

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

Table 4

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

Answers	number of people	%
1. Yes, I do. It's natural.	29	17
2. No, I don't. Everything depends on upbringing and skills.	20	11
3. Yes, I do. Because it is effective.	41	24
4. Everyone has to do what he/she is good at.	71	42

We may conclude that about one third of the respondents consider such a division of men and women to be effective according to the profession and (17%) of the interviewed students agreed with the statement that it is natural. A very small percentage of respondents (11%) did not agree with the proposed statement that both sexes are prone to different professions. They believe the fact that the main thing in choosing a profession is upbringing and skills. These questions demonstrate the stereotypicality about the profession by almost half of respondents (students agreed that men and women's professions have been divided into society, this is natural and effective for their functioning). The other half of students (42%) believe that everyone has to do what he/she is good at. Therefore they do not share the idea that profession depends on the gender.

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

Table 5

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

Answers	number of people	%
1. Too lenient attitude towards women / girls.	25	14
2. Too lenient attitude towards men / boys.	13	7
3. Obstacles to the career advancement of women.	21	12
4. Obstacles to the career advancement of men.	10	6
5. The inaccessibility for you, both for a woman or a man (specific).	2	1
6. Additional informal duties (to help physically).	18	10
7. Manifestation of sexism (contemptuous jokes / attitudes, courtship, harassment).	17	10
8. Other manifestations of difference in relation to women and men (specific).	-	-
9. I haven't noticed.	36	21

These questions have shown that more attentive attitude in the work is characteristic for both sexes. Respondents notice more attentive attitude for women/girls (14%) and only (7%) men/boys. There are obstacles to the career advancement of women (12%) versus (6%) of men. About 10% of the respondents (17 students) noticed signs of sexism (contemptuous jokes or attitudes, courtship, harassment). Approximately 18 respondents (10%) claim that they have had informal duties during the work or studying process (to help physically). The results show that about 26% of respondents have been faced with sexism and sex discrimination problems. The alarming fact is that one fifth of the polled responded positively to the manifestations of

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

A questionnaire of teachers (both male and female). Having analysed the similar answers of teachers, we may conclude. Only half of the respondents are concerned about equal opportunities for men and women. This causes some precaution, especially if you notice that 84% of the respondents are women. For 28% of respondents these issues are not important. It is obviously that 20% of respondents have not yet thought about equal opportunities for men and women. About half of the teacher's respondents believe that all household chores should be done together or that everyone has to do what he/she is good at (40% of the answers). The positive sign is that 64% of respondents believe that both a woman and a husband can be a leader and an executor. Although 24% of respondents indicate that women do not have enough time due to their family responsibilities. Other teachers (12%) believe that a man is the best manager because of psychological and physical features. Half of the respondents (50%) tend to believe that every person, regardless of sex, has to do what he/she is good at. However, almost 44% of respondents believe that women and men are prone to different professions and this is more effective.

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

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

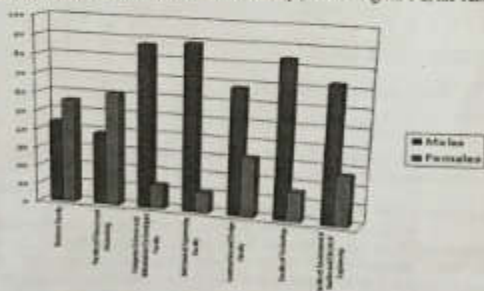


Diagram 1. The distribution of full-time students (I-V courses) at Lutsk NTU by gender in different faculties dated March 2015.

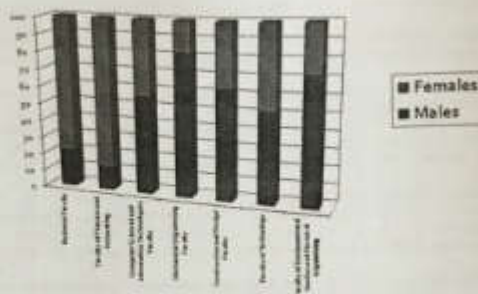


Diagram 2. The distribution of the teaching staff of Luts'k National Technical University by gender in different faculties dated March 2013

Administration of Luts'k NTU by gender dated 2013

Table 6

females	males	together	
2	3	5	Administration of Luts'k NTU
25	22	45	Scientific council of Luts'k NTU
8	7	15	Student Council of Luts'k National Technical University
2	1	3	Directors of Separate Structural Divisions
4	4	8	Deans of the faculties of Luts'k NTU (7 faculties, Faculty of training specialists)
34	21	55	Heads of departments of Luts'k National Technical University
2	3	5	Heads of specialized academic councils
94	94	188	Tutors
119	121	240	Monitors of student groups

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

- the ratio of men and women at leadership positions at the university is based on the principle of parity, that is rather an exception for technical universities;
- in general, the gender distribution of the teaching staff in 35 departments is close to parity (298 people, including 201 men and women – 197). Although it contrasts sharply at individual chairs and faculties where the overwhelming majority is male or female;
- gender disparity where a predominance of males is characteristic feature of five faculties. The ratio of male students to female students is 89% to 11% at Mechanical Engineering Faculty, 87% to 13% at Computer Sciences and Information Technologies Faculty, 84% to 16% at Faculty of Technology, 73% to 27% at Faculty of Environmental Studies and Electrical Engineering and 68% to 32% at Construction and Design Faculty;
- the situation is different at two faculties of economic specialties where we can see a gender equality or slender advantage of the female sex. Thus, 56% of girls and 44% of boys are

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

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

- the analysis of respondents' answers showed that most respondents are interested in gender issues and consider them important. Almost 50 % of the polled students expressed a stereotypical vision of the family roles distribution. One third of students (38%) agreed that the lack of time due to family responsibilities prevented a woman from reaching a career progression. A very small percentage of students (2%) believe that these roles can be exchanged.

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

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

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

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

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

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

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

Recommendations for the target groups of the university:

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

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

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

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

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

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

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

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