

Gender Equality and Social Inclusion in Ukrainian Schools



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Gender Equality and Social Inclusion in Ukrainian Schools

Introduction	4
Background: A Sweden–Ukraine Partnership	5
Report Structure	6
Gender Equality and Social Inclusion in Teaching	9
Sweden	10
Ukraine	14
Methodological Framework	22
Factors Influencing Educational Socialisation: External, Internal, and Individual	23
Contextual Factors	24
Internal School Factors	25
Individual Factors	26
Multidimensional Process	27
Research Framework Outline	29
Future Collaboration	40
Concluding Remarks	43

Introduction

Ukraine's education system is currently operating under extraordinary pressure. Schools must continue delivering education despite the challenges of the full-scale war, while ongoing education reforms place additional demands on teachers, students, school leaders, and parents.

Looking ahead, the system will also need to support the reintegration of children whose education has been profoundly disrupted. This includes those who have been displaced and forced to attend school away from their home communities, as well as students whose learning has been affected by teacher shortages, prolonged periods of online instruction, and other wartime challenges. It also includes children who have lived and studied in temporarily occupied territories, as well as those who have been abducted by Russia. Ensuring that all of these children can successfully reintegrate into the Ukrainian education system will be a critical future task.

In these circumstances, promoting gender-sensitive and inclusive education may appear less urgent than addressing immediate challenges. However, meaningful and sustainable educational reform requires a comprehensive approach in which gender equality and social inclusion remain integral priorities. This is particularly important not only in the light of Ukraine's ongoing education reforms, but also its

broader European integration process, where alignment with EU values and standards places increasing emphasis on equality, inclusion, and non-discrimination.



Teachers play a central role in translating these principles into everyday classroom practice, yet there is still limited knowledge of how gender-sensitive and inclusive teaching is implemented and experienced in Ukrainian schools. Drawing on the GENEQ-UKRAINE project (2025–2026), this policy brief explores methodological approaches to studying these issues, highlighting considerations that may have broader relevance for future research and policy development.

BACKGROUND: A SWEDEN–UKRAINE PARTNERSHIP

In early 2025, the Cedos Think Tank (Centre for Society Research, Kyiv) approached Södertörn University in Stockholm with a proposal to develop a joint project on gender equality and social inclusion in Ukrainian schools. The initiative aimed to establish a Swedish–Ukrainian partnership for an application to the Swedish Institute’s Ukraine Cooperation Programme, which supports collaborative projects involving academic and non-academic organisations in Sweden and Ukraine. Following a successful application, the Swedish Institute awarded the research team seed funding in late 2025.

The collaboration formally commenced under the title Empowering Educators for Gender Equality and Social Inclusion in Ukrainian Schools (GENEQ-UKRAINE). From Södertörn University, the project has involved Joakim

Ekman and Linda Ekström; and from Cedos, participants have included Anastasiia Bobrova together with Cedos analysts Tetiana Zheriobkina and Viktoriia Odusanvo. The project has had three overarching objectives:

- To develop a methodological framework for researching the implementation of gender-sensitive and inclusive teaching practices in Ukrainian schools, as well as identifying key research challenges.
- To strengthen collaboration between Cedos and Södertörn University through joint knowledge-exchange activities, including online seminars and a study visit to Sweden.
- To establish a framework for a larger collaborative research project (2026 and onwards).

REPORT STRUCTURE

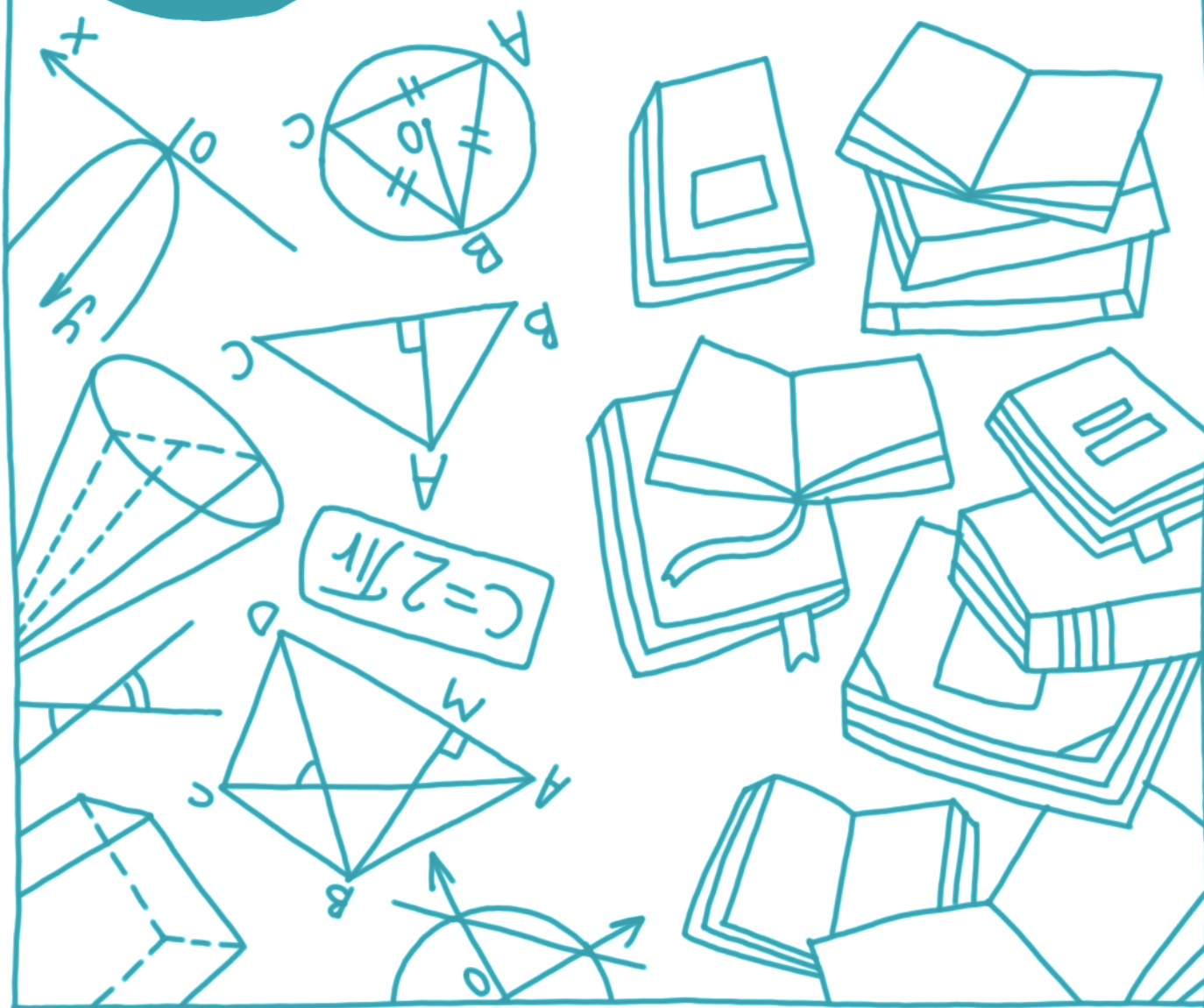
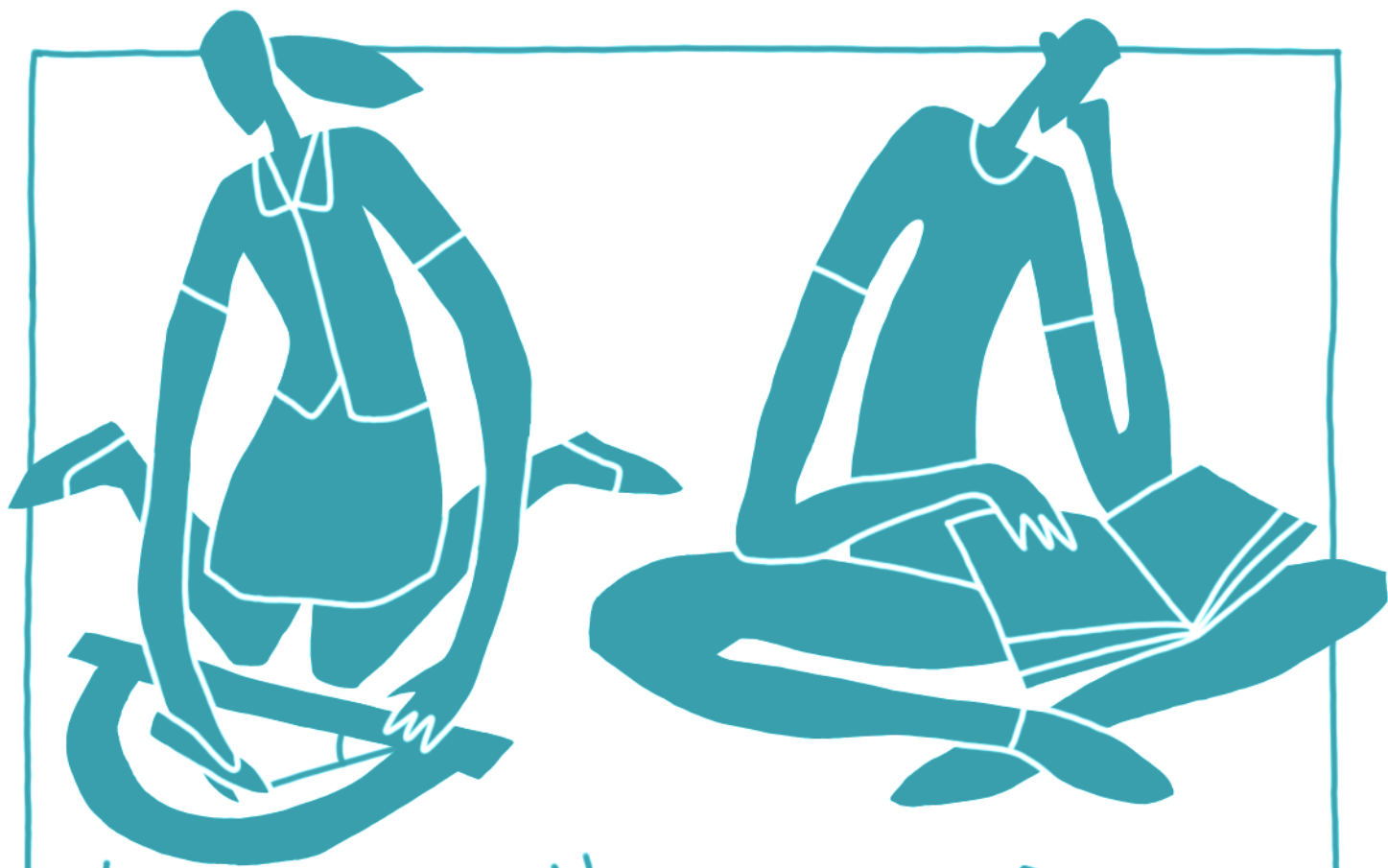
The present report is structured as follows: The next two sections provide an overview of the current situation in Sweden and Ukraine regarding their primary and secondary education systems, with particular attention to issues of gender inclusiveness and social equality. We then introduce the proposed research framework, drawing on experiences, evaluations, and existing research from schools in both countries to identify factors that may contribute to the successful implementation of gender-sensitive and inclusive teaching practices. In the next-to-final section, we outline plans for the continuation of the project and, in the final section, offer preliminary recommendations for future policy development.

The next-to-final section also reflects on how, during the course of the present project, the scope and ambitions of the collaboration have expanded. While the initial

aim was to explore how experiences from Sweden could contribute to the development of gender-sensitive and socially inclusive teaching practices in Ukrainian schools, the partnership has increasingly highlighted the importance of mutual learning and exchange. Ukrainian educators and researchers have developed extensive knowledge and practical strategies for maintaining educational continuity, supporting students' well-being, and fostering inclusive learning environments under conditions of war and prolonged crisis. These experiences are highly relevant not only for Ukraine's future reconstruction efforts but also for education systems across Europe that increasingly face challenges related to uncertainty, displacement, social inequalities, and societal change.

Looking ahead, the partnership is open to further development through the involvement of additional European and international actors who can contribute relevant knowledge, experiences, and perspectives. Such an expanded network may strengthen comparative learning and create new opportunities for research cooperation, capacity-building, and policy development.

Thus, the project should not be understood as a one-way transfer of knowledge from one education system to another. Rather, it represents a collaborative process in which partners from different contexts contribute expertise, experiences, and perspectives. Lessons from Sweden regarding institutional approaches to gender equality and inclusion may inform ongoing reform efforts in Ukraine, while lessons from Ukraine regarding educational resilience, teacher adaptation, and the role of schools in times of crisis may provide valuable insights for Sweden and other European countries. The continued development of this partnership therefore offers an opportunity to deepen the understanding of how schools can promote equality and inclusion, not only in stable contexts but also in situations marked by profound social and political disruption.



Gender Equality and Social Inclusion in Teaching

SWEDEN

Gender equality is a central and explicit objective of the education system in Sweden, embedded in both legislation and pedagogical practice. Schools are not only expected to provide equal access to education, but also to actively promote equality between girls and boys and to challenge traditional gender norms. This ambition reflects a broader societal goal: that education should contribute to a more gender-equal society by influencing students' opportunities, aspirations, and self-understanding from an early age. In formal terms, Sweden has largely achieved equality of access: girls and boys attend the same schools, follow the same national curriculum, and are entitled to the same support.¹

At the same time, Swedish policy emphasises that equality is not only about access, but also about conditions and outcomes. Research and official reports show persistent differences: girls generally achieve higher grades, while boys, on average, perform less well academically; meanwhile, girls report higher levels of stress and pressure related to school.² These patterns are already visible in lower secondary school (years 7–9) and continue into

¹ Swedish National Agency for Education. (2024). *Curriculum for Compulsory School, Preschool Class and School-Age Educare — Lgr22*. <https://www.skolverket.se/publikationer?id=13128>; Government Offices of Sweden. (2018). *Sub-target 3: Gender-equal education*. <https://www.government.se/articles/2018/01/sub-target-3-gender-equitable-education/>

² Swedish National Agency for Education. (2024). *Official statistics on compulsory school*. <https://www.skolverket.se>; Public Health Agency of Sweden. (2024). *School-aged Children's Health Behaviour (HBSC) in Sweden*. <https://www.folkhalsomyndigheten.se>

upper secondary education, where students choose between academic and vocational programmes. These choices remain strongly gendered: girls are more likely to pick social and care-oriented fields, while boys tend to choose technical or vocational tracks, thus contributing to gender divisions later in working life.³



A distinctive feature of the Swedish approach is that gender equality is not treated as a separate subject, but as something integrated into everyday teaching practice. Teachers are encouraged to reflect critically on their own expectations and behaviour in the classroom, since subtle differences in attention, feedback, or encouragement can reinforce gender norms. One common practice is to vary teaching methods (combining lectures, discussions, and group work) to ensure that different students have equal opportunities to participate and succeed. Teachers are also advised to monitor group dynamics carefully, for example by ensuring that boys and girls take on equally active roles in collaborative work rather than falling into stereotypical patterns.⁴

More specifically, research highlights several concrete teaching strategies used in Swedish classrooms. One widely used approach is to actively examine gender stereotypes through discussion and analysis. Students may, for example, analyse advertisements, films, or social media to identify how gender roles are portrayed, followed by classroom debates or role-play exercises. Such activities aim to make students aware of how norms influence their own choices, including future study and career paths. Another strategy is to broaden students' perspectives by presenting non-traditional examples (for instance, highlighting

³ Government Offices of Sweden. (2018). *Sub-target 3: Gender-equal education*. <https://www.government.se/articles/2018/01/sub-target-3-gender-equitable-education/>; Statistics Sweden. (2024). *Upper secondary education: Students by programme and sex*. <https://www.scb.se>

⁴ Swedish National Agency for Education. (2024). *Curriculum for Compulsory School, Preschool Class and School-Age Educare — Lgr22*. <https://www.skolverket.se/publikationer?id=13128>

female engineers or male nurses) thereby challenging assumptions about which subjects or professions “belong” to which gender.⁵

Teachers also work deliberately to strengthen students’ self-confidence across gender lines. This can involve explicitly challenging beliefs such as “boys are naturally better at mathematics” or “girls are better at languages,” and emphasising instead that ability develops through effort and practice. In addition, giving students influence over their learning, such as allowing choice in topics or formats of assessment, can help counteract unequal participation and support a more inclusive classroom environment. Structured guidance is another important tool: by clearly organising tasks and expectations, teachers can reduce the impact of social norms that might otherwise discourage certain students, particularly boys, from fully engaging in schoolwork.⁶

In upper secondary school, these pedagogical efforts are complemented by guidance practices aimed at influencing students’ educational choices. Career counselling and subject teaching often include discussions about gender patterns in the labour market, encouraging students to consider less traditional paths. Despite these efforts, however, strongly gendered patterns persist, suggesting that schools operate within broader social structures that are not easily transformed by education alone.⁷

In summary, Sweden’s school system combines a strong formal commitment to gender equality with a pedagogical approach that seeks to embed this principle in daily classroom practice. While equality in access has largely been achieved, differences in academic outcomes,

⁵ Wernersson, I. (2015). “Gender and education in Sweden”, in *Education in Sweden*. Routledge.

⁶ Swedish Institute for Educational Research. (2023). *Teaching for gender equality: A systematic review*. <https://www.skolfi.se>

⁷ OECD, *Education at a Glance 2020: OECD Indicators*. (2020). Paris: OECD Publishing; Swedish Higher Education Authority. (2023). *Higher Education in Sweden 2023: Status Report*. Stockholm.

wellbeing, and educational choices remain. The Swedish case therefore illustrates both the possibilities and the limits of using education as a tool for social change: schools can actively challenge gender norms, but they do not operate in isolation from the wider society in which those norms are formed and sustained.

Alongside gender equality, social inclusion is another important dimension of Swedish educational policy, particularly in relation to students with immigrant family backgrounds. Sweden has a relatively diverse school population, and schools are expected to provide equal opportunities for all students regardless of ethnic background, language, or family origin. However, research shows that students with immigrant backgrounds may face barriers that affect their educational experiences and outcomes. These barriers are not only related to socioeconomic differences but can also include experiences of discrimination, negative stereotypes, and lower expectations from parts of society. Such experiences may influence students' sense of belonging and their relationship with school.⁸

Similarly to approaches used in gender equality work, Swedish schools increasingly emphasise inclusive teaching practices that aim to challenge stereotypes and reduce unequal treatment. Teachers are encouraged to recognise and address implicit biases, ensure that all students' experiences and identities are represented in classroom materials, and create learning environments where diversity is viewed as a resource rather than a problem. For example, teachers may use literature, history, and social studies materials that include perspectives from different cultural backgrounds, while classroom discussions can be used to examine issues such as racism,

⁸ Bunar, S. (2010). *State Schooling and Ethnic Relations in Sweden: Understanding the Success and Failure of Immigrant Students*. New York: Palgrave Macmillan; Swedish National Agency for Education. (2023). *Education in Sweden: The Swedish School System and Current Challenges*, Stockholm.

migration, and discrimination. These practices aim not only to support students with immigrant backgrounds but also to develop all students' ability to understand and respect social diversity.⁹

In this sense, strategies for promoting social inclusion resemble those used to advance gender equality: both involve questioning taken-for-granted assumptions, making inequalities visible, and actively creating opportunities for equal participation. By encouraging critical reflection and open dialogue, schools can help counter negative representations of immigrants in Swedish society and strengthen students' sense of belonging. However, as with gender equality, education alone cannot eliminate broader social inequalities. Schools can challenge prejudice and provide more inclusive environments, but they remain connected to wider social structures that influence students' opportunities and experiences.

UKRAINE



Non-discriminatory and gender-sensitive education has been a topic of interest for Ukrainian policymakers in the past decade. Various initiatives, strategies, and legislation involving both domestic and international stakeholders have been established to ensure that Ukrainian educational institutions can make steady, significant progress in implementing inclusive principles.

It is important to note that for Ukraine, the journey towards gender equality began on 24 August 1991, when the Act of Declaration of Independence of Ukraine was signed. Before that, Ukrainian education policies were defined by the USSR.

⁹ Swedish National Agency for Education. (2022). *Curriculum for the Compulsory School, Preschool Class and School-Age Educare (Lgr22)*, Stockholm; Bunar, S. (2015). *Education, Migration and Diversity in the Swedish Context*, Stockholm: Swedish Research Institute for Migration, Ethnicity and Society.

In the Soviet Union, women were perceived through the lens of a “working mother” and all the restrictions and duties that came with this label. While various feminist movements existed in Ukraine during the late 19th and throughout the 20th centuries, true progress in developing gender-sensitive policies and in working towards establishing an inclusive education system began after Ukraine regained independence.¹⁰

Since 1991, Ukraine has achieved several milestones in leaving the Soviet past behind and laying the foundation for a gender-sensitive and inclusive society. Corresponding laws have been passed, including the Law on Ensuring Equal Rights and Opportunities for Women and Men, first implemented in 2005, which condemned gender discrimination and gender-based violence,¹¹ as well as several iterations of the State Program for the Establishment of Gender Equality in Ukrainian Society. In 2012, a Law on the Principles of Prevention and Counteracting Discrimination in Ukraine was passed to ensure that no person or group of people could be harassed or face unjust treatment based on their sex, religion, ethnic or social origin, skin colour, disability, or other features.¹²

However, as inclusion-oriented policymaking started to gain momentum, Ukraine faced yet another threat to its independence and democratic development in 2014, when Russia annexed Crimea and started the Russian-Ukrainian war. The war introduced new challenges for Ukraine’s institutional development.

¹⁰ Martsenyuk, T. (2023). “Towards gender equality in the Ukrainian society”, in O. Palko, & MF Gil (eds.), *Ukraine's Many Faces: Land, People, and Culture Revisited* (pp. 345–356). Transcript Publishing House. <https://doi.org/10.1515/9783839466643-034>

¹¹ Verkhovna Rada of Ukraine. (2005). *On Ensuring Equal Rights and Opportunities for Women and Men*. Official Website of the Parliament of Ukraine. <https://zakon.rada.gov.ua/laws/show/2866-15#Text>

¹² Verkhovna Rada of Ukraine. (2012). *On the Principles of Prevention and Counteracting Discrimination in Ukraine*. Official Website of the Parliament of Ukraine. <https://zakon.rada.gov.ua/laws/show/5207-17?lang=en#Text>

Children and teenagers who remained in the temporarily occupied hromadas¹³ were cut off from the Ukrainian education system and their Ukrainian identities, and they had to continue studying according to the Russian curriculum and in the Russian language. Schools located in territories close to the battle lines were under constant threat of destruction, and the education system bore the economic and social toll of the war.¹⁴

Despite this, Ukraine continued to work on creating a solid foundation for an inclusive and gender-sensitive education system. In 2015, a working group on gender equality policy and combating discrimination in education was established under the Ministry of Education and Science of Ukraine.¹⁵ As part of its work, the group developed the theoretical and methodological foundations for anti-discrimination examination of textbooks and launched its implementation. Within a few years, anti-discrimination examination of textbooks became mandatory for all textbooks before publication.¹⁶ In 2017, the principles of non-discriminatory access to education were cemented in the Law on Education, which stated that everyone must have access to the education process.¹⁷

Another major step towards building an inclusive and gender-sensitive environment was taken when the concept for the New Ukrainian School (Нова українська школа, НУШ) was approved by order of the Cabinet

¹³ Territorial hromada (територіальна громада) is a local community.

¹⁴ Свідомі, & Вовк, К. (2024). *Десять класів в окупації. Освіта на тимчасово окупованих територіях з 2014 року*. <https://svidomi.in.ua/page/desiat-klasiv-v-okupatsii-osvita-na-tymchasovo-okupovanykh-terytoriakh-z-2014-roku>

¹⁵ Ministry of Education and Science of Ukraine. (2015). *On the establishment of a working group on gender equality policy and combating discrimination in education*. Official Website of the Parliament of Ukraine. <https://zakon.rada.gov.ua/rada/show/v0713729-15?lang=en#Text>

¹⁶ Єдиний веб-портал органів виконавчої влади України. (2018). *МОН пояснює, для чого потрібна антидискримінаційна експертиза підручників*. Урядовий портал. <https://www.kmu.gov.ua/news/mon-poyasnyuye-dlya-chogo-potribna-antidiskriminacijna-ekspertiza-pidruchnikiv>

¹⁷ Verkhovna Rada of Ukraine. (2017). *On education*. Official Website of the Parliament of Ukraine. <https://zakon.rada.gov.ua/laws/show/2145-19?lang=en#Text>

of Ministers. This reform covered the transition to a 12-year general secondary education cycle, as well as the curricular changes required to improve the quality of education and strengthen the school institution. The key principles of the New Ukrainian School include building students' civic and social awareness alongside hard skills and subject-based competencies, as well as developing inclusive education principles.¹⁸ In 2017, the first 143 schools in Ukraine became a pilot project. Since then, the education system in Ukraine has been remodelled to accommodate the planned implementation of the New Ukrainian School programme for upper secondary school in 2027.

After the reform was launched, the Ministry of Education and Science of Ukraine planned a series of monitoring research projects to track the progress of the New Ukrainian School. The first wave concluded in 2020 and targeted the administrations and teachers of the schools selected as a pilot group for reform implementation. Based on respondents' replies, the reform helped improve the learning process for both teachers and students and integrate parents as education system stakeholders. In addition, the report noted that the COVID-19 pandemic became an obstacle to the reform's implementation.¹⁹ Later, in 2024, the Ukrainian Centre for Educational Quality Assessment (UCEQA) published a report that included pupils who completed grades 1-4 with the New Ukrainian School programme. UCEQA stated that amid the crises created by COVID-19 and the full-scale Russian invasion, it was implausible to fully assess the progress of the New Ukrainian School reform, as both factors negatively impacted the learning process. However, while it was too early to judge its effectiveness, some positive

¹⁸ Ministry of Education and Science of Ukraine. (2016). *The New Ukrainian School*. <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/Book-EN.pdf>

¹⁹ Міністерство освіти і науки України & ДНУ «Інститут освітньої аналітики». (2020). *Дослідження щодо стану реалізації НУШ в пілотних закладах освіти*. https://iea.gov.ua/wp-content/uploads/2020/12/Pilot_NUS_Report_2020.pdf

trends had been observed compared to previous years. At the same time, the report showed that there was already room for improvement, specifically with the approach to mathematics.²⁰

Consolidating previous policies and initiatives, the Strategy for the Implementation of Gender Equality in Education by 2030 and Approval of the Operational Plan of Measures for 2022–2024 for Its Implementation was adopted in 2022.²¹ The strategy highlighted the main issues Ukraine needed to address in order to successfully implement gender equality as a constant within the education system. This includes:

- The feminisation of the education sector (with women accounting for more than 78% of employees).
- A clear decline in the number of women as career progression increases.
- A lack of statistical data on gender equality, and the presence of ‘hidden’ forms of discrimination in some teaching materials.
- The existence of cases of gender stereotypes being spread by teaching staff.

The Strategy outlines a set of steps and initiatives to address these challenges, to be implemented by 2030.

²⁰ Український центр оцінювання якості освіти, Лісова, Т., Бичко, Г., Терещенко, В., Горох, В., Нікитчук, А., Мазорчук, М., & Вакуленко, Т. (2025). *Звіт про результати третього циклу загальнодержавного зовнішнього моніторингу якості початкової освіти 2024 р.: у 2-х частинах. Частина I. Навчання в кризових умовах: читацька, математична та природничо-наукова компетентності випускників початкової школи*. https://testportal.gov.ua/wp-content/uploads/2025/04/Zvit-ZZMYAPO-2024.-CHastyna-I_na-sajt.pdf

²¹ Cabinet of Ministers of Ukraine. *On approval of the Strategy for the Implementation of Gender Equality in Education until 2030 and Approval of the Operational Plan of Measures for 2022–2024 for Its Implementation*. Order 1163-p. December 20, 2022. <https://zakon.rada.gov.ua/laws/show/1163-2022-%D1%80#Text>

Despite the way the Ukrainian education system has found a way to continue its development under duress, the progress was once again hindered by the Russian full-scale invasion. According to the data published by the Ministry of Education and Science of Ukraine since 2022, over 4,500 educational institutions have been damaged, and close to 400 have been completely destroyed.²² Due to safety concerns, schools are forced to continue with online or hybrid learning, which aggravates the knowledge loss and digital divide that emerged during the COVID-19 pandemic.

The economic toll of war has made some advances and initiatives impossible, and the psychological effects of living under the stress of war negatively affect children's ability to study. Children from vulnerable groups (such as girls, children from refugee families, poor households, children with disabilities) face even more obstacles due to the strain put on the education system.²³

Some children in vulnerable circumstances remain invisible (such as children whose parents have been enlisted into the military) or face negative effects from an intersection of their vulnerabilities, for example, when a poor household becomes a refugee household as well. Along with students, teachers and school administration face new challenges. Teachers, for instance, often have additional roles placed on them, such as having to provide psychological support to their students while facing burnout and an extra workload.²⁴ Many teachers have stated that they needed extra training and additional information on topics such as effective teaching methods and modern approaches to teaching, and nearly half reported a lack of knowledge

²² Education in Emergency. (2026). *Освіта під загрозою*. <https://saveschools.in.ua/en/>

²³ Save the Children Ukraine, & Yamin, A. (2025). *"We can rebuild schools, but not childhoods": Education under Fire in Ukraine (2014–2025)* — Save the Children's Resource Centre. Save the Children's Resource Centre. <https://resourcecentre.savethechildren.net/document/we-can-rebuild-schools-but-not-childhoods-education-under-fire-in-ukraine-2014-2025>

²⁴ Cedos, Когут, І., & Назаренко, Ю. (2024). *Умови праці вчитель_ок: вплив повномасштабної війни*. Cedos. https://cedos.org.ua/researches/umovy-praczi-vchytel_ok-vplyv-povnomasshtabnoyi-vijny/

about mental health. Some teachers have also indicated that there is a lack of specialists with knowledge of the cultures and languages needed to teach students from ethnic minorities.²⁵ At the same time, the number of teachers declines each year due to demographic changes, migration, low salaries, and the low prestige of the teaching profession overall. In 2025, Serhiy Babak, the chairman of the Verkhovna Rada Committee on Education, Science and Innovation, stated that only 228,000 teachers were de facto involved in the education process (as of 2025), which was 19.7% fewer than 10 years ago. The number of teachers below the age of 30 has also decreased by half, while the number of teachers older than 60 has increased.²⁶ An insufficient number of staff in schools and unfavourable working conditions are detrimental when it comes to teachers' effectiveness, especially when working within the principles of inclusive education.²⁷ Therefore, giving due attention to teachers' working conditions is an integral part of predicting how effective the implementation of gender-sensitive and inclusive education will be.



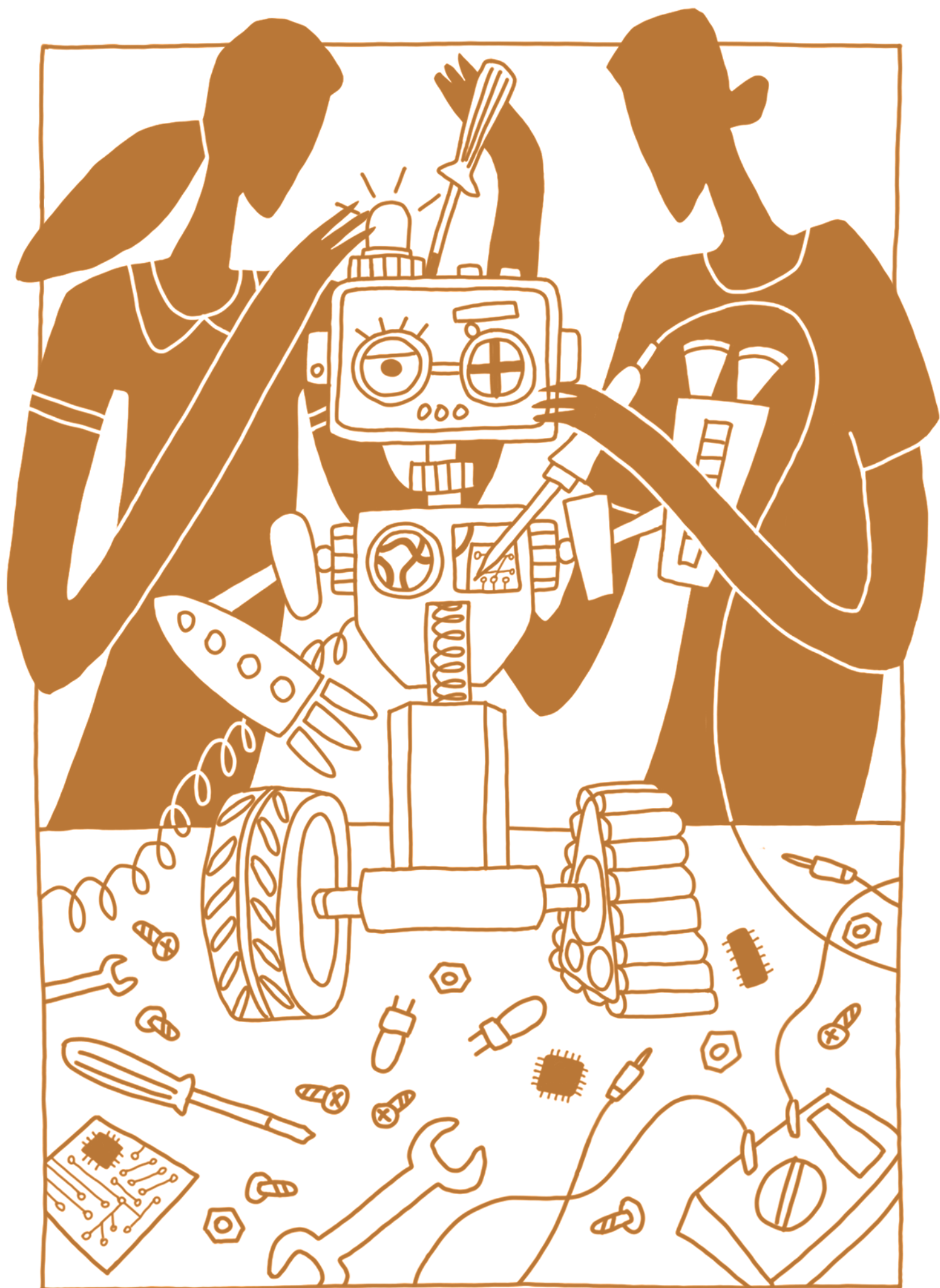
Currently, the Ukrainian education system is operating amid a polycrisis.²⁸ This creates the misconception that there are issues more pressing than continuing to build on policies dedicated to gender-sensitive and inclusive education. However, a comprehensive approach remains crucial for well-balanced development. Therefore, the Ukrainian education system needs to search for ways to keep gender-sensitive education as part of its agenda even during wartime.

²⁵ Громадська спілка «Освіторія» & Дослідницька агенція Fama. (2024). *Вчителі України: кадровий потенціал*. Освіторія. https://nushub.org.ua/wp-content/uploads/2024/11/osvitoriya_zvit_web.the.pdf

²⁶ Українська правда, & Шурмакевич, В. (2025, October 14). *Бабак: За 10 років кількість молодих вчителів в Україні зменшилася більш ніж удвічі*. Українська правда. <https://life.pravda.com.ua/society/yak-zminilasya-kilkist-vchiteliv-vikom-do-30-rokiv-za-desyatilttya-310847/>

²⁷ DeMatthews, D., Bettini, E., Billingsley, B., & Burns, E. M. (2025). *Educators' Perspectives of Working Conditions in Inclusive Elementary Schools*. *Journal of Learning Disabilities*, 58(4), 304–324. <https://doi.org/10.1177/00222194251325857>

²⁸ GPE KIX, Cedos, & IDRC CRDI. (2026). *Education System Resilience in Eastern Europe, the Caucasus, and Central Asia: Policies and Practices*. GPE KIX. https://www.gpekix.org/sites/default/files/2026-03/Cedos_ESR_EECCA_Report%231_ENG.docx_0.pdf



Methodo- logical Framework

The first step in developing a complex methodology is reviewing the determinants that might influence the studied fields. Existing evaluations and research from schools in both Sweden and Ukraine identify factors that may contribute to the successful implementation of gender-sensitive and inclusive teaching practices. These include contextual factors, school factors, classroom factors, and individual factors.²⁹

²⁹ This section is based on Ekman, J. & Pilo, L. (2024). *Skolan, demokratin och de unga medborgarna*. Liber; Ekman, J. & Zetterberg, P. (2010) "Vad förklarar skillnaderna mellan 14-åringarnas medborgarkompetens?", in Amnå, E. & Englund, T. (eds.) *Skolor som politiska arenor*. Swedish National Agency for Education; cf. Ulla, T., & Poom-Valickis, K. (2023). *Program support matters: A systematic review on teacher- and school-related contextual factors facilitating the implementation of social-emotional learning programs*. *Frontiers in Education*, 7, 965538. <https://doi.org/10.3389/feduc.2022.965538>

FACTORS INFLUENCING EDUCATIONAL SOCIALIZATION: EXTERNAL, INTERNAL, AND INDIVIDUAL

Educational practices aimed at promoting values, attitudes, and social competencies – whether related to gender awareness, social inclusion, democratic citizenship or other normative educational goals – should be understood as socialisation processes rather than simple processes of knowledge transmission.



Although schools constitute important socialising institutions, educational outcomes cannot be explained solely by instructional content or pedagogical intentions. Instead, the development of students' values, identities, and behaviours is shaped through the interaction of multiple contextual, institutional, and individual factors.

Consequently, the effectiveness of educational interventions depends not only on what is taught, but also on the contexts in which learning takes place and the ways in which students actively engage with educational experiences.

A useful starting point is to distinguish between different levels of influence on educational socialisation. At the broadest level, schools operate within an external context that includes educational policy, curriculum frameworks, governance structures, resource allocation,

and the socioeconomic composition of the surrounding community. These institutional conditions establish both opportunities and constraints for teaching practice. Policies promoting equity, inclusion, or gender equality may provide formal support for particular pedagogical approaches, but their implementation is inevitably shaped by local organisational conditions and available resources. Likewise, schools differ considerably in their demographic composition, socioeconomic circumstances, and institutional cultures, all of which may influence students' learning opportunities and experiences.

CONTEXTUAL FACTORS

Research on contextual effects has long demonstrated that educational environments matter independently of individual student characteristics. Students are influenced not only by their own backgrounds but also by the characteristics of the environments in which they are embedded. Such contextual influences may arise from the composition of the student population (for example, socioeconomic diversity, cultural heterogeneity, or the distribution of academic and social resources/family backgrounds) as well as from institutional characteristics such as school leadership, organisational structures, and resource availability. These contextual factors shape the flow of information, social norms, expectations, and opportunities for interaction within the school environment. In turn, they may influence students' attitudes, sense of belonging, self-efficacy, and willingness to participate in social and academic life.

INTERNAL SCHOOL FACTORS

Within these broader institutional conditions lies the internal educational context: the everyday practices of teaching and learning. This level encompasses classroom climate, teacher-student relationships, instructional methods, peer interactions, assessment practices, and opportunities for student participation. Research consistently highlights the importance of supportive learning environments characterised by trust, mutual respect, psychological safety, and meaningful participation. Such environments facilitate not only cognitive learning but also the development of social identities, interpersonal competencies, and inclusive norms.

Importantly, educational socialisation occurs through both explicit and implicit processes. Explicit socialisation refers to the deliberate communication of particular values, norms, or competencies through curriculum content, classroom discussions, planned activities, and formal pedagogical interventions. For example, teachers may explicitly address issues related to gender equality, diversity, discrimination, or inclusion through structured lessons and reflective dialogue.

However, equally significant are the implicit messages communicated through the everyday organisation of schooling. Students continuously observe how teachers interact with different individuals, whose perspectives are represented in instructional materials, whose voices are heard during classroom discussions, and how conflicts, participation, and diversity are managed in practice. These implicit aspects of pedagogy (sometimes described as the “hidden curriculum”) may reinforce, modify, or even

contradict the explicit messages conveyed through formal instruction. Consequently, educational interventions aimed at fostering inclusion or gender awareness depend not only on curricular content but also on the consistency between stated values and everyday educational practice.

INDIVIDUAL FACTORS

Another important consideration is that students should not be viewed as passive recipients of educational influence. Contemporary theories of socialisation emphasise students' agency and recognise learning as an interactive process in which individuals actively interpret, negotiate, and sometimes resist the values and norms presented to them.³⁰ Students bring prior experiences, identities, beliefs, and social affiliations into the classroom, all of which shape how educational messages are understood and integrated. Peer interactions further contribute to this dynamic, as students influence one another through everyday social relationships, creating opportunities for both reinforcement and contestation of educational aims.

Moreover, schools represent only one among several important socialisation contexts. Family environments, friendship networks, community organisations, social media, and broader cultural discourses all contribute to students' developing values and identities. These influences may complement educational objectives, but they may also compete with or undermine them. Consequently, educational outcomes emerge from the interaction between school experiences and a wider ecology of social influences rather than from classroom instruction alone.

³⁰ Stattin, H. (2024). *Understanding Adolescents' Political Agency: Examining How Political Interest Shapes Political Development*. Routledge.

Finally, considerable variation exists among students in terms of socioeconomic background, cultural experiences, language, prior educational opportunities, and access to social and material resources (like the educational attainment of their parents). Such differences affect both students' starting points and their responsiveness to educational interventions. Educational practices that are effective for some students may therefore have different effects for others, depending on how they interact with students' existing experiences and available resources. This highlights the importance of understanding educational interventions not as universally effective treatments but as context-dependent processes whose outcomes are shaped by complex interactions between pedagogical practices, institutional conditions, peer environments, and individual characteristics.

MULTIDIMENSIONAL PROCESS

Taken together, these considerations suggest that educational socialisation should be conceptualised as a multidimensional process operating across several interconnected levels.



External institutional conditions, classroom practices, explicit and implicit pedagogical messages, peer dynamics, the students' own agency, and influences beyond school all contribute to shaping educational outcomes. This broader perspective provides an important analytical framework for understanding how pedagogical approaches aimed at promoting gender awareness, social inclusion, and other normative educational goals may produce different outcomes across schools, classrooms, and student groups.



Research Framework Outline

To develop a joint methodological framework for researching gender equality and social inclusion in Ukrainian and Swedish teacher education and schools, it is important to conceptualise the relevant terms along with the factors that influence educational socialisation. This includes broader concepts, such as gender sensitivity and gender education, as well as more focused ones, such as gender-sensitive and inclusive teaching.

Below, we present how broader concepts related to gender equality and social inclusion in education are interpreted:

- **Gender sensitivity** can be defined as the effort to understand and address the cultural and social roots of gender exclusion and discrimination in public and private life.³¹
- **Inclusive education** can be viewed as equipping schools with ways to include all students in the learning process.³²
- **Gender education** could mean acknowledging existing gender discrimination and promoting gender equality.³³
- In turn, **gender equality in education** can be explained as the right to education being respected equally for all learners, regardless of gender. The concept of **gender equality through education** takes a more active stance, asserting that education and educational institutions play a key role in transforming beliefs and views about gender roles and empowering learners.³⁴
- The term **gender-transformative education**, which means transforming gender stereotypes by learning about inequality and challenging it, also requires attention.³⁵

UNGEI and the Global Partnership for Education (GPE) advocate that creating a gender-equal and gender-sensitive education system requires implementing **gender-responsive education sector planning (GRESPP)**. It relies on identifying the obstacles to gender inclusivity

³¹ European Institute for Gender Equality. (n.d.). *Gender Sensitivity*. <https://eige.europa.eu/publications-resources/thesaurus/terms/1107>

³² UNESCO. (2022). *Glossary: Understanding Concepts around Gender Equality and Inclusion in Education, Tool 1*. <https://unesdoc.unesco.org/ark:/48223/pf0000380971>

³³ UNESCO. (n.d.). *Gender Education*. <https://www.unesco.org/en/query-list/g/gender-education>

³⁴ UNESCO. (2022). *Glossary: Understanding Concepts around Gender Equality and Inclusion in Education, Tool 1*. <https://unesdoc.unesco.org/ark:/48223/pf0000380971>

³⁵ The UN Girls Education Initiative. (2025). *Gender-Transformative Education: A Multiple-Impact Investment In a Resource-Constrained World*. https://www.ungei.org/sites/default/files/2025-09/Gender-Transformative%20Education%20A%20Multiple-Impact%20Investment%20in%20a%20Resource-Constrained%20World_0.pdf

and addressing them as part of the education system planning. Therefore, education sector reforms, educational materials, teaching methods, teacher education, and other related fields should be planned in line with gender-inclusive values and principles.³⁶ Ukraine has approached gender-sensitive and inclusive education in a similar manner in the Strategy for the Implementation of Gender Equality in the Field of Education until 2030. Its purpose is to ensure equal rights and opportunities for men and women, as well as to counter discrimination within the education system at all levels and for all participants by working on gathering statistical data relevant to this task, auditing and updating teaching materials, developing initiatives and policies for the education sector, and implementing inclusive teaching practices.³⁷

If we follow this logic, a **gender-sensitive education system** can be viewed as a complex system that requires facilitating multi-level cooperation between state institutions, while also working on eradicating gender stereotypes and discriminatory practices rooted in everyday life. **Gender-sensitive teaching**, in this case, can be considered as an element of a gender-sensitive education system. As we narrow down the theoretical concepts, we need to define what gender-sensitive and inclusive teaching is within this research framework. In the Ukrainian context specifically, UNICEF introduced a definition of teachers' gender competency. **Gender-competent teaching**, as described in this document, is a combination of practical skills, knowledge, and personal values that enable educators to facilitate gender equality in their teaching. This concept was created in alignment with the New Ukrainian School.

³⁶ United Nations Girls' Education Initiative & Global Partnership for Education. (2019). *Gender-Responsive Education Sector Planning: A Pathway to Gender Equality in Education*. <http://ungei.org/sites/default/files/flipbook-files/Gender-responsive-education-sector-planning-eng-2019.pdf>

³⁷ Cabinet of Ministers of Ukraine. *On approval of the Strategy for the Implementation of Gender Equality in Education until 2030 and approval of the operational plan of measures for 2022–2024 for its implementation*. Order 1163-p. December 20, 2022. <https://zakon.rada.gov.ua/laws/show/1163-2022-%D1%80#Text>

The UNICEF model of gender competency includes three components:

- 1. Cognitive:** knowledge of laws and legal acts related to the topic of gender equality.
- 2. Operational:** skills that allow educators to recognise and deal with issues related to discrimination.
- 3. Behavioural:** personal beliefs and understanding of the importance of non-discriminatory teaching.³⁸

The British Council acknowledges another important factor: the intersection of vulnerabilities. For example, girls with disabilities and those from ethnic minorities, poor families, and rural areas can face additional barriers. Therefore, to ensure a holistic approach towards gender-sensitive and inclusive teaching, the British Council highlights the importance of providing schools and teachers with relevant knowledge and skills.³⁹ This approach is especially relevant in the Ukrainian context, as the education process is currently operating in emergency conditions. Girls' education tends to suffer more in emergency conditions.⁴⁰

Reviewing these approaches allows researchers to map possible ways to measure teachers' competencies in inclusive and gender-sensitive teaching. Summing up the approaches presented above and the education system context shared in the section on *Gender Equality and Social Inclusion in Teaching*, as well as consulting existing research on the topic, we can proceed to develop a research methodology framework.

³⁸ UNICEF. (2024). Гендерна компетентність вчительства. <https://spilnoteka.org/wp-content/uploads/2024/04/genderna-kompetentnist-vchytelstva.pdf>

³⁹ British Council, & Wekesa, A. (n.d.). *The British Council's approach to gender sensitive schools and girls' education*. <https://www.britishcouncil.org/partner/international-development/news/british-council-approach-gender-sensitive-schools-girls-education>

⁴⁰ Geneva Global Hub for Education in Emergencies. (2025, February 3). *Education in Emergencies and Gender*. <https://eiehub.org/education-in-emergencies-and-gender>

First, it is important to identify a baseline for gender-sensitive and inclusive teaching. Another aspect we would like to review is the contextual factors that may shape how teachers' gender competency is formed. We can learn from the UNICEF approach by breaking it down into components.

- 1. Legislative field.** Current laws, governmental strategies, and reforms that shape inclusive and gender-sensitive education.
- 2. Knowledge base assessment.** It is defined by whether the topic of inclusive and gender-sensitive education is included in teacher education (both in pedagogical universities and in-service training).
- 3. Individual approach.** This includes sociodemographic factors, teachers' personal beliefs about gender-sensitive and inclusive education, as well as their pedagogical practices.

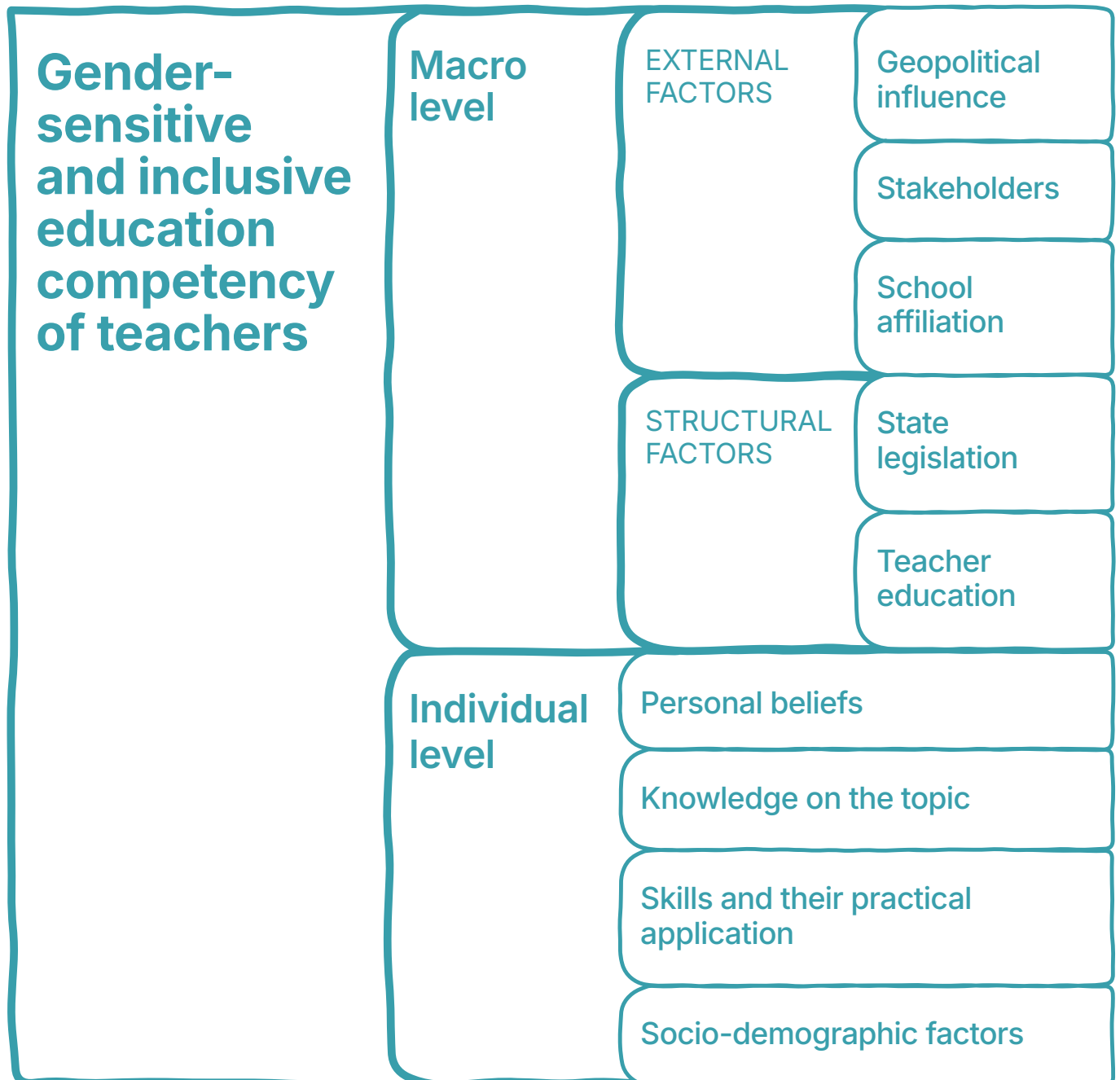
In addition to this list, we should also consider external factors that may influence how teachers implement gender-sensitive and inclusive teaching. Their impact may hinder or facilitate gender inclusivity and non-discrimination in the education process:

- 1. Geopolitical influence.** As of 2026, Ukraine aims to join the European Union, which requires passing legislation and regulations that reflect EU values and principles.⁴¹
- 2. Stakeholders.** These include individuals, organisations, and institutions that can influence teaching approaches, such as NGOs, governmental inspections, religious organisations, and parent communities.

⁴¹ EEAS. (2026). *EU and Ukraine open first accession negotiations cluster*. https://www.eeas.europa.eu/delegations/ukraine/eu-and-ukraine-open-first-accession-negotiations-cluster_en

- 3. School affiliation.** It includes the type of school (rural, urban, private, or public), connections or sponsorships with organisations of any kind, and differences in regional legislation.

Based on this, we can construct the following context framework:



The interconnections among these factors shape the gender competence of specific schools and teachers. Moving on to methodology development, this framework allows researchers to transform theoretical concepts into a concrete research design. The conceptualisation and operationalisation of relevant concepts and contingencies provide a basis for defining the key indicators to be measured during the research. To take them into account, the most relevant approach is to employ a mixed-methods approach with qualitative and quantitative stages:

- **Stage 1. Desk research.** The purpose of this stage is to review pedagogical programme curricula in order to determine whether gender-sensitive and inclusive education is included in teacher education. If it is a part of teacher education and/or in-service training curricula, materials can be evaluated accordingly.
- **Stage 2. Expert interviews.** The interviews are to be conducted with stakeholders responsible for developing state policies on teaching and teacher education. This includes activists, policymakers, experts, and professionals involved in developing curricula for pedagogical universities and/or in-service training, as well as those holding courses for future teachers. This stage presents an opportunity to validate the results of the document analysis and collect more information on gender-sensitive and inclusive education as part of teacher training in Ukraine. Conducting expert interviews also allows researchers to gather experts' views on the trajectory and priorities of the state's current policymaking efforts.
- **Stage 3. Focus group discussions.** The target audience for this stage will be teachers who currently work at general education facilities. At this stage, researchers can start reviewing existing beliefs and approaches to gender-sensitive and inclusive education among teachers, and gather information on teaching practices and on formal and informal communication between teachers and students.

- **Stage 4. Teacher survey.** The final stage of the research is a representative survey in Ukraine. Researchers will use information gathered during previous stages of the project to develop a questionnaire. The questionnaire will validate the information and allow researchers to develop a comprehensive understanding of the state of gender-sensitive and inclusive education in Ukraine.

As for the research sample, it has several iterations. The research involves several target audiences because data collection is to be conducted in stages. The target audiences include:

- Stakeholders responsible for developing state policies on teaching and teacher education. This is the target audience for Stage 2 of the research. To create this sample, researchers need to conduct stakeholder mapping. The mapping should produce a list of stakeholder groups (based on their involvement and roles) and name the members of each group who could serve as informants for recorded interviews.
- Teachers and educators who work at general education facilities. They will be the target audience for Stages 3 and 4. For focus-group discussions and the quantitative survey, the participant selection is to be based primarily on the purpose of each research stage. The rest will be based on the context framework presented above, with quotas derived from:
 - Sociodemographic characteristics: gender, age, place of birth, and education.
 - The type of school: private or public, urban or rural.
 - Grades teachers work with: elementary, middle, or high school grades.
 - Origins: pedagogical education or switched over from another profession.

- Proximity to the frontline: schools that are further away from the frontline, and schools that are close to the frontline.
- Other factors found relevant during previous research stages.

The development of research instruments should be based on the aims and goals of the specific research project. In addition, it is important to rely on the experience of previous research. In the context of the present cooperation, this refers to projects completed in Ukraine and Sweden.⁴² It is also important to take advantage of the research being conducted in stages. For example, desk research results should be used to develop guides for expert interviews; focus group discussion guides should be based on the results of expert interviews, and so on. With research instruments for each subsequent stage, implementing previous insights and results enables validation of the collected data at each stage of the research project. Another benefit of developing research instruments in subsequent stages is the possibility of triangulating the data and collecting feedback after each stage. For example, the research team can include independent experts and target audience members via validation workshops and preliminary data presentations. In addition to potential data enrichment, such activities can aid project advocacy efforts by attracting stakeholder attention.

Specific measurement methodologies can also be useful when designing questions for guides and questionnaires. For instance, educators' personal beliefs, the presence

⁴² Cedoss Think Tank has experience researching opinions on sexuality education, with teachers being among the target audiences. This research can serve as a guideline for the format of questions and approaches that will work best when surveying teachers. Reference: Kudelia, M., Zheriobkina, T., Nazarenko, Y. (2020). *Awareness and Attitudes of Teachers and Parents to Comprehensive Sexuality Education*. Cedoss, Info Sapiens. https://cedoss.org.ua/system/articles/pdfvs/000/000/446/original/sexual_education_ua_0.pdf?1606145254

of gender stereotypes, and discriminatory teaching practices can be tested using projective questions grounded in gender-inclusive curricula in Sweden. As such, questions can be constructed to ask teachers for their opinions on certain teaching exercises, topics, and/or subjects in Sweden, whether such initiatives have a place in the Ukrainian education system, and whether they agree or disagree with the described approaches.⁴³



Ethical implications should also be considered while developing research instruments. As mentioned above, teachers are often overworked and may face burnout. In Ukraine, the mental health of educators is negatively impacted by the stress of living during the full-scale war, which makes teachers a vulnerable group. Additionally, Ukrainian educators are required to take part in education quality monitoring (either at the local or national level).⁴⁴ This may leave teachers overwhelmed by having to participate in multiple research studies within a short time. Therefore, it is the responsibility of the research team and the ethics commission to organise the research process in a way that does not take a negative toll on the target audience.

The research framework presented in this section can be used to scope out the current state of inclusive and gender-sensitive education in Ukrainian general education facilities. In turn, having comprehensive data on this subject will be a significant step towards fine-tuning existing education reforms, developing curricula for pedagogical universities and in-service teacher training, and helping education system stakeholders provide better support to educational institutions, teachers, parents, and students.

⁴³ Skolverket. (2024). *Sexuality, consent and relationships in the Swedish curricula*. <https://www.skolverket.se/download/18.42902a0c192557b9a4690/1728032029302/pdf13156.pdf>

⁴⁴ Офіційний вебпортал Парламенту України. *Про затвердження Порядку проведення моніторингу якості освіти*. (2020.). <https://zakon.rada.gov.ua/laws/show/z0154-20#n14>



Future Collaboration

The formal partnership between Cedos (Ukraine) and the Centre for Baltic and East European Studies (CBEES) at Södertörn University (Sweden) is grounded in a shared commitment to advancing inclusive, rights-based education through research and civic engagement. CBEES brings academic expertise in political transformations, political culture and societal change in Central and Eastern Europe. Södertörn University's Teacher Education unit adds a strong background in intersectional and intercultural education. Cedos brings over a decade of experience in policy analysis, education research, and gender equality advocacy in Ukraine. It is one of the leading Ukrainian organisations working on education policy with a rights-based and equity-oriented approach. It has implemented a large number of research and policy projects; and it regularly provides analysis to the Ministry of Education and Science of Ukraine.

In the field of gender and social inclusion, Cedos has conducted numerous studies that are highly relevant to both this and future projects. In 2019–2020, Cedos carried out two national research projects on sexuality

education in Ukrainian schools, exploring the availability of content, teacher preparedness, and parental attitudes. In 2021, the team conducted a gender analysis of higher education choices, highlighting how gender stereotypes shape applicants' decisions and perpetuate horizontal segregation. In 2022–2023, Cedoss implemented a major study on the impact of the full-scale Russian invasion on Ukrainian schools, which included surveys and interviews with educators and students on displacement, access to education, and emotional well-being.



The core activity in this project has been the joint development of a methodological framework for future research on factors that matter for teacher education and professional development in Ukraine (for educators to become more gender-responsive and socially inclusive). Equally important is the development of a joint future application to conduct a nationwide study of Ukrainian teachers' awareness, attitudes, and pedagogical practices related to gender equality and social inclusion. Such a project would generate evidence to inform teacher education, professional development, and policy reform, while supporting the development of training curricula and practical tools in collaboration with key stakeholders. By strengthening educators' capacity to foster inclusive and gender-sensitive learning environments, the project would contribute to the implementation of Ukraine's Strategy for Achieving Gender Equality in Education until 2030, and deepen Swedish–Ukrainian cooperation in educational reform.

The GENEQ-UKRAINE project has demonstrated the complexity of promoting gender-sensitive and socially inclusive education. Many factors are involved in this process, as the present document suggests. Although the project has primarily focused on developing a methodological framework for future research rather than generating empirical findings, a few tentative observations can nevertheless be made.

An important added value of the continued collaboration lies in the opportunity to study educational resilience from a comparative perspective. While Sweden contributes experience with long-term work on gender equality, inclusive education, and teacher professional development within stable educational systems, Ukraine offers unique insights into how schools, teachers, and local communities sustain learning under conditions of war, displacement, and prolonged societal disruption. Rather than treating these experiences as exceptional, the partnership seeks to examine how they may inform broader understandings of resilience, inclusion, and educational continuity in times of crisis.

The collaboration could also be expanded by including additional partners/countries. During the course of the project on Empowering Educators for Gender Equality and Social Inclusion in Ukrainian Schools (GENEQ-UKRAINE), a Polish partner (Zatoka Foundation in Gdansk) has joined the initiative, bringing additional perspectives and experiences from a country that has played a significant role in supporting Ukraine's education sector and responding to the consequences of war and displacement.

A future comparative research project could therefore explore how different education systems prepare teachers to respond to uncertainty, support students' well-being, and maintain inclusive learning environments under changing circumstances. Such a perspective would not only strengthen Ukraine's ongoing educational reforms and post-war recovery but also generate knowledge of wider relevance for European education systems facing increasing challenges related to conflict, migration, social polarisation, climate-related disruptions, and other complex societal risks. Possible funding agencies include the Foundation for Baltic and East European Studies (Östersjöstiftelsen), the Swedish Research Council (VR) and the Swedish Institute (SI).

Concluding Remarks

During this project, we focused on creating a baseline for a methodological framework that can later be applied to practical research. An important takeaway from the histories of developing gender-sensitive and inclusive education systems in Ukraine and Sweden is that data and preliminary research are crucial to future success. In the Ukrainian context, it is proven by the implementation gap between the Strategy for Gender Equality in Education until 2030 and the New Ukrainian School reform on the one hand, and the state of things in practice, with teachers, students, school administrations, and other stakeholders being overwhelmed by the challenges of the full-scale invasion, post-pandemic learning loss, and the long-term issues lingering as a result of the Soviet education policies,

on the other hand. In conclusion to this project's findings and context review of the history of gender-sensitive and inclusive education in Ukraine and Sweden, the following reflections can be made:

- Gender equality and social inclusion should not be regarded as objectives that can be postponed until more immediate challenges have been resolved. Rather, they should be understood as integral components of educational quality and resilience. Schools that foster inclusive learning environments, recognise diverse student needs, and promote equal participation are likely to be better equipped to support students during periods of uncertainty and disruption.
- Teachers remain central to translating policy ambitions into everyday classroom practice. Strengthening both initial teacher education and continuous professional development should therefore remain a priority, with particular attention to gender-sensitive pedagogy, inclusive teaching methods, classroom management, and support for students affected by displacement, trauma, or other forms of vulnerability. School leaders should be provided with the capacity and resources needed to embed these perspectives across the organisation of schools. At the same time, reforms in teacher education principles should be implemented alongside improvements in working conditions for educators. Teachers often suffer from burnout and an increased workload due to ongoing crises, making such improvements crucial for promoting gender-sensitive teaching.
- The project highlights the value of international partnerships based on reciprocal learning rather than one-way knowledge transfer. While Sweden contributes experience of long-term institutional approaches to equality, inclusion, and democratic education, Ukraine offers important lessons regarding educational resilience, teacher adaptability, and the role of schools in maintaining learning and social cohesion under conditions of crisis. Continued comparative research can

therefore strengthen educational policy and practice across Europe by identifying approaches that remain effective in both stable and rapidly changing contexts.

- Practical research is one of the key elements in bridging the gap between strategic planning and reform implementation. Such research needs to be comprehensive, with methodology and instruments developed in line with the current country context and the views of relevant stakeholders. Holding validation meetings with experts, stakeholders, NGOs, and international organisations after the bulk of the work is done can add valuable perspectives that enrich the final product.
- Stakeholder mapping can significantly improve researchers' understanding of the situation 'on site'. The education process includes multiple actors on different levels, from government authorities to local NGOs and school administrations. It is important to consider the learning process when looking at this, as various stakeholders may influence the implementation of gender-sensitive and inclusive teaching. In this project specifically, a crucial part of the methodological framework was examining the context in which institutions and organisations that influence educators' teaching methods operate.
- The research ethics commission should consider the working conditions and workload of teachers when reviewing research instruments. Educators are often subjected to additional workload, which leads to burnout and fatigue. While comprehensive research is important for successful policy implementation, it should not be conducted at the expense of the target audience.

