

INTRODUCING THE PRINCIPLES OF GENDER EQUALITY IN THE EDUCATIONAL PROCESS OF TRAINING SPECIALISTS FOR THE SECURITY AND DEFENSE SECTOR

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INTRODUCTION

The global goal of achieving gender equality, including ending all forms of discrimination against women and girls and ensuring their security, is central to achieving the Sustainable Development Goals (DAVID, ALBERT, VIZMANOS, 2018). The Women, Peace and Security Agenda (WPS) was formally adopted by UN Security Council Resolution 1325 in October 2000 (BADOO, 2013). In 18 paragraphs of the resolution, the Council called for increased participation of women in decision-making at the national, regional and international levels; their continued participation in peacekeeping, field operations, mission consultations and peace negotiations; increase funding and other support to ensure women's participation in UN bodies (KIRBY, SHEPHERD, 2016). The development of state gender policy in the field of defense requires strengthening the capacity of education and the development of a high level of gender competence to overcome prejudices and stereotypes about women. This requires providing access to knowledge on issues in this area and the development of information skills to different target groups, skills to overcome barriers to stereotypical rejection of women in the field of security and defense. In addition, the educational process should include the development of defense and security specializations that are most conducive to the development of women's abilities: conflict resolution, peaceful negotiation, mediation and cooperation. Educational training programs should be aimed at strengthening the abilities and skills of women.

The introduction of the principles of gender equality in the educational process should lead to a more effective consideration of gender equality issues. In the process of obtaining education, exchanging knowledge and experience, students question the generally formed beliefs and attitudes about the role and opportunities of women in the security and defense sector. There is an acquisition of skills to perform official and functional duties based on the use of a gender approach. Gender education in a broad sense is seen as a process of studying the set of relations between men and women in society. This process involves the study of culture, traditions, informal and formal norms, which are determined by the position and status of men and women in society. The introduction of gender approaches in the educational process requires the integration of specially designed courses, subjects, disciplines for the study of gender issues. The main problem in teaching is the existing prejudices and stereotypes that lead to the formation of a distorted attitude towards women servicemen, which contributes to discrimination, violence (psychological and sexual) against future professionals. The purpose

of the article is to form guidelines for the implementation of the principles of gender equality in the educational process of training for the security and defense sector.

LITERATURE REVIEW

In the scientific literature, the issue of implementing the principles of gender equality in the educational process of training specialists for the security and defense sector is partially considered in the context of the following topics: government policy on gender equality in education; the role of women in the security and defense sector; security sector reform based on the principle of gender equality; penetration of the concept of gender equality in education; the role of vocational education and training to promote the integration of women into male-dominated jobs (ISMAIL, YAHYA, SANADI, 2020; HUGGINS, RANDELL, 2007; UNTERHALTER, 2007; RISTOSKA, 2017).

The implementation of gender equality in education depends on government policy and legislative initiatives (KLEIN, 2016). For example, the use of gender-neutral training programs and their funding can stimulate women's participation in the security and defense sector (ROSE, 2015; ROSE, 2016). Kitada, Harada (2019) concludes that the role of vocational education and training (VET) is important before and after employment, with a view to the sustainable use of women as human resources to remove barriers of the women inclusion in the transport sector, it is advisable to revise the institutional organization of VET and introduce gender issues in education, to include in lifelong learning programs. Women in the security and defense sector are identified as victims of conflicts, including military ones, in EU and UN policy. On the other hand, women are seen as peacemakers, and there is a close direct link between gender equality and peace (WOOD, RAMIREZ, 2018). The EU emphasizes empowering women in the security sector and provides them with more resources to support EU peacekeeping missions (MUEHLENHOFF, 2017). The EU has a key role to play in ensuring formal equality in the security and defense sector.

Security-sector reform programs are guided by the principle of gender equality and the elimination of discrimination against women (GORDON, WELCH, ROOS, 2015). In the security and defense sector, gender discrimination is a particularly acute problem, which begins in the educational process of training specialists for this sector. Therefore, reform programs should include gender mainstreaming in education. In the private sector, the issue of gender equality has its own characteristics. For example, women executives from aerospace and defense companies called collaboration, inclusiveness, and networking key elements in the career success of gender-independent women. The transition of women to leadership positions in these sectors is constrained by professional and personal barriers, including a lack of support to balance family and career needs (GANDHI, 2009).

At the end of the 19th century, the first movements in Europe to uphold the legal rights of women arose, which largely demanded the right of women to work, vote and access education. The gradual acquisition and generalization of these rights during the twentieth century has refocused gender equality initiatives in new areas, including economics and political representation (MATARRANZ, RAMÍREZ, 2018). Throughout the XXI century, despite social progress, the actual level of gender equality in Europe continues to attract the attention and interest of scholars and politicians. This interest covers the field of education at the national, international and supranational levels, which demonstrates the clear development of educational policy on equality. As education is the biggest driver of social change, this trend can be seen as the best reflection of the protection of equality between women and men.

A review of the scientific literature indicates a lack of research on the methodological foundations of gender equality in the educational process of training for the security and defense sector. In addition, there are no studies of the main problems and components of the methodology of implementing the concept in the educational process. Thus, it is considered appropriate to analyze trends, problems of educational policy to implement the principles of gender equality, which penetrates from European countries to developing countries.

METHODOLOGY

This article uses a qualitative and quantitative research methodology based on the analysis of statistical data on women's participation in training programs of military educational institutions of Ukraine, women's participation in peacekeeping operations, the number of

women in the Armed Forces of Ukraine (hereinafter - the Armed Forces). Qualitative methodology provided for the use of a systematic approach to the formation of a methodology for implementing the principles of gender equality in the educational process of training for the security and defense sector. The systems approach provided consideration of the principles in the context of: 1) the competence of the entities that ensure the implementation of the gender approach; 2) methods of teaching disciplines and courses, or integration of individual components into the discipline to eliminate gender perception of information; 3) methods of overcoming stereotypes and prejudices, which is integrated into the methods of teaching disciplines and courses as separate elements of the correct presentation of information to students, which contributes to objectivism and the elimination of gender attitudes.

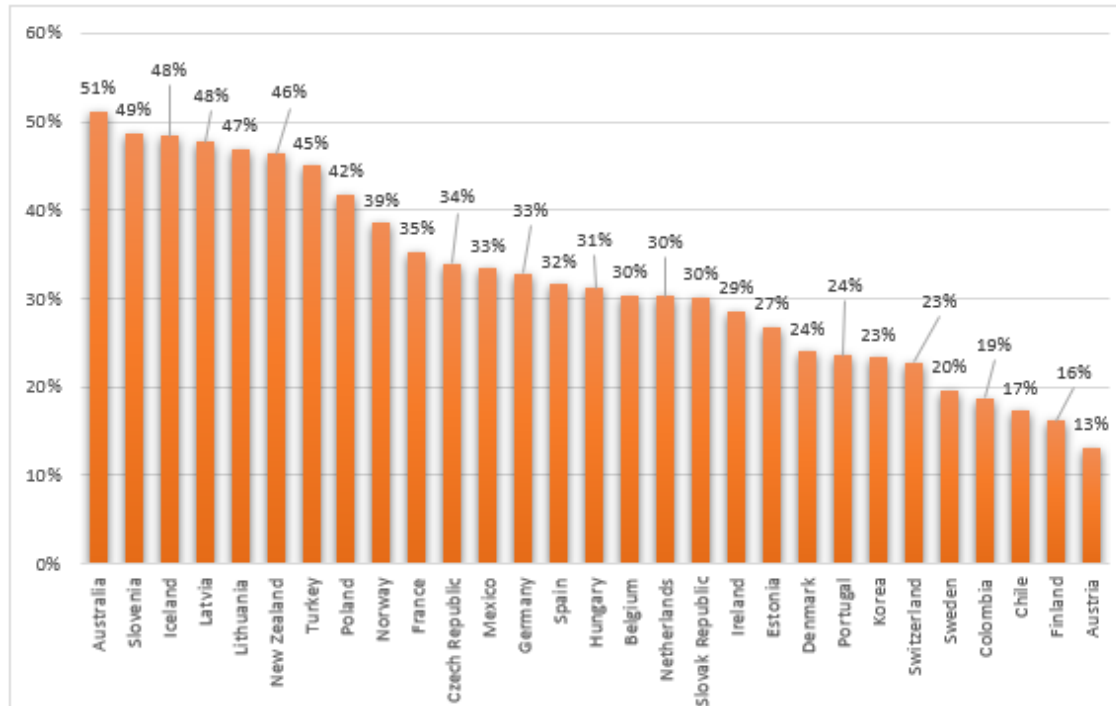
RESULTS

Gender bias against female soldiers has a negative effect on the process of integrating them into the activities of combat units, which became possible after the decision was made at the legislative level to provide women with equal opportunities to master the vast majority of military specialties. Many service members are wary of this decision, believing that it could reduce the combat readiness of units, physical training standards, increase the number of accusations of sexual harassment, and destroy the culture of "male" unity, the corporate nature of the military organization. The introduction of the principles of gender equality in the educational process of training specialists for the security and defense sector should take into account the problems faced by society in this sector. This study analyzes the problems of the security and defense sector and the opportunities of women in this sector. The consequences of the negative impact of gender stereotypes that lead to such errors in teaching can be divided as follows:

1. Language problems: use of gender-biased language in the teaching process; introduction of terms, comparisons, analogies and metaphors that are incomprehensible to all present at the lesson; unintentional inclusion of "sexisms" in the teacher's lexicon.
2. Challenges in performance appraisal: despite the fact that women are ahead of men in the vast majority of subjects worldwide, self-assessment is shifted towards men who study; availability of different criteria for evaluating the activities of women and men during their work in the classroom. Impartial assessment can have a negative impact on the training of officers in the future, which can negatively affect their careers and contribute to the negative image of a higher military educational institution (any free sector of the security and defense sector).
3. Problems of access to teachers and educational resources: during the organization and conduct of extracurricular activities less attention is paid to cadets (students) who are less active in the classroom, which negatively affects their self-esteem; those cadets who are more able to communicate with their teachers during classes also have more opportunities to turn to teachers outside the classroom for help in such issues as identifying subject specialists in educational tasks, search. Obviously, the personal differences between students and teachers play a role in these situations. Inevitably, students who have more in common with the teacher get better opportunities to develop closer relationships.

In general, the Armed Forces currently employs 23% of women, of whom 11% are women service members. The share of women serving in the United Forces (UF) is 10% of the total number of military personnel involved. Gender issues are included in various programs in military schools, as according to the results of the 2019 admission campaign, almost 17% of entrants are women. In 2018, the percentage of women was twice lower. For comparison, the highest share of women in the field of security training in Australia - 51%, Slovenia - 49%, Ireland and Latvia - 48%, Lithuania - 47%, New Zealand - 46%, Turkey - 45%.

Figure 1. The share of women in education in the field of security services in different countries, 2018



Source: OECD (2021).

The attitude of women to men who receive education in the field of "security services" differs significantly in different countries (Table 1). For example, in Austria the figure is 0.12 for 2013-2018, in Belgium - 0.4, in the Czech Republic - 0.53, in Finland - 0.15. The average for European countries was 0.59, in terms of OECD countries - 0.71.

Table 1. Dynamics of the attitude of women to men who receive education in the field of "security services"

	2013	2014	2015	2016	2017	2018	Average	Standard deviation
Australia	1.45	1.47	0.86	0.94	0.99	1.05	1.13	0.26
Austria	0.08	0.06	0.13	0.15	0.17	0.15	0.12	0.04
Belgium	0.38	0.39	0.41	0.44	0.42	0.44	0.41	0.02
Chile	0.79	0.83	0.83	0.19	0.18	0.21	0.50	0.34
Czech Republic	0.45	0.53	0.57	0.57	0.53	0.51	0.53	0.04
Denmark	0.23	0.28	0.33	0.35	0.36	0.32	0.31	0.05
Estonia	0.25	0.28	0.31	0.30	0.38	0.37	0.31	0.05
Finland	0.11	0.11	0.12	0.16	0.19	0.19	0.15	0.04
France	0.48	0.45	0.34	0.22	0.63	0.55	0.45	0.15
Germany	0.49	0.51	0.48	0.47	0.48	0.49	0.49	0.01
Hungary	0.60	0.61	0.62	0.66	0.43	0.45	0.56	0.10
Ireland	1.11	0.30	0.57	0.43	0.40	0.40	0.54	0.30
Korea	0.23	0.24	0.25	0.27	0.29	0.30	0.26	0.03
Latvia	0.70	0.69	1.22	0.65	1.02	0.92	0.86	0.23
Lithuania	0.56	0.70	0.79	0.92	1.05	0.88	0.82	0.17
Mexico	0.35	0.39	0.37	0.40	0.63	0.50	0.44	0.11
Netherlands	0.23	0.25	0.29	0.34	0.38	0.43	0.32	0.08
New Zealand	0.18	0.24	0.12	0.34	0.63	0.87	0.39	0.29
Norway	0.50	0.41	0.49	0.51	0.55	0.63	0.51	0.07
Poland	0.73	0.77	0.78	0.76	0.75	0.72	0.75	0.02
Portugal	0.20	0.19	0.19	0.23	0.26	0.31	0.23	0.05
Slovak Republic	0.49	0.47	0.44	0.42	0.41	0.43	0.44	0.03
Slovenia	1.10	0.97	1.14	0.90	0.96	0.95	1.00	0.09
Spain	0.45	0.45	0.57	0.59	0.54	0.46	0.51	0.06
Sweden	0.26	0.25	0.28	0.26	0.26	0.25	0.26	0.01
Switzerland	0.31	0.24	0.39	0.41	0.28	0.29	0.32	0.06
Turkey	0.06	0.13	0.16	0.17	0.82	0.82	0.36	0.36
United States	0.79	0.78	0.78	0.77	0.82	0.82	0.79	0.02
OECD - Europe	0.58	0.58	0.63	0.59	0.58	0.58	0.59	0.02
OECD - Total	0.69	0.71	0.70	0.68	0.72	0.72	0.71	0.02
Average	0.48	0.46	0.49	0.46	0.53	0.53	-	-
Standard deviation	0.34	0.31	0.30	0.24	0.27	0.26	-	-

Source: calculated by the author based on the OECD (2021).

In 2019, for the first time, girls were given the opportunity to study in military lyceums. The number of women participating in international peacekeeping operations is 5%. Security and defense schools are working hard to educate the next generation on tolerance, respect for human rights, gender equality and non-discrimination. Gender mainstreaming is often seen as a non-priority in higher education institutions of the security and defense sector of Ukraine, and management staff often do not have a minimum gender competence. As a result, this results in a lack of political will and economic support, and gender equality policy remains peripheral. The gender perspective is usually defined by the management of the educational institution as a project that should be implemented through extracurricular activities by the units responsible for the implementation of gender issues in the educational institution.

Proposals to expand the curriculum and create new gender courses are generally perceived as illegal interference in the affairs of faculties and as unacceptable reform in certain areas (such as "exact" sciences and military subjects). Major reforms are largely limited to changes in personnel policy (admission of more female students, cadets and professors), rather than gender mainstreaming. In Ukraine, the main goals of implementing the principles of gender equality in the educational process of higher education institutions in the security and defense sector can be considered:

- raising awareness and understanding of gender equality issues and related concepts, language, provisions of international and domestic law;
- support for changes in behavior and attitudes towards gender equality;
- capacity building and organization of processes necessary for the formation of a more gender-responsive organizational culture;
- providing participants with the skills needed to properly ensure the effective integration of gender equality issues at all stages of the gender competence cycle, thereby expanding the core efforts of higher education institutions and their capacity to achieve key gender goals;
- promoting the integration of gender equality issues into educational programs;
- promoting gender equality in the security and defense sector of Ukraine.

For a systematic understanding of the issues and ways to implement the principles of gender equality in the educational process of higher education institutions in the security and defense sector of Ukraine, it is also important to take into account the pervasiveness of the gender component. Therefore, it is necessary to assess the impact on women and men of any planned actions, including legislation and policies in the field of education at all levels, so that women and men on an equal footing can reap the benefits of these actions. Higher education institutions and training centers of the Ministry of Internal Affairs are actively working to develop a network of gender advisers for the methodological and scientific direction of the policy of equal rights and opportunities for women and men in the educational process of educational institutions in the security sector. Currently, 6 of the 7 higher education institutions under the Ministry of Internal Affairs have appointed gender advisers, to whom the Ministry of Internal Affairs provides methodological and practical support in the implementation of activities.

The staff of the Ministry of Internal Affairs of Ukraine, the National Police of Ukraine, the National Guard of Ukraine, and the State Migration Service of Ukraine have created responsible structural units for gender issues, which simplifies coordination and interaction between all bodies of the system on gender policy and has a positive impact on timely and effective implementation of the tasks assigned to the bodies. On behalf of the Minister of Internal Affairs, the functional responsibilities of heads of departments at all levels in the staff, bodies, institutions and agencies belonging to the Ministry of Internal Affairs of Ukraine have been amended to ensure the principle of equal rights and opportunities for women and men. It is a powerful tool for strengthening the rights and opportunities of women and men in the bodies of the Ministry of Internal Affairs and ensuring that they promote the combination of family and professional responsibilities.

Gender mainstreaming in the curricula of higher education institutions in the security sector is one of the components of the methodology for implementing the concept of gender equality. In order to ensure a systematic approach to the introduction of gender issues in the curricula of higher education institutions (hereinafter - HSE) of the security and defense sector, as well as compliance with international norms and standards on gender equality under the auspices of the Government of Ukraine, the project "Implementation of gender component in higher education institutions" within the framework of the National Action Plan for the Implementation of the UN Security Council Resolution 1325 "Women, Peace, Security" on Integrated Gender Mainstreaming in the Curricula of the Security and Defense Sector. The project involves ten higher education institutions in the security and defense sector, six of which train specialists for further work in the security sector. The pilot project consists of three stages:

1. Assessment of the institutional mechanism of HEIs to take into account gender components.
2. Assessment of the state of gender integration in the HEIs.
3. Identify opportunities and provide recommendations.

The third stage of the pilot project is currently underway. The scientific and pedagogical staff of the HEIs of the Security and Defense Sector is completing the development of methodological recommendations, which will further serve as a roadmap for all other educational institutions.

Within the framework of the Project it is planned to develop training programs on gender mainstreaming in peacebuilding, mediation, civil-military cooperation and conflict prevention and to take these topics into account when developing and approving training programs for MIA, NMU and CEB universities, advanced training programs.

The share of higher education institutions of the Ministry of Internal Affairs, NMU and CEB that included gender aspects of peacebuilding, mediation, civil-military cooperation and conflict prevention (including police work during mass protests) in training programs is 50%. Training materials meet international standards and best practices. 75% of cadets/students are aware of gender aspects in the processes of peace building, civil-military cooperation, and mediation and conflict prevention. According to the results of the interdepartmental work, we can confidently say about the systemic successes in the implementation of the National Action Plan for the implementation of Resolution 1325:

- women serve in the Armed Forces of Ukraine on an equal footing with men, including in officer positions;
- the number of positions for which female servicemen are now allowed to increase has increased significantly;
- equal access to military ranks is provided;
- girls have access to military education at all levels, including military and naval lyceums;
- The institution of gender advisers and gender contact persons in the Armed Forces of Ukraine and the structures of the Ministry of Internal Affairs of Ukraine is gradually developing and strengthening.

An important component of the methodology for implementing the principles of gender equality should be the development of competence of all subjects of the educational environment. Gender competence can be divided into three components:

1. Expert competence.
2. Methodical competence.
3. Social competence.

Gender competence should include knowledge of gender policy and gender policy strategies; knowledge of tools and practice of applying the gender approach in practice; development of skills in the use of gender as a social category, which encourages the actions of all employees

of the organization or personnel of the unit. The need to acquire gender competence is a mandatory component not only in terms of professional development and personal development, but also in terms of functioning and its interaction in society.

It is expedient to develop and teach training courses on gender issues in higher education institutions. Examples of such courses are: "Introduction to Gender Studies", "Gender Relations in Ukraine: Sociological Analysis", "Gender and Economics", "Gender and Politics", "Gender and Security and Defense", "Sociological Analysis of Deviant Behavior" etc. However, in most cases, higher education courses in the security and defense sector do not teach specialized courses on gender issues. The issues are mostly partially represented in the disciplines of jurisprudence, political science, psychology, pedagogy, sociology, philosophy, etc.

DISCUSSION

Institutional and personnel conditions ensure overcoming the problems of gender equality. The formation of institutional conditions depends on global, national and local policies to implement the principles of gender equality (UNTERHALTER, 2005). This study shows how the formation of institutional conditions through national policy can be ensured on the example of the proposed methodology of concept implementation. Despite a favorable political environment, a number of social and institutional barriers continue to prevent girls and young women from pursuing higher education in the security and defense sector, as well as ensuring the same level of success as men in the learning process. The prioritization of science and technology in security and defense education policy may contribute to the further exclusion of female students unless additional measures are taken to promote women's participation in these areas. Addressing gender equality in the education system with a focus on improving girls' learning outcomes and outcomes is crucial to achieving the goals of women's protection in the country (HUGGINS, RANDELL, 2007).

The security needs of women and men need to be taken into account, often addressing their different perspectives, stereotypes and prejudices. This is achieved through equal participation of both men and women in decision-making processes, in the formation and implementation of policies based on mutual enrichment of knowledge about gender equality and their differences. An important element of this approach is the creation of conditions that lead to an increase in the number of women in security and defense facilities. Increasing the number of women in public research institutions allows enriching the formulation of security and defense policy with new experience, knowledge, interests and needs of both women and men. In this way, institutions will be more effective in responding to different security needs. Integrating the principles of gender equality can change the perception of the military as an institution, which is mainly engaged in violence and hostilities, in a system aimed at building peace and security. However, for this to happen, security sector reform processes must take into account the gender dimension both in terms of rules and procedures and in terms of organizational culture (RISTOSKA, 2017).

CONCLUSION

This study proposes a methodology for implementing the principles of gender equality in the educational process of training for the security and defense sector. The methodology includes the following main components: 1. Identification of gender stereotypes in the educational institution that cause problems of gender equality (language problems, in assessing performance, access to teachers and educational resources). 2. Expansion of the curriculum and creation of new gender courses based on the methodology of teaching gender issues and integration of elements into different courses. Gender mainstreaming in the curricula of higher education institutions in the security sector is one of the components of the methodology for implementing the concept of gender equality. 3. Development of a network of gender advisers for the methodological and scientific direction of the policy of equal rights and opportunities for women and men in the educational process of educational institutions in the security sector. 4. Development of competence of all subjects of educational environment (expert, methodical and social).

Further research into the implementation of the concept of gender equality should be aimed at identifying the effectiveness of the implementation of the developed methodology.

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Introducing the principles of gender equality in the educational process of training specialists for the security and defense sector

Introdução os princípios da igualdade de gênero no processo educacional de especialistas em formação para o setor de segurança e defesa

Introducción de los principios de igualdad de género en el proceso educativo de formación de especialistas para el sector de la seguridad y la defensa

Resumo

A introdução de abordagens de gênero no processo educacional exige a integração de cursos, disciplinas, disciplinas especialmente desenhadas para o estudo de questões de gênero. O objetivo do artigo é formar diretrizes para a implementação dos princípios da igualdade de gênero no processo educativo de formação para o setor de segurança e defesa. A metodologia inclui os seguintes componentes principais: 1. Identificação de estereótipos de gênero na instituição de ensino; 2. Ampliação do currículo e criação de novos cursos de gênero a partir da metodologia de ensino de questões de gênero e integração de elementos em diferentes cursos; 3. Desenvolvimento de uma rede de conselheiros de gênero para a direção metodológica e científica da política de igualdade de direitos e oportunidades para as mulheres e; 4. Desenvolvimento de competência de todos os sujeitos do ambiente educacional (especialista, metódico e social).

Palavras-chave: Igualdade de gênero na segurança e defesa. Estereótipos de gênero na educação. Discriminação de gênero na educação.

Abstract

The introduction of gender approaches in the educational process requires the integration of specially designed courses, subjects, disciplines for the study of gender issues. The purpose of the article is to form guidelines for the implementation of the principles of gender equality in the educational process of training for the security and defense sector. The methodology includes the following main components: 1. Identification of gender stereotypes in the educational institution; 2. Expansion of the curriculum and creation of new gender courses based on the methodology of teaching gender issues and integration of elements into different courses; 3. Development of a network of gender advisers for the methodological and scientific direction of the policy of equal rights and opportunities for women and; 4. Development of competence of all subjects of educational environment (expert, methodical and social).

Keywords: Gender equality in security and defense. Gender stereotypes in education. Gender discrimination in education.

Resumen

La introducción de enfoques de género en el proceso educativo requiere la integración de cursos, asignaturas y disciplinas especialmente diseñados para el estudio de las cuestiones de género. El propósito del artículo es formar directrices para la implementación de los principios de igualdad de género en el proceso educativo de capacitación para el sector de seguridad y defensa. La metodología incluye los siguientes componentes principales: 1. Identificación de estereotipos de género en la institución educativa; 2. Ampliación del currículo y creación de nuevos cursos de género basados en la metodología de enseñanza de las cuestiones de género e integración de elementos en diferentes cursos; 3. Desarrollo de una red de asesores en cuestiones de género para la dirección metodológica y científica de la política de igualdad de derechos y oportunidades para las mujeres y; 4. Desarrollo de la competencia de todas las asignaturas del entorno educativo (experto, metódico y social).

Palabras-clave: Igualdad de género en seguridad y defensa. Estereotipos de género en la educación. Discriminación de género en la educación.