ul>		

<p>etc.) and gender asymmetry of the language, i. e. the predominant use of the words of the masculine gender (<i>учень (pupil) – учні (pupils), вчитель (teacher) – вчителі (teachers), випускник (graduate) – випускники (graduates), письменник (writer), художник (artist), діяч культури (cultural figure), діяч науки (scientist), etc.</i>) or predominant use of syntactic constructions with words in the masculine form;</p> <ul style="list-style-type: none"> <li>• other</li> </ul>		
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**Table 6** (See Table C.3.1 Relevant steps, para. 10)

**The main feature of the didactic material: existence of a gender approach**

Manifestations of gender sensitivity. Existence of gender components in the content of the program	Examples	Opinion, evaluation or suggestions for improving the content of the program
1	2	3
<ul style="list-style-type: none"> <li>• the content is based on the principles of gender equality;</li> <li>• the content is created considering gender theories and approaches;</li> <li>• the sequence and placement of topics are gender-balanced;</li> <li>• gender components are included in the wording of topics;</li> <li>• gender terminology is used: gender equality, gender roles, gender stereotypes, gender division of labour, equal rights and opportunities of women and men, etc.;</li> <li>• gender-sensitive language is used, i. e. there are no gender stereotypes, the gender asymmetry of the language is overcome by means of the words of both the masculine and feminine gender used for the names of professions, statuses, occupations (<i>учень–учениця (pupil), вчителька–вчитель (teacher), автор – авторка (author), письменник – письменниця (writer), герой (hero) – героїня (heroine), etc.</i>).</li> </ul>		

# LIST OF RESOURCES

## to annexes

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9. Sukhorada G.I., Tveritniev V.I. Prospects of the development of special (professional and applied) orientation of physical training in the State Service for Special Communication and Information Protection of Ukraine, Sukhorada G.I., Tveritniev V.I., Current tendencies and prospects of the development of special military and applied orientation of physical training and diving training: highlights from the scientific workshop (Kyiv, 20 April 2018) Ivan Chernikhovskiy National Defence University of Ukraine. – K.: NDUOU, 2018, p. 76 – 78.
10. Development of special (military and applied) orientation of physical training for the personnel of the Institute of Special Communication and Information Protection of the National Technical University of Ukraine "Kyiv Polytechnic Institute" Sukhorada G.I., Filin V.G., Current tendencies and prospects of the development of special military and applied orientation of physical training and diving training: highlights from the scientific workshop (Kyiv, 20 April 2018) Ivan Cherniakhovskiy National Defence University of Ukraine. – K.: NDUOU, 2018, p. 72 – 74.
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## The higher education institutions of the security and defence sector of Ukraine where academic Councils have adopted decisions to apply the Guidelines in their educational processes

No.	Higher Education Institution	Minutes and Date
1.	B. Khmelnytsky National Academy of the State Border Service of Ukraine	Minutes No.3, 30 October 2020
2.	State Emergency Service of Ukraine, Institute of Public Administration and Academic Research on Civil Defence	Minutes No.5, 06 November 2020
3.	Lviv State University of Life Safety, State Emergency Service of Ukraine	Minutes No.3, 30 October 2020
4.	National University of Civil Defence, Kharkiv	Minutes No.2 29 October 2020
5.	Dnipropetrovsk State University of Internal Affairs	Minutes No.3, 26 November 2020
6.	Donetsk Law University of MIA	Minutes No.4, 12 November 2020
7.	E.O.Didorenko Luhansk State University of Internal Affairs	Minutes No.5, 26 November 2020
8.	Lviv State University of Internal Affairs	Minutes No.4, 04 November 2020
9.	National Academy of Internal Affairs	Minutes No.22, 12 November 2020
10.	Kharkiv National University of Internal Affairs	Minutes No.9, 24 November 2020
11.	Odessa State University of Internal Affairs	Minutes No.4, 4 November 2020
12.	National Technical University of Ukraine "Ihor Sikorsky Kyiv Polytechnic Institute"	Minutes No.4, 26 November 2020
13.	Military Institute of T. Shevchenko Kyiv National University	Minutes No.4, 24 November 2020
14.	Ukrainian Military Medical Academy	Minutes No.10, 05 November 2020

15.	S.P. Koroliov Zhytomyr Military Institute	Minutes No.3, 12 November 2020
16.	Institute of Naval Forces, National University "Odessa Maritime Academy"	Minutes No.3, 20 November 2020
17.	Military Academy, Odesa	Minutes No.1, 17 November 2020
18.	Yevhen Berezniak Military Diplomatic Academy	Minutes No.9, 10 November 2020
19.	Ivan Kozhedub Kharkiv National University of Air Force	Minutes No.19, 12 November 2020
20.	Humanities Institute of Ivan Cherniakhovsky National Defence University of Ukraine	Minutes No.3, 29 October 2020
21.	Military Institute for Tank Troops of National Technical University "Kharkiv Polytechnic Institute"	Minutes No.4, 09 November 2020
22.	Military Institute of Law, Yaroslav Mudryi National Law University	Minutes No.6, 11 November 2020
23.	The Hetman Petro Sahaidachniy National Ground Forces Academy	Minutes No.7, 09 November 2020
24.	Military Institute of Telecommunications and Information Technologies named after Heroes of Kruty	Minutes No.3, 10 November 2020
25.	The Foreign Intelligence Service Academy of Ukraine	Minutes No.11, 21 November 2020
26.	Institute of Department of State Guard of Ukraine, Taras Shevchenko National University of Kyiv	Minutes No.5, 12 November 2020
27.	National Academy of the Security Service of Ukraine	Minutes No.11, 08 December 2020
28.	National Guard Military Academy of Ukraine	Minutes No.25, 27 October 2020

Practical Edition

## **Guidelines on Integrating Gender Approaches in Training Specialists for the Security and Defence sector of Ukraine**

*Digital Version*

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