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DIGITAL TRANSFORMATION OF EDUCATION TO EXPAND WOMEN'S PARTICIPATION IN SCHOOL LEADERSHIP IN UKRAINE

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GPE Transforming Education

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ABOUT THE LEARNING CYCLE ON INCREASING WOMEN'S REPRESENTATION IN SCHOOL LEADERSHIP

This case study is a result of the KIX EMAP Learning Cycle "Increasing Women's Representation in School Leadership". Facilitated by Dr Fenot Aklog and Dr Cathryn Magno, this Learning Cycle ran from 18 September 2024 to 28 February 2025. The course equipped participants with the conceptual and analytical tools for understanding conditions that promote and serve as barriers to the recruitment, development, and retention of women in school leadership roles. Sixteen national teams took part in this Learning Cycle, including Albania, Bangladesh, Bhutan, Indonesia, Kyrgyz Republic, Maldives, Moldova, Nepal, Pakistan (Punjab), Pakistan (Sindh), Philippines, Sri Lanka, Timor Leste, Ukraine, Uzbekistan and Vietnam.

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LIST OF ACRONYMS AND ABBREVIATIONS

AI	Artificial Intelligence
EMAP	Europe, Middle East and North Africa, Asia and Pacific
EU	European Union
GPE KIX	Global Partnership for Education Knowledge and Innovation Exchange
ICILS	International Computer and Information Literacy Study
ICT	Information and communication technology
IEA	International Association for the Evaluation of Educational Achievement
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund

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EXECUTIVE SUMMARY

The digital transformation in Ukrainian education is occurring in the context of modern trends and global societal needs, in particular, achieving gender equality. A problem in the Ukrainian education system is the underrepresentation of women in leadership positions in school education institutions despite their overwhelming majority among teaching staff; an imbalance exists between the high level of women's involvement in the educational process and their relatively paltry presence in leadership positions. This problem is complicated by digital inequality, gender stereotypes, the conditions of martial law in Ukraine and unequal access to professional development opportunities. However, the digital technologies that are integral to modern education can be effective tools for expanding women's participation in school leadership and professional and personal development. This study found that:

- 87% of teaching staff are women, but only 2.95% of them hold the position of school principal, whereas among men that figure reaches 6.48%.
- Female leadership in schools has grown from 69.2% in 2019 to 75.7% in 2023.
- Female and male principals' levels of digital competence are not fundamentally different, but the research results identify certain problems among women, including: low self-esteem, limited access to technology and insufficient professional development.
- The main barriers to women's professional advancement are gender stereotypes, lack of mentoring and limited access to technical support and professional development.
- The factors contributing to women's professional advancement include strengthened regulatory support and the strategy adopted by the state (through 2030) to ensure gender equality and digital education, as well as international cooperation.

Recommendations for solving the problems that prevent women's greater involvement in school leadership include the following:

- Integrating the gender component into national educational strategies, ensuring equal access to digital resources.
- Offering professional support through the provision of scholarships to train women in the fields of digital management and strategic planning.
- Creating networks of women leaders in education with a mentoring function for junior teachers.
- Systematically collecting data on women leaders' digital competence, the effectiveness of current initiatives and the use of information and communication technology (ICT) in leadership.
- Creating a 'Women School Leaders Digital Innovation Hub'.

The most relevant areas for further research are described below:

- Studying the impact of digital inequality on the development of women's careers in school management.
- Assessing the quality and effectiveness of online courses for the development of digital and leadership competencies.
- Analysing best practices in the use of ICT to support women's leadership in education (national and international cases).
- Using the latest digital technologies (artificial intelligence, virtual/augmented reality) to train women leaders in education.

1. INTRODUCTION

1.1 The Importance of Digital Transformation and Gender Equality in School Leadership

In Ukraine, the digital transformation in education is taking place in the context of dynamic contemporary trends as well as global changes and challenges caused by technological, social, economic, political, informational and other factors. Implementing digitalisation tasks in education and introducing digital technologies into the educational process largely depend on teachers, and school leaders play a key role in digitalising schools. School administrators' vision regarding the use of information and communication technology (ICT), the development of a digital learning environment, the digital competence of school leaders and their personal attitudes towards the use of digital tools represent the main conditions for effective education.

Women dominate the field of education. The issue of gender and ICT in education has been the subject of long-term research and is an approach that is being actively integrated into education today. Ensuring gender equality, particularly in education, is a key goal that aligns with Ukraine's international commitments and global sustainable development trends (Gender Equality Advisory Council, 2019).

The challenges of recent years, namely the COVID-19 pandemic and the Russian Federation's military aggression against Ukraine, have demonstrated the importance and effectiveness of using digital technologies in education, particularly in schools (Strietholt et al., 2021). These technologies have often been the primary tool for supporting the educational environment, organising the learning process and managing educational institutions. The digital competence of school leaders has become crucial to implementing innovative management methods and ensuring an effective educational process using modern technologies. At the same time, the issue of gender equality in school management remains relevant in Ukraine. Actively capitalising on women's leadership potential in management positions will contribute to improving the quality of education and fulfilling international commitments in the area of equal rights and opportunities.

Since the beginning of the quarantine period during COVID-19 and the introduction of distance learning using digital tools, research has been conducted in various countries, including Ukraine, to identify the needs of teachers and school leaders. Survey results show a high level of digital competence while also revealing the urgent need for further development of these skills. The role of digital technologies in education is highlighted by international monitoring studies. The International Computer and Information Literacy Study (ICILS) introduced the first panel study, the International Panel of Teachers for the Study of Computer and Information Literacy (International Association for the Evaluation of Educational Achievement (IEA) ICILS Teacher Panel). The Organisation for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA) initiated the study 'PISA 2025 Learning in the Digital World' in response to current digital transformations in society and education. The global scientific educational community supports the view that gender policy should be incorporated into ICT education, as highlighted in the IEA study (Strietholt et al., 2021).

1.2 Country Context: Geography, Population, Conflict-Related Conditions and Gender Approach and Digitalisation in Ukraine's Strategic and Legislative Documents

In Ukraine, women dominate the education sector. Their share of educational staff ranges from 98% in preschool education to 68% in schools, making the issue of gender in education highly relevant. Solving the problem of gender imbalance is one way in which the global community is seeking to build a democratic civil society, and international organisations including the UN, UNESCO, UNICEF and others are focused on bridging the gender gap, with school education leaders playing an important role in this process. Since the early years of its restored independence (1991), Ukraine has followed the path of progressive democratic states, and in 2003 it became the first country in the post-Soviet space to adopt the Millennium Development Goals. In support of the global Sustainable Development Goals for 2030 (proclaimed by UN General Assembly resolution No. 70/1 on September 25, 2015) as adapted to account for the specificities of Ukraine's development, Ukraine's president issued a decree to ensure the achievement of Ukraine's Sustainable Development Goals by 2030, including 'ensuring gender equality, empowering all women and girls' (Verkhovna Rada of Ukraine, 2019). The Cabinet of Ministers of Ukraine approved the Strategy for Implementing Gender Equality in Education by

2030 as well as an operational action plan for 2022–2024 for its implementation (Cabinet of Ministers of Ukraine, 2022).

Currently, an important priority is participation in the process of implementing gender policy in education. Key directions for this work include overcoming historical societal stereotypes, cultivating a school learning environment based on inclusivity, equality and non-discrimination and the development of school leaders' professional competence, particularly in the critical area of leadership. Bridging the gender gap in school leadership is important not only from the perspective of equal rights and opportunities but also for solving broader issues of gender equality in society, overcoming outdated prejudices and stereotypes and improving the quality and effectiveness of the education system as a whole.

When the full-scale war began in 2022, Ukraine's population was over 41 million, and about 5.8 million Ukrainians became refugees. For comparison, the population had reached 42 million after the annexation of Crimea in 2014, but it was only about 33 million in 2024 according to the World Bank. With the start of the Russian Federation's military aggression (February 2022), a large number of Ukrainian children, mostly with their mothers, left the country for various destinations worldwide. This period highlighted the leadership qualities of women school leaders and teachers.

1.3 Education Context: Structure of Ukraine's Education System and Statistics on Schools, Teachers and Students

Ukraine's national education system has a European-style structure and includes preschool, general secondary education, professional education, higher education (Bachelor's, Master's and doctoral degrees), extracurricular education and self-education. Ukrainian education is moving towards decentralisation, which involves the gradual transfer of managerial functions to local communities.

According to the Institute of Educational Analytics (2024), Ukraine had 12,596 schools with 3.9 million students and around 390,000 teachers as of 2024. An analysis of statistical data over the past decade shows that education remains a feminised field, with the degree of women's representation depending on the level of education. In preschool education, women constitute 98%; in primary schools, 87%; and in secondary education, 68%. In higher education institutions, the gender composition is almost balanced—47% women and 53% men—yet of the 1,642 leaders, only 517 are women (less than a third), and a mere 53 are university rectors. Over the 100-year history of the Ministry of Education of Ukraine (including the Soviet period, when Ukraine was one of the republics), women have held the position of minister only three times, with two of those instances occurring in independent Ukraine. Therefore, the higher the leadership position in education, the fewer the women who occupy it.

1.4 Importance of School Leadership and Women in the Role: Evidence on Women's Impact in Education and Relevance to Ukraine

Among the important research and reports that address the impact of women leaders in the field of education is the OECD report titled 'Teachers and School Leaders: Effective Policies, Effective Schools' (2018), which emphasises diversity among school leaders, including gender diversity. It notes that gender diversity contributes to different approaches to school management and helps create a favourable learning environment for diverse students.

Using digital technologies, Ukrainian school directors and administrators, most of whom were women, ensured the ongoing provision of education following the start of the conflict with Russia. At the same time, female educators who left the country showed initiative and leadership qualities by organising educational hubs in various countries around the world using ICT (Hrytsenchuk et al., 2022). This allowed children not to 'fall out' of the educational process before they were enrolled in local educational institutions. These educational hubs continue their educational and community activities.

1.5 Digital Leadership

Leadership in education is an important and integral part of the management process and enables the effective teaching and upbringing of students. Today, leadership has developed in the digital world as the distinct phenomenon of digital leadership. The understanding of digital leadership is based on the general principles of leadership theories, but digital leadership in education has its own specific features. Like all other sectors of society, education today needs a completely different type of leader—the 'digital leader'. In the digital educational environment, such a leader must be aware of trends in digital technologies, possess and continually develop a high level of digital competence, create teams, maintain connections between stakeholders in the educational process and collaborate and build productive relationships with partners, including external ones. The leader should promote stakeholders' involvement, organise activities to achieve common goals, overcome communication barriers, competently engage in professional communication while performing professional tasks, be able to self-present and foster a culture of innovation, competitiveness, risk resilience and ongoing improvement and development.

Practical and theoretical research on digital leadership has identified the main provisions, characteristics and indicators of this phenomenon. The international scientific educational community has presented its vision of digital leadership in education. The elements of digital leadership in higher education institutions include digital competence, digital culture, digital differentiation, digital management and digital

advocacy (Ghamrawi & Tamim, 2022), and experts contend that the indicators of digital leadership in school education may include visionary leadership, a digital age learning culture, professional development, systemic improvement and digital citizenship (Zhong, 2017). The elements involved in the implementation of digital leadership in schools to improve educational outcomes include communication, public relations, branding, student engagement and learning, professional growth and development, the foresight of the learning space and educational environment and opportunities (Sheninger, 2019).

Digital technologies, particularly artificial intelligence (AI), have become a serious challenge for the education sector. Students have started using AI to complete academic tasks, which requires teachers to identify the advantages and risks of such systems. Digital leadership in schools involves recognising the benefits of AI systems in education, implementing AI as an effective learning tool and preventing risks, problems and unethical behaviours associated with its use. The development and direction of digital leadership in Ukrainian education are still at an initial stage.

2. SCHOOL LEADERSHIP POLICIES AND PATHWAY

2.1 Procedure for Electing a School Principal and Requirements for Candidacy

The procedure for appointing a school principal rests on democratic principles, is characterised by openness, transparency and objectivity and is conducted according to the Ukrainian law 'On Complete General Secondary Education' (Zakon Ukrainy, 2020) through a competitive selection process. Furthermore, the Ministry of Economy of Ukraine's order No. 568-21 (dated September 17, 2021) approved the professional standard 'Leader (Principal) of a General Secondary Education Institution' (Ministry of Economy of Ukraine, 2021). According to this professional standard, documents that confirm the professional and educational qualifications of the leader include a master's degree (specialist) diploma (level 7 of the National Qualifications Framework), and leaders undergo certification at least once every five years to assess their compliance with the position's requirements.

2.2 Pathways to School Leadership Roles

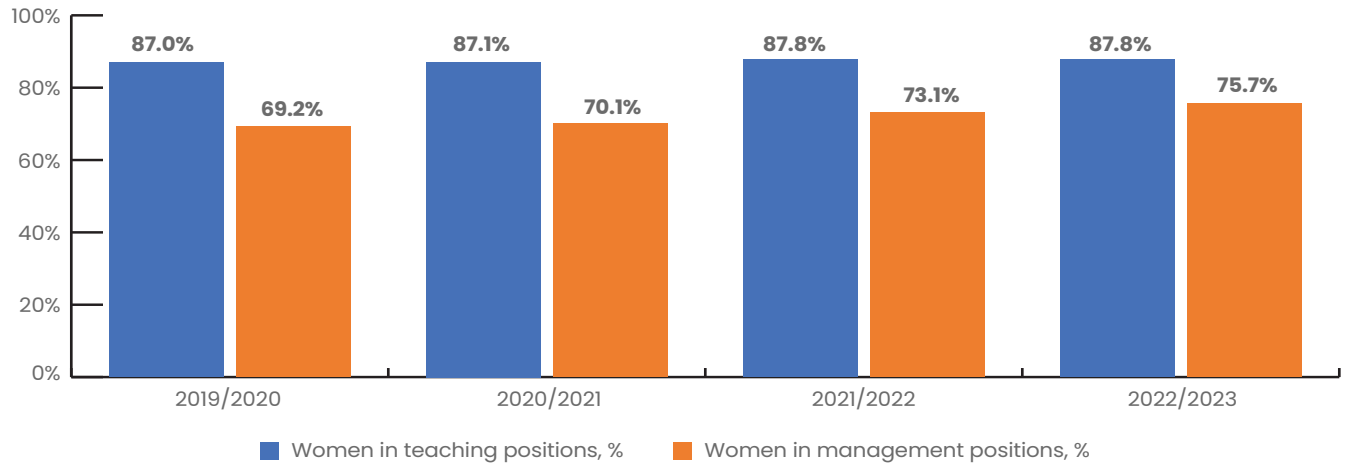
The professional standard 'Leader (Principal) of a General Secondary Education Institution' (Ministry of Economy of Ukraine, 2021) also expects school principals to annually improve their professional competence (through self-education, online courses, training, seminars and workshops). Additionally, after their appointment, principals are required to complete a management training course within the first year of their tenure, consisting of no less than 90 hours of instruction.

The leadership pathway is no doubt marked by issues such as gender bias, stereotypes, public attitudes and the 'glass ceiling' effect. One challenge is the feminisation of education as reflected in the insufficient number of men in schools. The female teaching community itself supports the involvement of male teachers in schools, not in response to directives from above but due to a shared understanding of the importance of gender balance in the upbringing and education of children.

3. WOMEN IN SCHOOL LEADERSHIP: BY THE NUMBERS

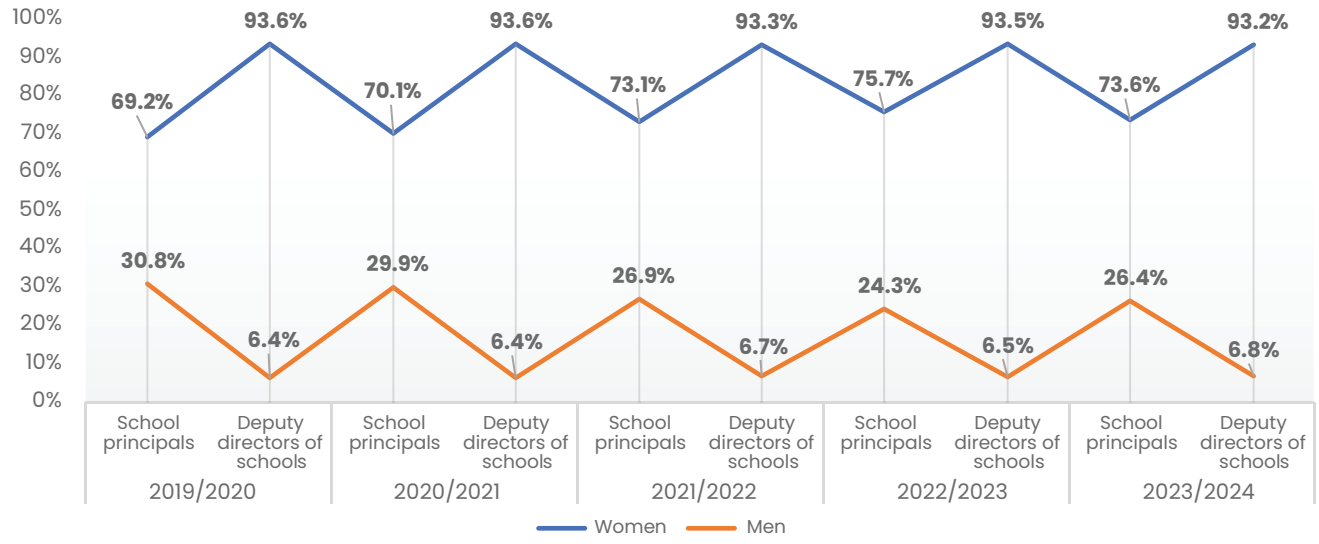
Regarding women in leadership positions in schools, their share increased from 69.2% to 75.7% from 2019 to 2023 (Institute of Educational Analytics, 2024), compared to a relatively stable figure (87.1%–87.9%) of the total number of women teachers (Fig. 1). However, percentages do not always reflect the real situation. Comparing statistical data on men and women enables a deeper understanding of the problem of implementing gender equality in school leadership. According to data for the current academic year, women hold 72% of school principal positions and men 28%. When considering the ratio of principals to the total number of teachers of each gender, however, significant gender inequality is observed: the share of female principals among all female teachers is only 2.95%, whereas that figure is 6.48% among male teachers. That is, every 6 or 7 out of 100 male teachers becomes a school director, whereas only every 2 or 3 female teachers realise this opportunity (Fig. 2). This imbalance points to the existence of barriers to the career advancement of women in the education sector.

Figure 1: Percentage of Female Teachers and School Leaders, 2019–2024



Note: Data from State Statistics Service of Ukraine (https://www.ukrstat.gov.ua/)

Figure 2: Gender Distribution of School Leader Positions, 2019–2024



Note: Data from State Statistics Service of Ukraine (https://www.ukrstat.gov.ua/)

4. BARRIERS AND ENABLERS

4.1 Barriers and Constraints

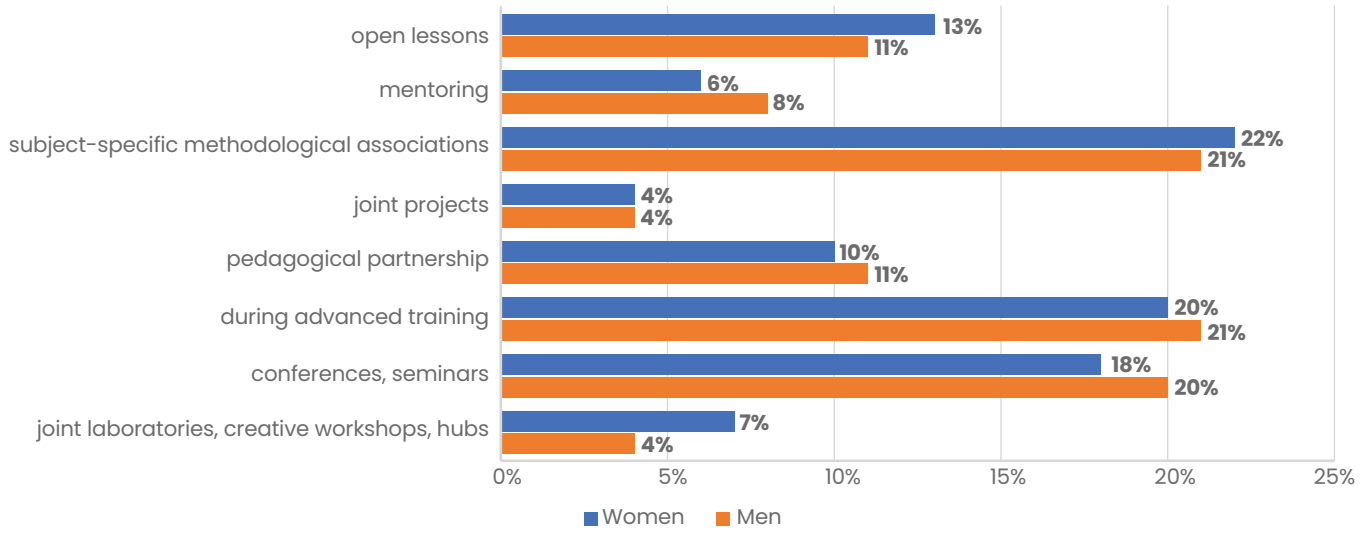
A national study conducted online, 'Teaching and Learning: How and Where to Grow Ukrainian Teachers?' (EdCamp Ukraine and Ministry of Education and Science of Ukraine, 2019), involved 8,427 teachers from all over Ukraine. Among all respondents, 4.8% were school principals and 19.1% were school administrators; 87.4% of female teachers participated. Although only 0.4% of the respondents agreed with the statement 'All subjects can be divided into "female" and "male"', the answers to the questions designed to reveal gender bias in the respondents indicate an insufficient level of awareness and personal attitude. The majority of teachers stated that they do not refer to boys more often in 'precise' subjects and to girls in humanitarian subjects (84.4%), do not comment on boys' long hair (79.8%), do not call girls by their first names but boys by their last names (78.1%) and do not criticise girls for improper appearance and violation of rules of conduct (76.8%). Thus, about 20%, or one-fifth of all teachers surveyed, continued engaging in those behaviours. These data reveal the manifestation of cultural stereotypes that shape perceptions of women's roles, which may be related to, for example, household chores, gender differences in appearance and biases regarding physical and intellectual abilities.

Regarding the level of digital literacy, 52.6% of respondents identified themselves as confident users, and 33.1% of teachers needed advanced training in ICT skills for teaching. An analysis of the results revealed differences in professional development depending on gender: male teachers (20.9%) indicated slightly more often than female teachers (13.6%) that their professional growth was funded by the school. Gender also played a role in computer access. Additionally, some factors in professional motivation differed between the two sexes, including the desire to increase income, to meet official requirements, and to pursue 'career advancement'. For each of these positions, the percentage of men who marked it was higher than the percentage of women.

Readiness and Needs of School Principals and Administrators Regarding the Use of ICT (Gender Analysis)

In 2019, scientists of the Institute for Digitalisation of Education of the National Academy of Educational Sciences of Ukraine initiated an online survey on the readiness and needs of teachers and other categories of educators in the implementation of distance learning and in increasing the professional level of digital technologies. In the fifth national-level study this year, 26,227 respondents participated, including 2,531 female principals and 322 male principals (Ovcharuk et al., 2024) (Fig. 3).

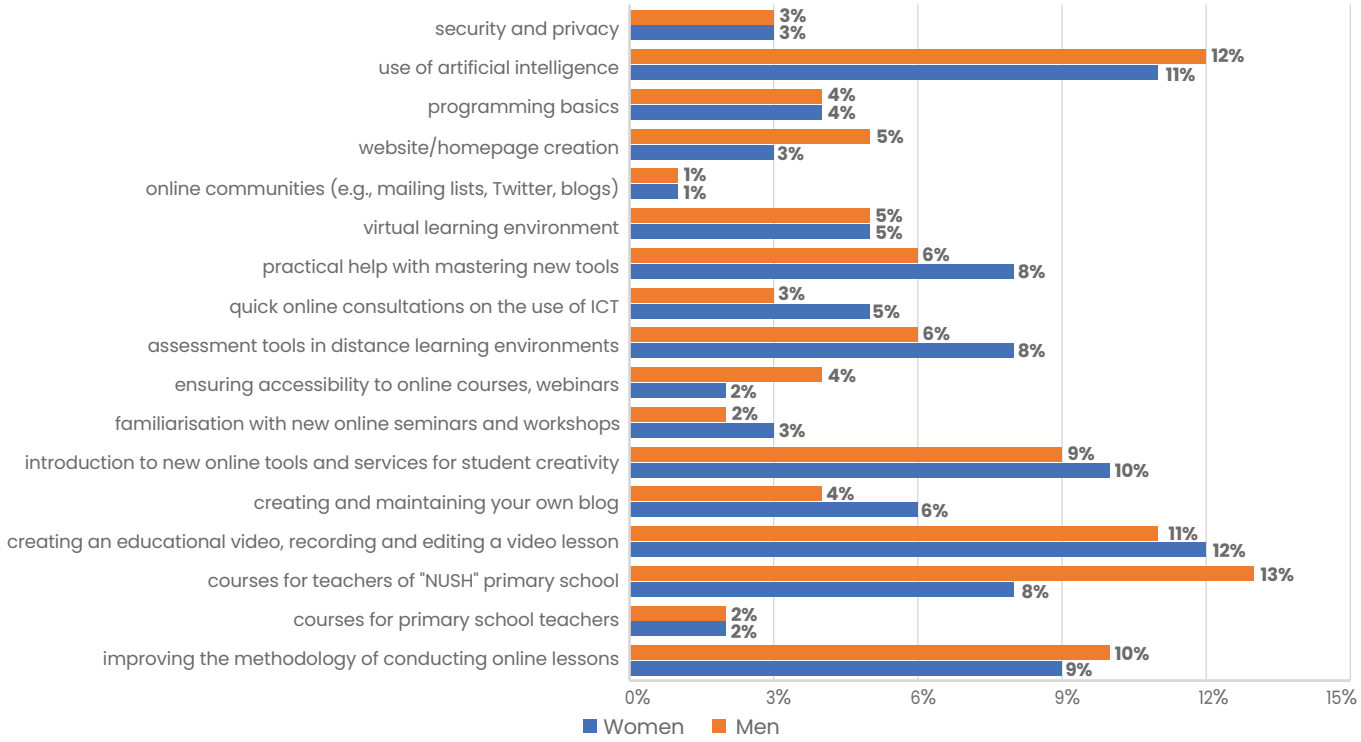
Figure 3: Gender Differences in School Leaders' Use of ICT



Note: Data from Ovcharuk et al. (2024).

The results of that year's study and those of previous years show that most respondents' digital competence was at the 'confident user' level, and the difference between women and men was not significant. Our analysis of the respondents' answers allowed us to conclude that there are differences in the needs of female and male directors, most of them insignificant, but the respondents' answers are gender sensitive, reflecting the gender stereotypes of society. For example, the majority of men chose a lack of material support as an obstacle to distance or mixed learning, whereas the majority of women chose unstable conditions in the education process. Stereotypes associated with patriarchal norms come into play, wherein a woman is the guardian of the family, home, peace and stability and a man's mission is to provide material support for the family. Such answers demonstrate the lack of objective confidence and the influence of gender stereotypes. Regarding digital competence skills, women show stronger results in some aspects, yet their self-assessment of their digital competence is lower than that of men, and their stated need for advanced training is greater. In many professional activities, approximately equal participation of men and women is observed, but women are somewhat more active in areas such as creative hubs, methodological associations and open lessons, whereas men are more involved in mentoring (Fig. 4).

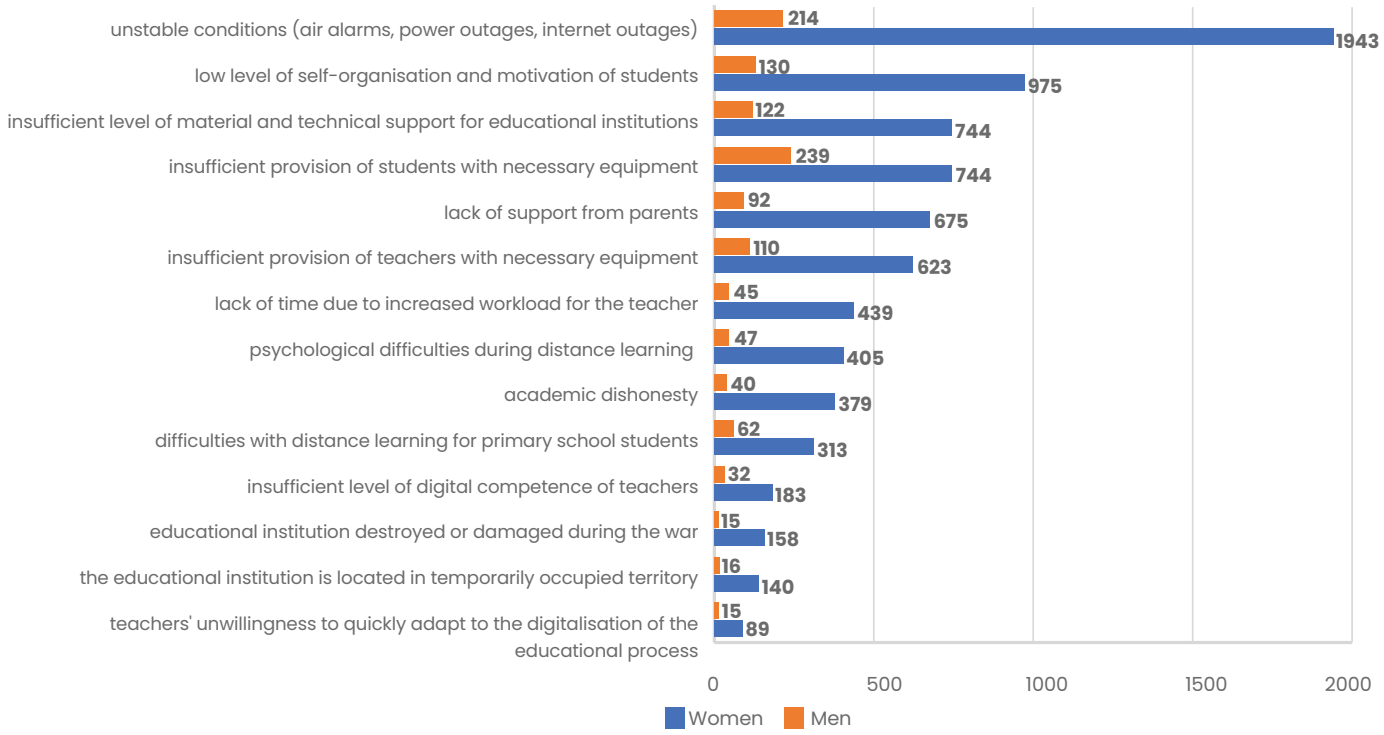
Figure 4: Gender Differences in ICT Competencies



Note: Data from Ovcharuk et al. (2024).

Regarding the main obstacles in the implementation of distance and blended learning, the survey data demonstrate the key challenges faced by female and male managers when organising those activities, as well as differences between genders in the extent of these barriers (Ovcharuk et al., 2024) (Fig. 5).

Figure 5: Gender Difference in School Leaders' Identification of Barriers in Implementing Distance and Blended Learning



Note: Data from Ovcharuk et al. (2024).

The main areas in which teachers needed to develop digital literacy were the use of artificial intelligence, improvement of the methodology of online lessons and the creation of video lessons. These are relevant for both sexes. Women are more likely to be interested in the creative and innovative aspects of professional development, whereas men show a greater interest in technical and structured courses, such as web design or programming. Attention should be paid to the topics with the least interest among both women and men—online communities (1%) and security and privacy courses (3%)—which may indicate a lack of awareness of their importance.

4.2 Enablers and Policy Levers

We analysed a number of key strategic and legislative documents regarding aspects of gender and ICT over the past 10 years, which have become the foundation for reforms. These include the following:

- The Education Law (Verkhovna Rada of Ukraine, 2017), which declares the principles of nondiscrimination, equal rights and opportunities for obtaining education;
- The concept of the New Ukrainian School (Ministry of Education and Science of Ukraine, 2016), which emphasises the cultivation of gender literacy and critical thinking skills in students;
- The presidential decree 'On the Sustainable Development Goals of Ukraine for the Period Up to 2030' (Verhovna Rada of Ukraine, 2019), which identifies as priorities quality education (Goal 4) and gender equality (Goal 5);
- 'The Concept for Developing Digital Competencies' (Cabinet of Ministers of Ukraine, 2021), which foresees the development of digital literacy as a mandatory skill for using digital technologies; and
- The strategy for implementing gender equality in education through 2030 (Cabinet of Ministers of Ukraine, 2022), which has been approved by the Cabinet of Ministers of Ukraine and outlines systemic measures for integrating the gender component into educational policy at all levels (see Table 1 in the appendix for a cross-comparison of current legislation against gender and ICT focus).

Thus, Ukrainian legislation lays the foundation for ensuring equal rights and opportunities for obtaining quality education regardless of gender, as well as for the formation of gender and digital competencies as essential skills of a modern person.

5. POLICY RECOMMENDATIONS

Ensuring gender equality and empowering women in all areas of life, including leadership in education, is an important priority for the sustainable development of Ukraine. Digital technologies open up new opportunities for overcoming gender barriers and supporting women in leadership positions within the school system. However, favourable conditions must be created to effectively harness this potential in addition to Ukraine's existing legislative and policy documents aimed at ensuring gender equality and integrating digital technologies into education.

5.1 Adapting Existing Policies

Work is currently underway to create the National Strategy for the Development of Education and Science of Ukraine Through 2030. In this regard, it is appropriate to focus on such aspects, present them for public discussion in the pedagogical community and attract the attention of education managers:

- Ensuring women's equal access to digital resources and leadership positions in schools, creating a supportive environment for women in this field and encouraging the use of digital technology as a tool to overcome gender barriers.
- Creating initiatives to support the professional development of female school leaders, including training in digital technologies to enhance digital competence and effectively implement relevant technologies.

In particular, it is appropriate to devise measures to bridge the digital gap between regions, combat gender stereotypes, ensure funding and create mentorship programmes for female leaders. The involvement of stakeholders, such as women's organisations, professional communities and international education organisations, will contribute to the effectiveness of innovations aimed at addressing gender issues. Special attention should be paid to the development of digital competence among female school leaders, which includes skills in using digital tools for managing educational processes, data analysis, communication and professional development.

5.2 Introducing New Policies and Initiatives

To support the professional development of women in leadership positions in the Ukrainian education system, a number of initiatives for implementation are recommended, including the following:

- Creating networks of experienced female school leaders to provide mentoring support to young teachers aspiring to become school principals and operate in educational digital environments. Through individual counselling, training and sharing of experience, mentors will help develop their mentees' confidence, motivation, and leadership skills in the digital world.
- Introducing special scholarships for female educators to provide free access to certified online courses and learning resources in digital education management and administration, human resources management and strategic planning, which will contribute to the development of the necessary digital and leadership competencies for further career growth.

At the level of educational institutions, it is important to organise and actively participate in regular educational events focused on the development of digital and leadership competencies for female leaders. These events could include:

- Seminars and workshops on the implementation and use of digital technologies in managing educational processes (involving school leadership, representatives of pedagogical universities and institutions of postgraduate education);
- Roundtable discussions for open dialogue on the issues faced by women in leadership positions, and for exchanging experiences and developing strategies to increase the number of women in leadership roles in education;
- Specialised training courses for developing leadership skills and gender equality and for overcoming barriers to obtaining leadership positions (which should be integrated into training and retraining programmes for management personnel);
- Projects implemented by lecturers and students aimed at enhancing female leaders' digital literacy and encouraging women to pursue career growth in education management; and
- The creation of the 'Women School Leaders Digital Innovation Hub'.

5.3 Potential Impact

Ensuring gender equality in school leadership in Ukraine is an extremely important issue that requires special attention in the post-war period of the country's reconstruction, as equal opportunities and non-discrimination are fundamental values of a democratic society, and promoting gender balance in leadership positions in education demonstrates Ukraine's commitment to the principles of equality and inclusivity. In the post-war recovery phase, maximising the involvement of human potential is critically important, and school leaders play a key role in shaping the values and views of the younger generation. Ensuring women's representation in school leadership is a matter of equal rights and opportunities and will yield a significant positive impact on Ukraine's socio-economic development in the post-war recovery period.

Some gaps in the available data regarding the role of digital technologies in increasing women's participation in school leadership in Ukraine require attention and additional efforts to gather new information. These include a lack of data on levels of digital literacy and the use of digital technologies in managerial activities among female school leaders compared to male leaders; insufficient data on the quality, availability and adaptability of online resources and courses for professional development in digital and leadership competencies for female leaders; and inadequate data for assessing the effectiveness of existing initiatives and programmes aimed at supporting women's advancement into leadership roles in schools. Thus, further research is needed in the following areas:

- The impact of digital inequality on female school leaders' professional development opportunities (including how regional and gender inequality in access to the internet, digital devices and ICT skills limits women's opportunities for online learning).
- The quality and effectiveness of online learning for developing digital and leadership competencies for female school leaders (evaluating the relevance of existing online content, its adaptability to needs and its impact on the competencies of female leaders).
- Best practices for supporting women in school leadership using ICT (including successful national and international experiences in implementing mentorship programmes, financial incentives and legislative changes).
- Innovative approaches using modern digital technologies, such as artificial intelligence and virtual/augmented reality, for the professional development of female leaders in education.

For the effective implementation of the gender equality programme in school leadership in Ukraine, close interaction is necessary between political institutions, stakeholders and the broader public. Systematic dialogue and the use of digital technologies can play a key role in this process.

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APPENDIX

Table 1: Cross-Comparison of Current Legislation Against Gender and ICT Focus

TITLE OF THE DOCUMENT	GENDER	ICT
Law on Education (2017)	Chapter XII "Final and Transitional Provisions" Article 19. Composition of the National Agency for Quality Assurance of Higher Education	Chapter 1 "General provisions" Chapter 8 "Management and Control in the Field of Education" Chapter 9 "Educational Infrastructure"
New Ukrainian School of the National Academy of Sciences (2018) Concept	Present in an indirect form	Present (competence approach)
Concept of Development of the Digital Economy and Society of Ukraine for 2018-2020 (2018)	Aspects of gender policy are absent	The field of education is involved in digital transformations
Presidential decree "On the Sustainable Development Goals of Ukraine for the Period up to 2030" (2019)	Goal 4	Indirectly in goal 4
Comprehensive General Secondary Education Act (2020)	Section II "Availability of comprehensive general secondary education" Section V "Establishment of general secondary education and its management"	Chapter V "Establishment of general secondary education and their management" (Article 32) Chapter X "Final and transitional provisions"
The Concept of the Development of Digital Competences (2021)	Not present	Present
Strategy for Implementation of Gender Equality in the Field of Education until 2030 (2022)	Present	Strategic Objective 2 Strategic Objective 4

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