

V. Tokar,

Doctor of Economic Sciences, Professor, Professor of the Department of Software Engineering and Cybersecurity, State University of Trade and Economics

ORCID ID: <https://orcid.org/0000-0002-1879-5855>

I. Koval,

PhD in Economics, Associate Professor of Department of Economics

and Management, T. H. Shevchenko National University "Chernihiv Colegium"

ORCID ID: <https://orcid.org/0009-0006-9903-9977>

DOI: 10.32702/2306-6814.2025.11.26

GENDER EQUALITY AWARENESS AMONG STUDENTS OF EU AND UKRAINIAN UNIVERSITIES

В. В. Токар,

д. е. н., професор, професор кафедри інженерії програмного забезпечення та кібербезпеки, Державний торговельно-економічний університет

І. В. Коваль,

к. е. н., доцент кафедри економіки і управління,

Національний університет "Чернігівський колегіум" імені Т. Г. Шевченка

ОБІЗНАНІСТЬ ЩОДО ГЕНДЕРНОЇ РІВНОСТІ СЕРЕД СТУДЕНТІВ УНІВЕРСИТЕТІВ ЄС ТА УКРАЇНИ

The article explores gender equality awareness among university students in Ukraine and Poland by analyzing how male and female respondents rank the terminal value "Equality" among a set of 18 core human values. The study addresses the scientific problem of gender-based disparities in value formation during early adulthood and aims to uncover national and gender-specific trends in how equality is perceived. This research is situated within the broader discourse of democratic citizenship, social justice, and educational equity.

The study was conducted over three waves (2023–2025) using a quantitative survey-based design. A total of 250 valid responses were analyzed (180 from Ukraine and 70 from Poland). Respondents ranked terminal values in a forced-ranking format. Gender-specific averages, medians, and distribution patterns were compared using descriptive statistics and Welch's t-test to evaluate significance levels in group differences.

The results demonstrate that female students in both countries consistently assign greater importance to the value "Equality" than male students, with statistically significant differences observed in both national contexts. The findings highlight a robust gender gap in equality prioritization and reveal stronger polarization among Ukrainian males and tighter consensus among Polish females. These insights contribute to the understanding of gender socialization within higher education.

The study employed non-probability, convenience sampling, limiting the generalizability of the results. The research was also restricted to a small number of institutions, and non-binary gender identities were not included. Future research should incorporate more diverse institutions, employ stratified sampling, and adopt a longitudinal perspective.

Findings can inform policy interventions in gender-sensitive curricula and support inclusive educational environments by targeting value-based learning strategies across genders and regions.

This research offers a novel cross-national, value-ranking approach that extends beyond declarative knowledge of equality. It adds comparative empirical depth to the field by linking gender, values, and education within an EU-Eastern Partnership framework.

У статті розкрито обізнаність щодо гендерної рівності серед студентів університетів України та Польщі шляхом аналізу того, як респонденти чоловічої та жіночої статі ранжують цінність "Рівність" серед 18 термінальних цінностей. У дослідженні сфокусовано увагу на науковій проблемі гендерних відмінностей у формуванні цінностей на ранніх етапах дорослішання та має на меті виявити національні й гендерні особливості у сприйнятті рівності. Ця стаття інтегрується в ширший дискурс демократичного громадянства, соціальної справедливості та освітньої рівності.

Дослідження проводилося у три хвили (2023–2025 роки) з використанням кількісного дизайну на основі опитування. Було проаналізовано загалом 250 валідних анкет (180 з України та 70 з Польщі). Респонденти здійснювали ранжування термінальних цінностей. Гендерні середні значення, медіани та розподіли порівнювалися за допомогою описової статистики та *t*-критерію Вельча для визначення рівня значущості в міжгрупових відмінностях.

Результати засвідчують, що студентки обох країн стабільно надають цінності "Рівність" вищий пріоритет, ніж студенти чоловічої статі, причому у обох національних вибірках виявлено статистично значущі відмінності. Виявлено стійкий гендерний розрив у пріоритетизації рівності, а також вищу поляризацію оцінок серед українських чоловіків і більший консенсус серед польських жінок. Ці висновки поглиблюють розуміння гендерної соціалізації у вищій освіті.

У дослідженні було використано не випадкову, зручну вибірку, що обмежує можливість узагальнення результатів. Також було охоплено невелику кількість закладів освіти, і не враховано небінарні гендерні ідентичності. Майбутні дослідження повинні включати ширше коло закладів, використовувати стратифіковане вибіркове дослідження та мати довготривалий характер.

Отримані результати можуть бути використані для розробки політик у сфері гендерно-чутливих навчальних програм і підтримки інклюзивного освітнього середовища через акцент на ціннісно орієнтоване навчання для різних гендерів і регіонів.

Це дослідження пропонує новий транснаціональний підхід на основі ранжування цінностей, що виходить за межі декларативного знання про рівність. Воно додає порівняльну емпіричну глибину у сферу досліджень, пов'язуючи гендер, цінності та освіту в межах контексту ЄС та Східного партнерства.

Key words: EU, female empowerment, gender equality, Ukraine, university.

Ключові слова: ЄС, гендерна рівність, посилення прав і можливостей жінок, Україна, університет.

GENERAL STATEMENT OF THE PROBLEM AND ITS CONNECTION WITH IMPORTANT SCIENTIFIC OR PRACTICAL TASKS

Promoting gender equality is a cornerstone of the European Union's social and educational policy agenda. While legislative progress has established formal rights and protections, the awareness and internalization of equality as a personal value among university students remains uneven. Higher education institutions play a pivotal role in shaping these values, offering an ideal environment to investigate how future professionals engage with the concept of gender justice. Although a growing body of research has explored attitudes toward gender roles and equity in academic settings, comparative data on the prioritization of gender equality as a terminal value across different national contexts—especially between EU and Eastern Partnership countries—are limited. This study contributes to bridging this gap by analyzing how students from universities in Poland and Ukraine rank the value of "Equality" among a set of 18 terminal values.

The research was conducted as part of the project "European Female Empowerment for the Union of Equality" (EUFEUE), funded by the European Union under the ERASMUS-JMO-2022-HEI-TCH-RSCH call (topic: ERASMUS-JMO-2022-MODULE, project number 101077151), with the European Education and Culture Executive Agency (EACEA) as the granting authority. The project seeks to promote gender-sensitive academic discourse and enhance awareness among young Europeans. This study investigates the hypothesis that female students prioritize equality more strongly than male students, regardless of national affiliation. The results provide both novel empirical insights and practical

implications for shaping educational policy and designing gender-aware curricula across Europe and its neighboring regions.

ANALYSIS OF RECENT STUDIES AND PUBLICATIONS

Extensive scholarly work has explored gender equality in educational contexts, including institutional practices, legal frameworks, policy alignment with EU standards, and students' general attitudes toward inclusion and representation. For example, Condrón, Power, Mathew, and Lucey conduct a scoping review to map existing literature on gender equality training for students in higher education, identifying key content areas, delivery methods, and gaps in evaluation frameworks. They adopt the Theory of Change as their guiding framework and note the absence of leadership-focused content and inconsistent measurement of long-term impacts of training interventions [1]. The review is largely programmatic, focusing on structural aspects of training delivery rather than student value prioritization or the sociocultural factors influencing individual attitudes toward equality.

Kazakova and Bulhakova analyze the evolution and current challenges of the EU's gender policy implementation in Ukraine, focusing on both legislative integration and the social reality of gender inequality. The authors propose national educational initiatives and legal harmonization with EU standards to address persistent disparities, while highlighting financial and institutional limitations in Ukraine's policy enforcement [2, pp. 13–14]. The article falls short in addressing micro-level perspectives, particularly individual-level awareness and student value orientations.

Godara offers a comprehensive overview of global challenges and policy responses concerning gender equality in educational institutions presenting international case studies such as the Malala Fund and Girls' Education Challenge, emphasizing their impact on improving enrolment, reducing dropout rates, and promoting inclusive curricula [3, p. 1856]. The study does not include empirical data on student attitudes, nor does it examine value-based prioritization of equality among youth.

Lesnikova presents a comprehensive analysis of how developed countries structure gender-sensitive educational environments in vocational institutions, offering a roadmap for similar reforms in Ukraine. Special attention is paid to the role of leadership, institutional design, and public-private partnerships in reducing gender disparities in vocational education [4, pp. 35–36]. The article primarily focuses on institutional mechanisms and vocational pathways, offering limited engagement with the attitudinal or psychological dimensions of gender awareness.

Ibrahim, Suryadi, Darmawan, and Nurbayani conduct a bibliometric analysis of 370 Scopus-indexed publications to map global research trends in gender equality and cross-generational awareness within educational contexts. Their study identifies the evolution of key themes, highlights prolific countries (e.g., the U.S., U.K., and Australia), and classifies clusters of frequently co-occurring keywords such as "feminism," "social psychology," and "education" [5, pp. 119–120]. The study lacks depth of interpretive analysis and does not include empirical evidence of individual perceptions leaving unexplored the nuanced, context-specific perspectives of students, including their gender-differentiated prioritization of equality as a personal value.

Nikitina and Ishchenko explore gender disparities across Europe focusing on structural inequalities in education, research, and STEM employment. They provide a comparative overview of gender equality indices, highlight effective national strategies (e.g., Iceland's legislative reforms, Sweden's VINNOVA funding), and discuss how various European countries attempt to address imbalances through targeted policy instruments [6, pp. 156–157]. The article remains largely macro-structural, addressing institutional mechanisms and legislative best practices rather than individual awareness or subjective prioritization of equality.

Tenedero, Enguito, Ferrer, San Juan, Villacer, and Sicuan investigate student attitudes toward gender equality across academic, personal, and extracurricular domains, using a quantitative survey of 45 students from the Technological University of the Philippines. Their results show generally high levels of agreement with gender-inclusive values and practices, particularly in regard to equal academic performance, freedom from gender-based restrictions in extracurricular activities, and openness toward LGBTQ+ peers [7, p. 402]. However, the sample is small, non-random, and discipline-specific (limited to food technology), which restricts the generalizability of findings. More importantly, the study captures self-reported attitudes, not the relative prioritization of equality as a terminal value within a broader ethical hierarchy.

Kravchenko and Voitovska examine the legal and institutional framework governing gender equality in Ukraine, providing a detailed account of constitutional provisions, national legislation, international obligations, and implementation challenges. Their study emphasizes the significance of aligning domestic policies with European standards and underscores the necessity of gender budgeting, legal reform, and civil society engagement to achieve substantive equality [8, p. 24]. The work does not address how legal changes translate into shifts in youth values or behavioral norms within university environments.

Kovalenko analyzes the administrative and legal aspects of gender equality policy in the European Union and Ukraine with particular attention to law enforcement institutions. The article concludes with a set of principles for implementing gender policy through parity democracy, emphasizing equal participation and representation in public administration and policymaking processes [9, p. 93]. The study does not address how legal principles of gender equality are internalized by young people in academic environments, nor does it assess gender-based differences in attitudes or value hierarchies.

Nandi conducts an empirical study assessing the awareness of undergraduate and postgraduate students in West Bengal, India, regarding gender equality in education. The research, based on a sample of 480 respondents, uses a self-developed questionnaire and simple percentage analysis to determine levels of awareness [10, pp. 323–324]. The study does not explore how students rank equality among competing terminal values and is confined to a single Indian state using percentage-based interpretation without differentiating between male and female perceptions.

Protosavitska, Yara, and Kachur offer a multifaceted legal and sociological analysis of gender (in)equality in Ukraine before and during the full-scale Russian invasion using the social quality framework to assess gender disparities across sociopolitical, socioeconomic, and sociocultural dimensions. The authors emphasize the disruption caused by war and advocate for gender-sensitive reconstruction policy anchored in legal equality and human rights [11, pp. 39–40]. Despite mentioning youth among war-affected populations, the study does not disaggregate findings by age or educational background.

Lukianets-Shakhova, Ganus, Bryl, Nehoda, and Rega conduct a comparative study of gender policy implementation in Ukraine and the EU, combining survey data with Global Gender Gap indicators to assess legal progress, social perceptions, and policy alignment with European standards. Based on a survey of 2,720 respondents, the authors reveal broad support for formal gender equality (over 90% agreement), but also note persistent gaps in perceptions of discrimination, domestic labor division, and career opportunities [12, pp. 10–11]. The study emphasizes structural and declarative aspects of gender awareness (e.g., beliefs about leadership or stereotypes) rather than the relative prioritization of equality as a terminal value among youth.

Varych examines gender equality and associated challenges in Ukraine by analyzing current legal frameworks, global index positions, and sector-specific disparities in economic, political, and legal domains. The

article concludes that despite some legislative progress, Ukraine continues to face entrenched obstacles to achieving gender parity across social and institutional levels [13, pp. 62-63]. The author concentrates on macro-level policy analysis and statistical summaries without exploring subjective dimensions of gender equality awareness among students.

Suberviola Ovejas, Martinez Garcia, and Saenz de Jubera Ocon develop a comprehensive analytical model for studying university students' perceptions of gender equality. Drawing on a systematic PRISMA-guided review of 511 sources with 58 selected, they categorize gender equality into eight core dimensions: professional field, co-responsibility and work-life balance, education, health and emotions, culture and society, economy, gender-based violence, and freedom and autonomy [14, pp. 130—131]. The work remains theoretical, offering a strong conceptual base, yet leaving unexplored how gender equality ranks among other terminal values in student ethical frameworks across different cultural contexts.

Melnychenko investigates gender inequality in higher education leadership in Ukraine focusing on the underrepresentation of women in senior academic positions such as rectors and vice-rectors. The article concludes with recommendations, including gender training programs and the promotion of supportive institutional cultures [15, pp. 19-20]. While this study provides a grounded and insightful account of institutional gender disparities, its focus is primarily on structural barriers and leadership roles rather than the personal valuation of gender equality as a terminal value.

However, despite these contributions, there is a notable lack of comparative empirical research examining how students in different countries, particularly in Ukraine and EU universities, perceive and rank gender equality as a terminal value.

FORMULATION OF THE OBJECTIVES OF THE ARTICLE (TASK STATEMENT)

The article aims to examine gender equality awareness among university students in Ukraine and Poland identifying gender-based differences, comparing national trends, and offering evidence-based recommendations for enhancing gender-sensitive education policies within the broader European academic and civic space.

SUMMARY OF THE MAIN RESEARCH MATERIAL

The empirical data for this study were collected across three consecutive waves between 2023 and 2025. The research employed a structured online questionnaire, distributed via institutional channels and academic platforms. The questionnaire included a ranking exercise of 18 terminal values based on Rokeach's value system, with a particular focus on the value "Equality". Respondents were instructed to assign unique ranks from 1 (most important) to 18 (least important), allowing for a comparative analysis of value prioritization.

Participants were recruited using non-probability, convenience sampling, primarily involving university

Table 1. Gender-specific ranking of the terminal value "Equality" by Ukrainian university students

Gender	Sample size	Mean rank	Median rank	Maximum rank	Minimum rank	% below mean	% above mean
Female	129	9.05	8.0	1	17	57.36%	42.64%
Male	51	10.45	11.0	2	18	45.10%	54.90%

Source: elaborated by the authors based on the field study.

Table 2. Gender-specific ranking of the terminal value "Equality" by Polish university students

Gender	Sample size	Mean rank	Median rank	Maximum rank	Minimum rank	% below mean	% above mean
Female	50	8.0	8.0	3	13	60.0%	40.0%
Male	20	13.0	13.0	9	17	50.0%	50.0%

Source: elaborated by the authors based on the field study.

students from selected institutions in Ukraine and Poland. While this approach limits statistical representativeness, the sample was designed to ensure institutional, gender, and disciplinary diversity, thereby supporting valid cross-cultural insights into gender equality perceptions among youth in higher education.

All participants provided informed consent for participation and data processing, in compliance with ethical standards and, for EU students, in accordance with GDPR. While the sample does not reflect national proportions, its internal variance and inclusion of both male and female voices across multiple faculties allow for meaningful analytical generalizations in the academic and educational policy context.

In total, 180 valid responses were obtained from Ukraine and 70 from Poland, each comprising male and female participants aged between 18 and 42 years, predominantly studying in bachelors degree programs. Data collection included responses from students of State University of Trade and Economics (Kyiv, Ukraine), IT Step University (Lviv, Ukraine), Kyiv National University of Construction and Architecture (Kyiv, Ukraine), State University of Telecommunications (Kyiv, Ukraine), and University of Commerce and Services in Poznan (WSHIU, Poznan, Poland).

Table 1 indicates that female students in Ukraine assigned significantly higher importance to the value of equality, with a mean rank of 9.05 and a median of 8. This suggests a consistent prioritization of equality as a personal or societal goal. Male respondents, on the other hand, showed greater variability and a tendency toward deprioritization, with a higher mean rank (10.45) and a more dispersed distribution.

Table 2 shows that Polish female students demonstrated a strong orientation toward equality, with a mean and median rank of 8.0. Notably, their rankings were more condensed, indicating a shared prioritization. Male respondents in Poland showed a distinct downward shift in prioritization, with both the mean and median reaching 13.0 (five full ranks lower than their female peers).

To determine whether the differences in how male and female students ranked the terminal value "Equality" were statistically significant, independent-samples Welch's t-tests were applied to both national datasets. In the Polish sample, the test revealed a highly significant difference

between the groups. Female students at the Graduate School of Commerce and Services in Poznan assigned substantially lower (i.e., more important) ranks to the value of equality compared to their male peers. The mean rank for female respondents was 8.0, while for males it was 13.0, with both groups showing consistent median values. The p-value of 0.00001 ($p < 0.001$) confirms the robustness of this result.

In the Ukrainian sample, the t-test produced a statistic of 1.96 and a p-value of 0.053. Although this result does not meet the conventional threshold for statistical significance, it suggests a trend toward a gender-based difference in value prioritization. The data indicate that female students tend to rank equality as more important than male students, with the latter exhibiting a broader spread of responses, including both very high and very low rankings.

These statistical findings demonstrate that gender is a meaningful factor in shaping students' valuation of equality, although the degree of statistical certainty varies across national contexts. The Polish data show a strong and consistent pattern, while the Ukrainian data reflect a more nuanced and emerging divergence. Together, these results highlight the potential for national context, institutional culture, and sample characteristics to influence how gender equality is internalized and expressed by students in higher education settings.

A comparative analysis of the two national samples reveals several important trends. In both Ukraine and Poland, female students consistently assign higher importance to the value of equality than their male counterparts. This pattern reinforces the role of gender as a significant factor in the formation of social justice-oriented value systems within university populations.

Polish male students exhibit the lowest valuation of equality among all subgroups studied, with both their mean and median rankings substantially lower than those of Ukrainian males. This suggests a deeper level of detachment or reduced sensitivity to gender equality discourse within that group.

Notably, Ukrainian male students demonstrate greater polarization in their responses, with rankings more frequently appearing at both ends of the scale. Some view equality as a central value (ranking it as high as 2), while others place it among the least important (as low as 18). In contrast, Polish male respondents show a narrower, more clustered pattern, typically assigning equality mid-to-low levels of importance.

Across both national contexts, female respondents display a more unified valuation of equality, with responses concentrated around higher importance rankings. This coherence suggests a potential foundation for the development of targeted educational strategies and civic engagement initiatives that build on female students' predisposition toward equity and inclusion.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH IN THIS AREA

The findings of this study confirm that gender significantly influences the prioritization of equality among

university students in both Ukraine and Poland. Female students in both contexts consistently ranked the value of "Equality" as more important than their male peers, with statistically significant differences observed. This gendered divergence reflects not only personal attitudes but also deeper cultural and institutional factors that shape value formation. The value-added of this research lies in its novel methodological approach (ranking terminal values) and its cross-national comparative scope, offering actionable insights for universities and policymakers. From a policy perspective, the results support the integration of gender-sensitive content into educational curricula, particularly in male-dominated disciplines. Universities are encouraged to implement targeted awareness programs that engage all genders in dialogue on equity and inclusion. Future research should expand the geographic scope, include non-binary perspectives, and explore longitudinal changes in value perception across different academic stages and disciplines.

Literature:

1. Condrón, C., Power, M., Mathew, M., Lucey, S. (2023). Gender equality training for students in higher education: A scoping review protocol. *JMIR Research Protocols*. URL: <https://doi.org/10.2196/preprints.60061> (date of access: 22.03.2025).
2. Kazakova, N., Bulhakova, O. (2021). Gender policy of the European Union in Ukraine: new trends and constant challenges. *The Journal of V. N. Karazin Kharkiv National University. Series: International Relations. Economics. Country Studies. Tourism*, vol. 13. URL: <https://doi.org/10.26565/2310-9513-2021-13-01> (date of access: 22.03.2025).
3. Godara, A. K. (2024). Gender equality in educational institutions. *International Journal of Science and Research Archive*, vol. 13 (1), pp. 1849—1857. URL: <https://doi.org/10.30574/ijrsra.2024.13.1.1801> (date of access: 22.03.2025).
4. Lesnikova, M. V. (2022). Gender-sensitive educational environment in vocational education institutions: Experience of developed countries and opportunities for Ukraine. *Educational Analytics of Ukraine*, vol. 3 (19), pp. 26—40. URL: <https://doi.org/10.32987/2617-8532-2022-3-26-40> (date of access: 22.03.2025).
5. Ibrahim, I. M., Suryadi, K., Darmawan, C., Nurbayani, S. (2024). Knowledge Map of Gender Equality in Cross-generational Awareness for Education: A Bibliometric Approach. *KnE Social Sciences*, vol. 9 (19), pp. 112—123. URL: <https://doi.org/10.18502/kss.v9i19.16483> (date of access: 22.03.2025).
6. Nikitina, I., Ishchenko, T. (2023). Overcoming gender disparities. *Baltic Journal of Legal and Social Sciences*, vol. 4, pp. 152—157. URL: <https://doi.org/10.30525/2592-8813-2022-4-18> (date of access: 22.03.2025).
7. Tenedero, C. J., Enguito, G., Ferrer, M. K., San Juan, E., Villacer, H., Sicuan, S. R. (2024). Students' attitude complexities in gender equality: Examining its perception. *International Journal of Education & Curriculum Application*, vol. 7 (3), pp. 395—403. URL: <https://doi.org/10.31764/ijeca.v7i3.27545> (date of access: 22.03.2025).

8. Kravchenko, O., Voitovska, A. (2023). Gender equality in Ukraine: Analysis of the regulatory and legal framework. *Social Work and Education*, vol. 11 (2), pp. 15—25. URL: [https://doi.org/10.31499/2618-0715.2\(11\).-2023.291832](https://doi.org/10.31499/2618-0715.2(11).-2023.291832) (date of access: 22.03.2025).

9. Kovalenko, Y. (2023). Problematic issues of gender equality in the European Union: Administrative and legal aspect. *Visegrad Journal on Human Rights*, vol. 6, pp. 90—94. URL: <https://doi.org/10.61345/1339-7915.-2023.6.15> (date of access: 22.03.2025).

10. Nandi, A. (2023). Awareness of students towards gender equality in education. *International Journal of Applied Research*, vol. 9 (7), pp. 320—324. URL: <https://doi.org/10.22271/allresearch.2023.v9.i7e.11131> (date of access: 22.03.2025).

11. Protosavitska, L., Yara, O., Kachur, V. (2023). Gender (in)equality in Ukraine: Legal regulation as a guarantee for implementation. *International Journal of Social Quality*, vol. 13 (2), pp. 25—43. URL: <https://doi.org/10.3167/IJSQ.2023.130203> (date of access: 22.03.2025).

12. Lukianets-Shakhova, V., Ganus, L., Bryl, K., Nehoda, Y., Rega, I. (2023). The Gender Policy of Ukraine: Considering the EU Experience. *Revista De Gestao Social E Ambiental*, vol. 17 (4), pp. e03403. URL: <https://doi.org/10.24857/rgsa.v17n4-030> (date of access: 22.03.2025).

13. Varych, D. (2022). Gender equality and gender issues in Ukraine. *The Journal of V.N. Karazin Kharkiv National University. Issues of Political Science*, vol. 42, pp. 58—64. URL: <https://doi.org/10.26565/2220-8089-2022-42-09> (date of access: 22.03.2025).

14. Suberviola Ovejas, I., Martinez Garcia, A., Saenz de Jubera Ocon, M. (2024). Perception of gender equality among university students: An analytical model. *Educational Administration: Theory and Practice*, vol. 30 (10), pp. 126—138. URL: <https://doi.org/10.53555/kuey.v30i10.7902> (date of access: 22.03.2025).

15. Melnychenko, O. (2024). Gender inequality of women in education or why women are underrepresented in leadership positions? *Continuing Professional Education: Theory and Practice*, vol. 78 (1), pp. 15—23. URL: <https://doi.org/10.28925/1609-8595.2024.1.2> (date of access: 22.03.2025).

References

1. Condron, C., Power, M., Mathew, M. and Lucey, S. (2023), "Gender equality training for students in higher education: A scoping review protocol", *JMIR Research Protocols*, [Online]. <https://doi.org/10.2196/preprints.60061>.

2. Kazakova, N. and Bulhakova, O. (2021), "Gender policy of the European Union in Ukraine: new trends and constant challenges", *The Journal of V. N. Karazin Kharkiv National University. Series: International Relations. Economics. Country Studies. Tourism*, [Online], vol. 13. <https://doi.org/10.26565/2310-9513-2021-13-01>.

3. Godara, A. K. (2024), "Gender equality in educational institutions", *International Journal of Science and Research Archive*, [Online], vol. 13 (1), pp. 1849—1857. <https://doi.org/10.30574/ijrsra.2024.13.1.1801>.

4. Lesnikova, M. V. (2022), "Gender-sensitive educational environment in vocational education institutions:

Experience of developed countries and opportunities for Ukraine", *Educational Analytics of Ukraine*, [Online], vol. 3 (19), pp. 26—40. <https://doi.org/10.32987/2617-8532-2022-3-26-40>.

5. Ibrahim, I. M., Suryadi, K., Darmawan, C. and Nurbayani, S. (2024), "Knowledge Map of Gender Equality in Cross-generational Awareness for Education: A Bibliometric Approach", *KnE Social Sciences*, [Online], vol. 9 (19), pp. 112—123. <https://doi.org/10.18502/kss.v9i19.16483>.

6. Nikitina, I. and Ishchenko, T. (2023), "Overcoming gender disparities", *Baltic Journal of Legal and Social Sciences*, [Online], vol. 4, pp. 152—157. <https://doi.org/10.30525/2592-8813-2022-4-18>.

7. Tenedero, C. J., Enguito, G., Ferrer, M. K., San Juan, E., Villacer, H. and Sicuan, S. R. (2024), "Students' attitude complexities in gender equality: Examining its perception", *International Journal of Education & Curriculum Application*, [Online], vol. 7 (3), pp. 395—403. <https://doi.org/10.31764/ijeca.v7i3.27545>.

8. Kravchenko, O. and Voitovska, A. (2023), "Gender equality in Ukraine: Analysis of the regulatory and legal framework", *Social Work and Education*, [Online], vol. 11 (2), pp. 15—25. [https://doi.org/10.31499/2618-0715.2\(11\).2023.291832](https://doi.org/10.31499/2618-0715.2(11).2023.291832).

9. Kovalenko, Y. (2023), "Problematic issues of gender equality in the European Union: Administrative and legal aspect", *Visegrad Journal on Human Rights*, [Online], vol. 6, pp. 90—94. <https://doi.org/10.61345/1339-7915.2023.6.15>.

10. Nandi, A. (2023), "Awareness of students towards gender equality in education", *International Journal of Applied Research*, [Online], vol. 9 (7), pp. 320—324. <https://doi.org/10.22271/allresearch.2023.v9.i7e.11131>.

11. Protosavitska, L., Yara, O. and Kachur, V. (2023), "Gender (in)equality in Ukraine: Legal regulation as a guarantee for implementation", *International Journal of Social Quality*, [Online], vol. 13 (2), pp. 25—43. <https://doi.org/10.3167/IJSQ.2023.130203>.

12. Lukianets-Shakhova, V., Ganus, L., Bryl, K., Nehoda, Y. and Rega, I. (2023), "The Gender Policy of Ukraine: Considering the EU Experience", *Revista De Gestao Social E Ambiental*, [Online], vol. 17 (4), pp. e03403. <https://doi.org/10.24857/rgsa.v17n4-030>.

13. Varych, D. (2022), "Gender equality and gender issues in Ukraine", *The Journal of V.N. Karazin Kharkiv National University. Issues of Political Science*, [Online], vol. 42, pp. 58—64. <https://doi.org/10.26565/2220-8089-2022-42-09>.

14. Suberviola Ovejas, I., Martinez Garcia, A. and Saenz de Jubera Ocon, M. (2024), "Perception of gender equality among university students: An analytical model", *Educational Administration: Theory and Practice*, [Online], vol. 30 (10), pp. 126—138. <https://doi.org/10.53555/kuey.v30i10.7902>.

15. Melnychenko, O. (2024), "Gender inequality of women in education or why women are underrepresented in leadership positions?", *Continuing Professional Education: Theory and Practice*, [Online], vol. 78 (1), pp. 15—23. <https://doi.org/10.28925/1609-8595.2024.1.2>.

Стаття надійшла до редакції 25.05.2025 р.