



# **GENDER EQUALITY PLAN**

for the period 2025-2030

**NATIONAL TRANSPORT UNIVERSITY**

KYIV 2025



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## GENDER EQUALITY PLAN for the period 2025-2030



First Vice Rector of the National  
Transport University

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At the scientific and methodological  
council of the university on 12.06.25  
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## INTRODUCTION

The National Transport University is improving its inclusive academic environment, where everyone has equal opportunities for learning, teaching, research, and professional development, regardless of sex, gender identity, or expression. Gender equality is not only a matter of fairness, but also the foundation for innovation, academic excellence, and sustainable development.

Gender equality is a fundamental value of the European Union that benefits research and innovation (R&I): it improves the quality and relevance of R&I, attracts and retains more talent, and ensures that everyone can maximise their potential, a goal in Ukraine. The European Research Area (ERA) has made significant progress towards gender equality, but data shows that much work still needs to be done.

This Gender Equality Plan has been developed in line with national and European strategies for equality in education and science. It is the result of collective work by the administration, the academic community, and the student body, as well as a commitment by the university to act consistently and systematically to overcome gender imbalance.

This plan aims to ensure equal opportunities for women and men in all areas of the university's activities, eliminate discrimination based on sex and gender, and foster a gender-sensitive culture in the academic environment.

This plan is consistent with the Sustainable Development Goals set by the United Nations in its Agenda for the period up to 2030. Each goal has specific objectives that involve working based on strong principles and values, with a shared vision that puts people and social progress at the centre of attention.

In particular, this Gender Equality Plan of the National Transport University is consistent with Goals 5 and 8.

Goal 5: Achieve gender equality and empower all women and girls. To introduce new structural frameworks for women's equality in the workplace and eliminate harmful practices against women.



Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all. Since the creation of quality jobs remains a serious problem, to achieve sustainable economic development of society, organisations must create conditions for everyone to have access to decent employment conditions, promoting a diverse and equitable environment.

Key objectives of this Plan:

- Raising awareness of gender equality among teachers, students, and administrative staff.
- Ensuring equal access to resources, professional development opportunities, and leadership positions.
- Introducing policies and procedures aimed at preventing discrimination and sexual harassment.
- Supporting a work-life balance for all employees and students



## **1. REGULATORY AND LEGAL DOCUMENTS THAT PROMOTE GENDER EQUALITY**

### European Union

1. European Commission recommendations on the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.
2. EU Directive 2006/54/EC on equal treatment between men and women in matters of employment and occupation
3. EU Directive 2010/41/EU on the application of the principle of equality between persons providing legal assistance and their clients
4. EU Directive 2012/29/EU on minimum standards on the rights, support and protection of victims of crime
5. EU Directive 2014/54/EU on ensuring compliance with the principle of gender equality in ensuring access to goods and services
6. EU Directive 2019/1158/EU on transparency of employment conditions and social protection
7. Declaration on gender equality adopted by the European Parliament in 2021
8. European Strategy for Gender Equality 2020-2025, which contains specific actions and priorities to support gender equality
9. Digital Services Act (DSA)
10. Digital Markets Act (DMA)

### Ukraine

1. Law of Ukraine "On Ensuring Equal Rights and Opportunities for Women and Men"
2. National Action Plan for the Implementation of UN Security Council Resolution 1325 "Women, Peace, and Security" for the period until 2025, which contains specific measures and goals for ensuring gender equality in Ukraine
3. Law of Ukraine "On State Guarantees for Ensuring Equal Rights and Opportunities for Women and Men"
4. UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), ratified by Ukraine
5. Decision of the National Security and Defense Council of Ukraine of May 14, 2021 "On the Human Development Strategy"
6. Law of Ukraine "On Preventing and Combating Domestic Violence" with amendments on gender-based violence



7. Law of Ukraine No. 8584 “On Amendments to Certain Legislative Acts on Countering Bullying.”
8. Law of Ukraine “On Amendments to Certain Legislative Acts of Ukraine on Preventing and Countering Mobbing (Harassment)” dated November 16, 2022, No. 2759-IX
9. Labour Code of Ukraine
10. Code of Ukraine on Administrative Offences

## **2. ANALYSIS OF THE OVERALL SITUATION REGARDING GENDER EQUALITY**

The National Transport University recognises the importance of promoting gender equality and strives to ensure equal opportunities and access to all resources. To this end, the institution follows the recommendations of the European Charter for Researchers and the Strategy for the Implementation of Gender Equality in Education by 2030.

The initial stage in determining the directions for implementing gender equality at the educational institution is to analyse the gender situation among the university administration, scientific and teaching staff, other employees, and students.

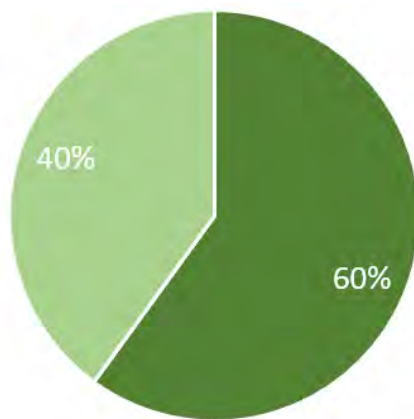
A detailed analysis of the gender situation in terms of different categories of employees shows divergent trends in the ratio of women to men.



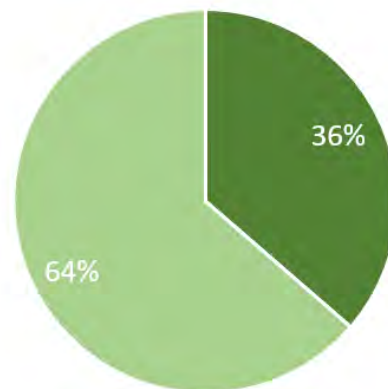
## Analysis of the gender situation at the university

### Summary information

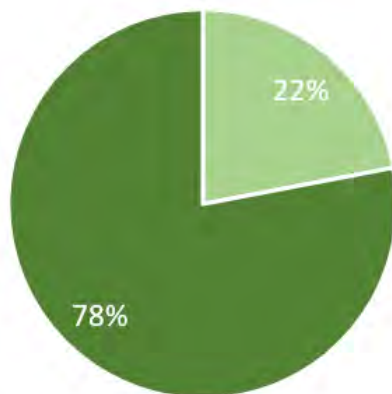
Rector's Office



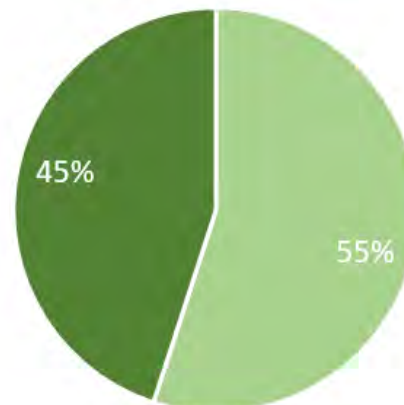
Middle managers: Deans of faculties/heads of structural units



Analysis of the gender situation among students at NTU



Analysis of the gender situation among scientific and teaching staff at NTU



Male



Female



## Analysis of the gender situation in the university administration

### Rector's Office

Rector	M
Rector's Advisor	M
First Vice-Rector	M
Vice-Rector	F
Vice-Rector	M
Vice-Rector	M
Scientific Secretary	M
Chief Accountant	F
Head of Planning and Finance Department	F
Head of Human Resources Department	F

### Analysis of the gender situation among middle managers: deans of faculties and heads of structural units

Faculty of Automotive Engineering	M
Faculty of Transport Construction	M
Faculty of Management, Logistics, and Tourism	F
Faculty of Economics and Law	F
Faculty of Transport and Information Technologies	F
Faculty of Extramural, Distance Learning, and Training of Foreign Citizens	M
Kyiv Institute of Railway Transport of the National Transport University	M
Territorially separate structural unit "Danube Institute of Water Transport of the National Transport University"	F
Educational and Scientific Institute of Management, Technologies and Legal Sciences of the National Technical University	F
Educational and Scientific Kyiv Institute of Water Transport named after Hetman Petro Konashevych-Sagaydachny of the National Technical University	F
Center for Advanced Training, Retraining, and Improvement of Managers and Specialists	F



### 3. PLAN FOR THE DEVELOPMENT OF GENDER EQUALITY AT THE UNIVERSITY

According to the Strategy for the Implementation of Gender Equality in Education by 2030, the main goal of addressing gender issues is to prevent discrimination and provide equal opportunities for all participants in the educational process, regardless of gender. The Gender Development Plan of the National Transport University is being implemented to identify specific areas of work that will ensure the achievement of this goal in the form of concrete measures. The main categories are determined using the European Horizon Guidelines on Gender Equality Plans:

- work-life balance; organizational culture;
- gender balance in leadership and decision-making;
- equality in recruitment and promotion;
- integration of gender dimensions into research and teaching content;
- measures against gender-based violence, including sexual harassment.

#### 3.1. PROMOTING THE DEVELOPMENT OF A CULTURE OF WORK-LIFE BALANCE AND CULTIVATING AN ORGANIZATIONAL CULTURE AT THE UNIVERSITY

Objective: to promote a culture of work-life balance and foster a positive organizational culture at the university.

Target group: university employees (academic and teaching staff, administrative staff, technical staff).

Responsible for implementation: university administration (in cooperation with the human resources department, psychological service, gender advisors, and external experts)

Allocated resources:

- Human resources: Involvement of external experts on gender equality, labor relations, and organizational culture; internal specialists in psychology, HR, and academic ethics.
- Material resources:
- Premises for holding events;
- Handouts, presentation equipment;



- Platforms and tools for online monitoring and surveying;
- Technical support for training courses and workshops.

Tasks (actions):

- Ensuring conditions for the development of a self-improvement policy
- Holding regular informational meetings and courses on the prevention of professional burnout
  - Introducing individual development plans for employees
  - Systematic monitoring of staff satisfaction
  - Developing and implementing questionnaires to assess organizational culture, psychological climate, and gender equality in the workplace
    - Analyzing results and preparing reports with recommendations
    - Organizing events on work-life balance and gender equality
    - Seminars, trainings, round tables, open lectures covering topics of gender sensitivity, time management, family-professional balance.
  - Inviting specialists from successful universities or companies to share their experience.
  - Development of a mentoring network.
    - Creating a platform where employees can find a mentor based on their profession or experience
      - Training for mentors (ethics, support, conflict management)
      - Ensuring access to modern technological solutions
      - Providing digital tools to optimize work processes

Expected results:

- Improving the psychological climate at the university;
- Reducing cases of professional burnout;
- Increasing employee satisfaction with their work;
- Forming a culture of support, diversity, and mutual respect.



### 3.2. GENDER BALANCE IN LEADERSHIP AND DECISION-MAKING

Objective: To promote the formation and development of leadership and decision-making skills and abilities to support gender equality among employees and students.

Target group:

- University employees (academic, administrative, technical);
- Higher education students (bachelors, masters, postgraduates).

Responsible for implementation: heads of structural units, student senate.

Allocated resources: human resources, material resources (premises, handouts for seminars and training sessions, resources for statistical reporting)

Tasks (actions):

- Support participation in mentoring and coaching programs
- Encourage female employees and students to participate in leadership development programs
- Create an environment of open communication
- Create a platform for dialogue, exchange of experience, and discussions on the role of women and men in leadership
- Promoting the values of inclusiveness and diversity in the learning and working environment.
- Ensuring gender equality in career advancement
- Guaranteed access to opportunities for professional development, participation in management training, and competitions for leadership positions
- Identifying mechanisms to support women in advancing their careers at the university.
- Analysing identified imbalances and developing appropriate changes to university policy.
- Conducting informational events for women
- Training, seminars, and informational sessions on available opportunities to participate in competitions, grants, and leadership programs;
- Involving female mentors from various fields to inspire and share their experience.



### 3.3. EQUALITY IN RECRUITMENT AND PROMOTION

Objective: to achieve gender balance in recruitment, introduce policies and programs that promote the advancement of men and women to achieve gender balance.

Target group: university employees.

Responsible for implementation: heads of structural units, human resources department.

Allocated resources: human resources (involvement of external experts), material resources (premises, handouts for training, resources for monitoring).

Tasks (actions):

- Promote an increase in the proportion of women in senior management positions, including department heads, deans, and vice rectors, through the analysis of the university's staffing.
- Conduct a statistical analysis of gender equality among university employees, including an analysis of the situation among newly hired employees in the monitoring report.
- Develop a personnel policy that includes equal opportunities in recruitment: gender-neutral rhetoric in job advertisements, inclusion of clear recommendations for recruitment, provision of information about the competition to a wider range of candidates, and taking gender into account.
- Conducting training sessions that include topics such as unconscious gender bias in hiring and career advancement.



### 3.4. INTEGRATION OF THE GENDER DIMENSION INTO RESEARCH AND TEACHING CONTENT

Objective: to develop an understanding of the role of gender in scientific activity, to promote and support its integration into teaching and research experience.

Target group: teaching staff, postgraduate students, doctoral students

Responsible for implementation: heads of structural units. Allocated resources: human resources (involvement of external experts).

Tasks (actions):

- Promoting the involvement of female teachers in program activities and interdisciplinary cooperation in the field of STEM, as well as the integration of their research in combination with technical orientation.
- Encourage scientific and pedagogical workers to participate in forums and meetings where they can refine ideas for including gender issues in the teaching content of academic subjects or improve the existing system for presenting gender content.
- Creating conditions for improving teachers' knowledge of gender inclusion in research and teaching: providing information about training courses, seminars, or conferences, ensuring the participation of teaching staff in these events, and cooperating in the organisation of these events.
- Supporting teachers' efforts to integrate gender-oriented topics into research and scientific material, ensuring the development of student initiatives to study gender-sensitive topics.



### 3.5. MEASURES AGAINST GENDER-BASED VIOLENCE, INCLUDING SEXUAL HARASSMENT

Objective: to develop a set of practices that will prevent gender-based violence at the university.

Target group: university staff and students.

Responsible for implementation: Educational and Production Laboratory for Educational and Psychological-Pedagogical Work

Allocated resources: human resources (involvement of external experts), material resources (premises, handouts for training, resources for monitoring)

Tasks (actions):

1. Forming models of zero tolerance for violence and discrimination:
  - Implementation of a code of ethical conduct that clearly condemns all forms of gender-based violence;
  - Regular updating of educational activities on the unacceptability of sexist language, jokes, harassment, and mobbing.
2. Development and implementation of mechanisms for responding to cases of sexual harassment
  - Creation of an accessible and confidential complaint system;
  - Introduction of a procedure for reviewing incidents, including professional support (psychological, legal).
3. Raising awareness through anti-discrimination training
  - Conducting training sessions, open lectures, and seminars for employees and students on the prevention of gender-based violence;
  - Including the topic in compulsory courses on academic integrity, law, and pedagogy.
4. Supporting initiatives to raise awareness of sexual violence
  - Disseminating algorithms of action for persons who have witnessed or been victims of harassment.

Expected results:

Increased awareness among employees and students about rights, protection mechanisms, and responsibility;

The formation of a culture of a safe educational environment where respect, equality, and human dignity prevail.



## 4. CONCLUSIONS

A statistical analysis of the university's staffing showed that the distribution between men and women is almost even. In terms of gender, a significant number of students are male, but this is due to the specific nature of the university's educational programs.

### Strategic areas for improvement:

- Developing mechanisms to attract female teaching staff to STEM fields
- Promoting the participation of women in teaching technical and natural science disciplines
- Mentoring programs to support young female teachers in STEM

### Supporting STEM programs among students and teachers

- Professional development programs
- Career events to promote technical specialities among girls;
- Introduction of gender-sensitive STEM courses.

### Equal opportunities for career advancement

- Ensuring equal access to management positions;
- Conducting leadership skills training for women and men.
- Support for women in research activities
- Encouragement to enrol in graduate and doctoral programs;
- Financial and mentoring support;
- Inclusion in international research projects.

### **Recommendations for the gender development plan of higher education institutions:**

Inclusion of a special focus on increasing women's involvement in scientific activities, especially in technical and natural sciences;

Expansion of career guidance programs with an emphasis on destereotyping the choice of specialty;

Introduction of gender monitoring of educational levels and areas for timely response to imbalances.



**Expected impact:**

1. Improved gender equality among academic staff and students;
2. Creation of a university environment where equal opportunities, support, and professional development prevail regardless of gender;
3. Improving the overall image of the educational institution as a progressive, gender-sensitive institution.
4. The proposed areas for improvement of the gender situation will have a positive impact on the overall situation at the university.

**RESPONSIBLE FOR PLAN IMPLEMENTATION**

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International Relations

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Rector



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