Training on Gender Mainstreaming in Project Management: Case of International Donor Programs and Projects for Ukrainian Local Communities' Development

Galina V. Berezhna[1][a], Olena V. Aleinikova[2][b], Oksana A. Kovtun[1][c], Hanna B. Danylchuk[3][d],
Vitalina O. Babenko[4][e] and Pavlo P. Nechypurenko[5][f]

[1]*University of Educational Management, 52A Sichovykh Striltsiv Str., Kyiv, 04053, Ukraine*
[2]*Kyiv National University of Technologies and Design, 2 Nemyrovycha-Danchenka Str., Kyiv, 01011, Ukraine*
[3]*The Bohdan Khmelnytsky National University of Cherkasy, 81 Shevchenko Blvd., Cherkasy, 18031, Ukraine*
[4]*V.N. Karazin Kharkiv National University, 4 Svobody Sq., Kharkiv, 61022, Ukraine*
[5]*Kryvyi Rih State Pedagogical University, 54 Gagarin Ave., Kryvyi Rih, 50086, Ukraine*

Abstract: In recent years, the concept of gender mainstreaming in project management has become more popular and in demand. Mainstreaming gender in project management cycle requires knowledge and skills of all stakeholders and coordinated actions and commitments of all actors (government, international donors, territorial communities, non-governmental organizations, educational institutions and others). The paper focuses on finding an answer to the main question – how to mainstream gender in project cycle management to ensure effectiveness and gender-sensitivity of local development projects, taking into account the requirements of international donor programs and projects. The paper highlights the main issues of theory and practice of gender mainstreaming in programs and projects, engendering of community-based development projects, role and participation of women in project management, prospects of implementing gender mainstreaming concept in educational process for project managers. Questions which are raised in paper are: "What is gender mainstreaming and how it should be implemented into project cycle?", "How to mainstream gender in different types of Ukrainian local-development projects according to requirements and approaches of international donors and national legislation?", "What is project management now and how it would change in the future?"; "What is the current state of women in project management profession – globally and in Ukraine?"; "What challenges / barriers / obstacles women face as project managers?"; "Prospects for women in project management – how can they meet challenges and overcome barriers?", "How gender mainstreaming should be implemented in the design of education policies and programs for project managers?".

1 INTRODUCTION

The importance of diversity in project management was emphasized by many researchers (Okoro, 2016; Australian Institute of Project Management, 2020; Hunt et al., 2015). Okoro (Okoro, 2016) considered prioritizing diverse talent as a key resource for en-

[a] https://orcid.org/0000-0002-0596-8534
[b] https://orcid.org/0000-0002-4876-3563
[c] https://orcid.org/0000-0002-0159-730X
[d] https://orcid.org/0000-0002-9909-2165
[e] https://orcid.org/0000-0002-4816-4579
[f] https://orcid.org/0000-0001-5397-6523

hancing project success, and one way to achieve it is to increase women's participation in project management (in numbers as well as in levels and scope of programs and projects). The Australian Institute of Project Management (AIPM) identified "diversity by default" as one of its core values but reported still low level of female members (22%) (Australian Institute of Project Management, 2020). McKinsey's research defined diversity from two perspectives (gender and ethnic/racial characteristics) and analyzed the relationship between the level of diversity in the leadership of large companies and companies' financial performance (Hunt et al., 2015). Authors found a

39

statistically significant relationship (correlation) between them (Hunt et al., 2015).

Issues of women as project managers were studied from different aspects. Thus Bielińska and Osbert-Pociecha (Bielińska and Osbert-Pociecha, 2018) examined the benefits of increasing participation of women in project management as well as factors determining their effectiveness (case of Poland). Henderson et al. (Henderson et al., 2013) explored women project managers as a group in the present project context within which they work in order to identify their project challenges and perspectives in this profession. Duong and Skitmore (Duong and Skitmore, 2003) examined the extent to which workplace problems may cause low numbers of women project managers based on survey of the Australian Institute of Project Management members.

Other area of research focus is the women representation in the leadership of major projects (Pritchard and Miles, 2018). This report explored wider issues of social responsibility, organizational culture and gender equality in order to find answer why women continued to be underrepresented in leadership of major projects and what it could mean for the project management profession (Pritchard and Miles, 2018). Mascia (Mascia, 2015) examined whether women have advantages over men at transformational leadership (with greater emphasis on emotional intelligence and interpersonal skills) and if so what are the reasons of women under-representation in project leadership. The differences in gender managerial styles were studied in paper (Rodríguez et al., 2017).

Henderson and Stackman (Henderson and Stackman, 2010) explored gender differences in project managers related to gender differences in their team members (location to one another, use of technology, the cost and size of project teams). Gender equality issues of the project strategic management in R&D organizations (case of Serbia) were examined by Obradović et al. (Obradović et al., 1912).

Atkins-Hansen (Atkins-Hansen, 2001) examined women in project management through a "glass ceiling" concept (invisible barriers that prevent women from advancing movement-development) which can be analyzed from two perspective: 1) individual project manager (particular female) and 2) project management discipline. Maxwell (Maxwell, 2007) explored negative consequences of "glass ceiling" regarding women in non-traditional jobs (particularly female project managers) as well as the attitudes and perceptions that prevent women to reach their full potential as project managers.

Also authors examined articles from key journal "Gender in Management" (GIM) published over the period 2016–2020. GIM is the leading journal in the field with focus on empirical research, theoretical developments, practice and current issues within the context of gender, management and leadership particular the theme of female entrepreneurship and management.

The main focuses of researches over this period were corporate governance, analysis of differences between women and men (from different prospects) and conflict of interests. The topic of women' leadership particularly in male-dominated industries and gender diversity in top management were examined in a lot of articles. However the topic of women in project management received less attention. In this context worth mentioned article (Olofsdotter and Randevåg, 2016) which examined how masculinities are reproduced in project-based organizations (based on construction project managers case study) with practical recommendations of creating more equal work-environment in the construction industry for female and male managers.

However, the issue of the role and participation of women in project management is part of a broader direction of research and practice, namely the implementing of a gender approach (gender mainstreaming) in all spheres of life, including project management in order to achieve gender equality. Ramsak (Ramsak, 2017) studied the process of implementing gender mainstreaming in projects and programs emphasizing that different types of projects have different impact on gender norms and stereotypes. It is important to understand strategic entry points for integrate key gender dimensions into project cycle as well as monitor and evaluate project using gender indicators.

A significant amount of research is devoted to analysis of methods for mainstreaming gender equality particular in community-based development programs and projects and approaches and tools proposed by international donors (Arenas and Lentisco, 2011; Haataja et al., 2011; UNIDO, 2015). Thus one of the major points of implementing such projects is integrating gender into project cycle management as well as training project managers and teams responsible for design and development of effective and sustainable local development projects using tools, methodologies and principles with a gender perspective.

The main point of this paper is to find out answers on following questions:

1) is gender mainstreaming and how it should be implemented into project cycle;

2) to mainstream gender in different types of

Ukrainian local-development projects according to requirements and approaches of international donors and national legislation;

3) is project management now, how it would change in the future, and what is the current state and challenges of women in project management profession;

4) for women in project management – how to meet challenges and solve problems;

5) gender mainstreaming should be implemented in the design of education policies and programs for project managers.

2 GENDER MAINSTREAMING IN PROGRAMS AND PROJECTS: CONCEPT

Gender mainstreaming first came up as a concept in 1985 at the United Nations Third World Conference on Women in Nairobi. In 1995, the Platform for Action adopted at the Fourth World Conference on Women in Beijing explicitly called upon governments and other actors to promote gender mainstreaming. Gender mainstreaming is based on the recognition that:

1) men and women have different needs and living conditions, and that development policies can affect them differently;

2) women tend to have more limited access to and control over power, money, human rights, information, justice, resources, benefits and decision-making opportunities, and therefore more limited opportunities to participate;

3) projects should be designed in a way to ensure that men and women benefit from them equally and that neither group is inadvertently disadvantaged or ignored (Council of Europe and Directorate of Internal Oversight, 2015; Commonwealth secretariat, 2019).

Mainstreaming gender means ensuring equal opportunities and non-discrimination practices in all policy development and implementation. If gender is mainstreamed, all actions should be planned, implemented, monitored, reported on, and evaluated with a gender perspective in mind (Council of Europe and Directorate of Internal Oversight, 2015, p. 7).

Thus gender mainstreaming is a strategy that was formally included in the Beijing Platform for Action in 1995 and is most often defined by the 1997 United Nations Economic and Social Council (ECOSOC) interpretation of the term: "Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality" (UNIDO, 2015, p. 4).

Gender mainstreaming includes creating and sharing knowledge, awareness and responsibility for gender equality. It is also a strategy for including the concerns of girls/women and boys/men in the design, implementation, monitoring and evaluation of education policies and programs so that girls and boys, women and men benefit equally (Frei and Leowinata, 2014, p. 8).

The Council of Europe defines the concept of gender mainstreaming as "the (re)organization, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and all stages, by the actors normally involved in policy-making" (Council of Europe and Directorate of Internal Oversight, 2015, p. 8).

Gender mainstreaming is a very effective tool for achieving gender equality. Gender mainstreaming means that gender equality issues are integrated into all activities. Gender mainstreaming is not a one-time activity, instead, it requires ongoing attention. The range of activities involved in gender mainstreaming includes:

− identifying gaps in gender equity;

− raising awareness about inequality;

− promoting and building support for change;

− providing resources and expertise to make needed changes,

− monitoring results and evaluating progress;

− providing information about the results of gender mainstreaming activities (Frei and Leowinata, 2014, p. 33).

Taking the gender perspective into account means that the objectives and contents of activities can be developed to better meet the different needs of various groups. It therefore represents one way of improving the quality and impact of activities.

Gender mainstreaming is necessary for several reasons:

1) identify gender differences and inequality;

2) make the case for taking gender issues seriously;

3) design policies and plans that meet women's and men's needs;

4) monitor the differential impact of policy, project and budget commitments on women and men (Frei and Leowinata, 2014, p. 35).

The aim of gender mainstreaming is to change gender neutral (taking no account of gender) ways of thinking and procedures, and the related operating culture (Haataja et al., 2011). The ultimate goal of gender mainstreaming is advancing gender equality; it's not mainly about increasing women's participation, it "facilitates equal opportunities, benefits and outcomes for girls/women and boys/men" (Frei and Leowinata, 2014, p. 6).

Key steps to process of gender mainstreaming:

1) conduct a gender analysis (collect sex-disaggregated data and analyze these data by using a "gender analysis": Who is valued? Who makes the decisions? Who has a say over resources? Who is rewarded? Who has the power to act? Who is overlooked? What strategic and practical needs are being addressed or overlooked?);

2) involve women and men in creating the agenda (identify the obvious, less obvious and least obvious gender equality issues and gaps through an analysis of the data and through consultations with both women and men to make an appropriate diagnosis of the problems);

3) develop actions that fit the context and design projects that address these issues (What kind of change is required: legal, policy, cultural, services, personal, political?);

4) build capacity for change (Commonwealth secretariat, 2019; Frei and Leowinata, 2014).

Progress of gender mainstreaming implementation was introduced as a concept of gender mainstreaming ladder (table 1) (Frei and Leowinata, 2014, p. 37).

Factors influencing the level of gender mainstreaming (based on the research results on gender mainstreaming in cooperation programs and projects):

1) the internal triggers and reasons for gender mainstreaming:

– staff members are more likely to mainstream gender if they consider it relevant for their work and/or have undergone some gender training

(staff members who are interested in the subject matter are more likely to perceive gender mainstreaming as relevant for their work than those who are not);

– peers and senior management are more of a supporting factor than any entities and structures whose mandate it is to promote gender equality or to coordinate cooperation; item[−] the most important internal obstacle to gender mainstreaming in cooperation relates to a lack of gender mainstreaming training and gender analysis tools available for staff;

2) the external triggers and reasons for gender mainstreaming:

– the influence of the donor was a very significant factor for introducing the issue of gender into programming (especially the Canadian International Development Agency, the Scandinavian countries and Switzerland insist on the incorporation of gender issues);

– the interest of cooperation partners in the issue:

(a) sometimes governments specifically request gender mainstreaming since they have identified the issue of gender equality as a priority area: as a result of their own analysis or specific requests from international institutions such as the European Union (EU), which make improvements in gender equality a precondition to providing (continued) support;

(b) a high level of awareness on the part of the civil society – local and international non-governmental organizations (NGOs) (Council of Europe and Directorate of Internal Oversight, 2015).

EU introduced dual strategy for promoting gender equality which entails that the gender perspective must be included in all planning, activities, decision-making and assessment on program and project level, in addition to separate gender equality program and projects being implemented from time to time to achieve more marked leaps in development (Haataja et al., 2011).

Therefore government and international development actors often use a combination of two strategies in order to promote gender equality:

1) gender equality intervention (specific intervention with the primary aim of promoting gender equality);

2) gender mainstreamed intervention (intervention which mainly aims at objectives other than gender equality but which promotes gender equality in addition to these other objectives, meaning that

Table 1: Gender mainstreaming ladder.

Stage	Content
Stage 6 Learning and action mainstreaming	Gender equality changes have clearly been acted on, systems for monitoring and evaluating results are set up, further gender analysis is done based on the new data, and more changes are introduced as needed.
Stage 5: Implemented mainstreaming	It is clear how the institutions and teachers acted on the gender-equality changes recommended by the gender analysis, and integrated them into the curricula.
Stage 4: Institutionalized mainstreaming	The results of the gender analysis are evident in some aspects of how the institutions or teachers acted on the findings, including by changing the curricula
Stage 3: Integrated mainstreaming	A gender analysis is done, but there is little evidence of how the institutions or teachers consistently acted on the findings or made changes to the curricula.
Stage 2: Pro forma mainstreaming	A token sentence or paragraph is found in institutional or curriculum design documents, with no evidence that it affected the structures, how teachers are trained or how classes are taught.
Stage 1: Zero mainstreaming	There is no mention of gender equality anywhere, or just an obviously superficial reference.

everything they do also promotes gender equality) (Council of Europe and Directorate of Internal Oversight, 2015).

In this paper authors are concentrated on the second type of strategy – gender mainstreamed intervention.

Mainstreaming gender in projects aims to avoid the creation or reinforcement of inequalities, which can have adverse effects on both women and men. It also implies analyzing the existing situation, with the purpose of identifying inequalities, and developing policies which aim to redress these inequalities and undo the mechanisms that caused them (Stella et al., 2017).

The European Institute for Gender Equality suggests that gender be mainstreamed throughout the project lifecycle and proposes seven tools and methods of incorporating gender in project planning and management:

1) gender analysis;
2) gender audit;
3) gender awareness-raising;
4) gender budgeting;
5) gender equality training;
6) gender evaluation;
7) gender impact assessment (Stella et al., 2017).

Five questions to promote gender equality in project planning:

1) data: have we counted all women and men;
2) analysis: do women/girls and men/boys have a fair share;
3) participatory engagement and accountability: have both women and men been consulted;
4) policy, action, resources: have we invested equally in women and men;
5) individual, organizational, social change: decision makers and project team have the skills, knowledge and commitment to make a lasting change (Commonwealth secretariat, 2019).

3 INTERNATIONAL DONOR PROGRAMS AND PROJECTS FOR LOCAL DEVELOPMENT TO SUPPORT COMMUNITIES IN UKRAINE

The current approach to mainstreaming gender equality in development cooperation is the result of a gradual process of reflection in the international community, in both academic and development circles (Haataja et al., 2011).

The World Bank defines community-driven development (CDD) as programs which "operate on the principles of local empowerment, participatory governance, demand-responsiveness, administrative auton-

omy, greater downward accountability, and enhanced local capacity" (Browne, 2014, p. 1).

CDD is strongly supported by the World Bank and much of the literature comes from the World Bank's reports and publications. There is a reasonable amount of evidence and rigorous research conducted on gender outcomes, although this could be strengthened.

Key lessons from the literature are:

1) elite capture is a significant concern ("uncontrolled" CDD will not necessarily benefit women, the poor and other disadvantaged groups);

2) women's participation is a central problem (they do not usually have the time and/or confidence to contribute to community planning processes);

3) to reach women and other disadvantaged groups, CDD needs to have explicit targets for them or mandatory participation requirements (programs with an explicit gender strategy are more likely to impact on women's empowerment than programs without clear gender equality goals);

4) programs which allow women-only space appear effective in enabling women's voice and developing projects that respond to women's needs;

5) CDD programs struggle to change attitudes and norms around women's social position (they are often successful at engaging women in projects, but fail to make significant changes in the long-term);

6) examples of positive gender outcomes are improved women's participation in village-level meetings and processes; personal empowerment and voice; women's access to services; increased skills and independent income (Browne, 2014).

The challenge of elite capture has prompted donor control of targeting and active gender-equality policies.

Strategies to overcome obstacles:

1) implementing partners with an explicit gender inclusion strategy were more successful at achieving high rates of women's participation in decision-making than partners without a clear strategy;

2) quotas are a commonly used tool to overcome the challenge of women's participation;

3) implement women-only groups to discuss, propose and manage CDD projects;

4) NGOs have tackled the obstacles to women's participation by attempting to free up their time and by capacity building.

CDD programs should have a gender balance in their own staff, particularly with enough female facilitators to engage effectively with female beneficiaries.

The local elections on October 25, 2020 end the second phase of decentralization in Ukraine. The success of decentralization largely depends on the coordinated work of all participants in the process – the government, parliament, associations of local self-government (LSG), the donor community, experts.

The main advantages of decentralization and the reform of local self-government implemented on its basis from the point of view of LSG include the following:

1) ensuring the strategic freedom of participants in the management process in territorial communities;

2) formation of bases of self-organization and generation of incentives for active activity in communities;

3) creating a balance of real LSG independence (freedom of choice in decision-making – responsibility for their results);

4) stimulating interest in the appropriate end results;

5) the growing role of leaders and the formation of incentives for their personal development (Bezugliy, 2017).

The Ministry for Communities and Territories Development of Ukraine (MinRegion) is the main body in the system of central executive bodies that ensures the formation and implementation of state policy in the field of local self-government development, territorial organization of government and administrative-territorial organization.

Ukraine has established a Donors' Council, which brings together all programs and projects provided by international donor organizations to support decentralization processes in Ukraine (Ministry of Regional Development, Construction and Municipal Services of Ukraine Implementation of Decentralization in Ukraine).

In order to reap the benefits and meet the challenges, achieve the set goals and achieve the planned result, the project approach to management is gradually introduced in the local communities and the tools and methods of project management are applied. This trend of increasing the role of the project approach in local socio-economic development in Ukraine is in line with European trends, where projects are a means of achieving priority goals in regional strategic planning (Bezugliy, 2017).

For the united local communities (ULCs, gromadas), projects are now becoming the main means

of implementing change. Thus, within the framework of the state financial support for the development of ULCs, subvention funds from the state budget were provided to the gromadas' local budgets for the implementation of infrastructure projects. The Resolution of the Cabinet of Ministers of Ukraine of March 16, 2016 No. 200 approved the "Procedure and conditions for granting a subvention from the state budget to local budgets to support the development of united local communities, which stipulates that the subvention is provided for implementation of projects property" (Cabinet of Ministers of Ukraine, 2016).

Also, gromadas have the opportunity to submit project applications for the implementation of investment projects and regional development programs for funding from the State Regional Development Fund (SRDF), which is created within the state budget and allows to start financing regional development projects in Ukraine on a competitive basis and accordingly to regional development strategies.

The study of the peculiarities of the project approach application in local self-government, which was conducted during 2014–2016 through online surveys of 273 representatives of local communities, revealed a number of problems, namely:

1) focus on short-term and small-budget projects on traditional topics (often implemented large-budget and medium-budget projects only 12% and 17% of respondents, respectively);

2) low readiness (and ability) to conduct a thorough project analysis (project analysis is carried out by 50% of respondents);

3) absence in the communities of specialists trained for project activities (27% of respondents) as well as project activities regulations and reglaments (almost 50% of respondents);

4) the communities need for external methodological support for the use of project management tools and the high-quality projects development (more than 90% of respondents) (Bezugliy, 2017, pp. 155–156).

Currently, the creation of ULCs is accompanied by an increase in demand for the introduction of a project approach in community activities and the use of tools and methods of project management for planning and achieving local development (Bezugliy, 2017).

There are the following main areas of project approach application in ULCs:

1) formation of state (regional) target programs;

2) implementation of priorities identified by ULCs' development strategies;

3) solving certain problems of local development.

In this context, local development projects are defined as: an instrument of systemic change management; the main tool of implementing strategic goals / priorities and achieving the mission; "a leading tool for the programmed achievement of community development goals" (Bezugliy, 2017, p. 34).

Local self-government projects are defined as "projects of strategic development of local communities, which are implemented at the request of the local self-government body and implemented with the involvement of state and non-state sources of funding and participating organizations" (Bezugliy, 2017, p. 58).

Specifics of local self-government projects: usually complex multifaceted sets of works, pursue a wide range of goals, are performed with the involvement of different categories of participants and are associated with obtaining various benefits for the local community (Bezugliy, 2017).

Researchers distinguish 2 groups of local development projects:

1) investment projects (create material objects, require capital investments for their financing, for obtaining which in most cases investment attraction special mechanisms are required);

2) social projects (create, mainly, intangible objects or other public goods; do not require capital investment and can be implemented through current funding, or various grants that do not involve capital expenditures) (Bezugliy, 2017).

Over the last two decades, decentralization and support for the development of local self-government have become the main areas of international cooperation.

In Ukraine, one of the possible sources of funding for local development projects is grants from international donor organizations and foundations (as the main source for funding individual projects and as co-financing of projects). The activities of international donor organizations require significant activity and a certain level of project skills development on the part of communities. However, in local communities, grant activities are underdeveloped and attracting grant funding raises many questions and often requires methodological external support for communities (Bezugliy, 2017).

According to the portal decentralization.gov.ua, within the framework of international cooperation to support decentralization and local self-government reform, 25 international donor organizations programs and projects are currently being implemented

in Ukraine; the assistance amount is CHF 9,277 million; USD 55,0 million; EUR 154,81 million; SEK 41,71 million; CAD 19,489 million.

The largest (in terms of funding) five existing international programs and projects implemented in Ukraine to support local development:

1) program "Support to decentralization reform in Ukraine / U-LEAD with Europe: Program for Ukraine on local empowerment, accountability and development" (funding: EUR 152,3 million; implementation period: 01.01.2016–31.12.2023) (Official website and main information portal of local governance reform and territorial organization of power in Ukraine , decentralization);

2) the United Nations Recovery and Peacebuilding Pogramme (UN RPP) (funding: USD 80 million; implementation period: 01.11.2014–31.07.2022) (Official website and main information portal of local governance reform and territorial organization of power in Ukraine , decentralization);

3) the program "Decentralization brings better results and efficiency" (DOBRE) (amount of funding: USD 50 million; implementation period: 08.06.2016–07.06.2021) (Official website and main information portal of local governance reform and territorial organization of power in Ukraine , decentralization);

4) project "Partnership for urban development" (PLEDDG) – PROMIS Project (funding: CAD 19,5 million; implementation period: 27.03.2015–31.12.2020) (Official website and main information portal of local governance reform and territorial organization of power in Ukraine , decentralization);

5) "E-Governance for accountability and participation program" – EGAP program (funding: CHF 9,4 million; implementation period: 01.05.2015–30.06.2023) (Official website and main information portal of local governance reform and territorial organization of power in Ukraine , decentralization).

Main findings of gender mainstreaming in cooperation based on an overview of the extent to which gender has been mainstreamed in cooperation interventions between the Council of Europe and member states/neighborhood cooperation countries (mainly the period 2014 to 2017) and which could be taken into account for designing and implementing local development projects in Ukraine:

1) while about half of the survey respondents perceive gender to be mainstreamed in cooperation interventions, gender mainstreaming is only visible in very few logical frameworks and strategic documents that guide cooperation interventions (Council of Europe and Directorate of Internal Oversight, 2015, p. 12);

2) the different gender mainstreaming techniques have been applied to varying extents: techniques that require only a very small degree of familiarity with gender mainstreaming concepts (gender balanced participation in events) are used more frequently than more sophisticated measures (gender impact analysis and gender budgeting) (Council of Europe and Directorate of Internal Oversight, 2015, p. 21), figure 1 (Council of Europe and Directorate of Internal Oversight, 2015, p. 13).

In order to participate in international donor programs and projects and receive grant funding, communities need to build "project capacity" – to acquire the necessary knowledge, skills and experience in project management with gender mainstreaming perspective at all levels and stages.

4 THE ROLE AND PARTICIPATION OF WOMEN IN PROJECT MANAGEMENT: CURRENT STATE AND CHALLENGES

Project management is a relatively new area still developing as profession (Pritchard and Miles, 2018), however the last years world demand for project management is rapidly increasing (Bielińska and Osbert-Pociecha, 2018).

By the estimation of the World Bank more than 20% of global economic activity proceeds as projects (Pritchard and Miles, 2018). Projects differ in size, cost, scale: from small local or within-company projects to multi-national, multi-million-valued, development-critical, politically sensitive projects aiming to solve the most complex world challenges.

Many companies worldwide implement project management in their operations which leads to advancing project management towards higher levels, with more strategic focus and alignment with organizational goals (Atkins-Hansen, 2001).

Project Management Job Growth and Talent Gap 2017–2027 report (Project Management Institute, PMI) estimates that by 2027 87,7 million individuals working in project management-oriented roles will be needed across the globe (Anderson Economic Group,

Technique	Value
Gender balanced participation in events	3,86
Gender perspective in recruitment of project team	3,82
Gender-sensitive communication	3,6
Gender perspective in selection of experts	3,56
Participation of both genders in decision-making	3,49
Gender-sensitive project objectives	3,15
Gender impact assessment	3,12
Collection and use of gender-disaggregated data	3
Gender budgeting	1,95

Figure 1: Extent of use of gender mainstreaming techniques (on a scale of 1 – "never" to 5 – "always").

2017). Projectification studies that were conducted in particular countries or regions, including Germany (German Project Management Association, GPM), Norway and Iceland, suggest that the average national projectification level is around 33% of the country's GDP (Pritchard and Miles, 2018).

In this context the skills deficit is indicated to become a global issue to be addressed in all regions (skills gap) (Okoro, 2016) and project-based organizations are challenged by increasing skill shortages (Australian Institute of Project Management, 2020).

With growth of project management professionalisation issue of advanced paradigm becomes important (Pritchard and Miles, 2018). The high role in this process plays organizations like Project Management Institute and their charters in countries around the globe, International Project Management Association – IPMA, national project management organizations (Australian Institute of Project Management – AIPM, Chartered Institute of Personnel and Development – CIPD).

Important issue for achieving project success and overcoming this shortage of employees considers diversity (Okoro, 2016). Taking in consideration that project management has been a male-dominated profession and still remained despite a significant increase of "critical mass" of women (for many reasons which would be characterized later in paper) diversity means first of all increasing participation of women (Bielińska and Osbert-Pociecha, 2018). So diversity would define as a number of women participating in project management at all levels.

Managerial careers in general have traditionally been male oriented with women considering being less effective exerting authority (Duong and Skitmore, 2003). In addition to complex challenges for project management profession due to high uncer-

tainty and ambiguity embedded in project environments women face the added challenges.

Current context of project management for women:

– the marginalization of women from the role of project manager (project manager is nontraditional job for women) (Maxwell, 2007);

– the lack of women in the leadership of major projects (women working in the profession of project management are not breaking into the significant role of project manager) (Pritchard and Miles, 2018).

The research results (based on the log-linear analysis of 211 female project managers in North America) show significant associations among women project managers' career, age, cost of their projects, and their professional certifications (Henderson et al., 2013). Demographics and characteristics that exemplify the project and team environments for women project managers:

– women 50+ years old are more likely to have a project management certification;

– women 50+ years old are more likely to have managed more costly projects;

– women with a project management certification are more likely to have managed larger projects;

– larger projects are more likely to cost more and have more geographically dispersed project members (Henderson et al., 2013).

Factors which explained the under-representation of women in the leadership of larger projects:

– most comes from STEM subjects and via particular "project-dense" sectors – engineering, construction, technology, defense, transport – that are

still predominately male (from school to graduation and career choice);

– challenges of balancing an all-encompassing leadership role with other responsibilities (caregiving roles are still predominantly of women);

– "social judgment and ideals" of leadership (stereotypes and perceptions – old and new – of the roles men and women play at work and in society) (Pritchard and Miles, 2018).

Researches identified four advantages and four disadvantages for female project managers (table 2) (Henderson et al., 2013).

The interest in gender equality issue within the concept of project management is growing in the literature (Obradović et al., 1912). However in Ukraine this direction of research is at the beginning stage (there are no systematic studies on the role and participation of women in project management). Lack of data (not mentioned of its gender aggregation) on project management is one of the obstacle on this way.

In the context of project management professionalisation there are 2 bodies in Ukraine:

1) Ukrainian Project Management Association "UPMA"/"UKRNET" (UPMA, 2021);

2) Project Management Institute Ukraine Chapter "PMI Ukraine Chapter" (PMI Ukraine Chapter, 2021).

Ukrainian Project Management Association "UPMA" is a professional project management association in Ukraine which is "focused on promoting project, program and portfolio management using the competence development models of stakeholders with the possibility of their international certification" (UPMA, 2021). Since 1993 UPMA is a member of the International Project Management Association (IPMA). Since 1997 UPMA has a direct cooperation agreement with a Project Management Institute (PMI).

Among other types of professional activities UPMA conducts international certification of professional project managers, organizations, consultants and trainers (teachers) based on the IPMA system. UPMA's website (UPMA, 2021) provides information on project managers who have received certificates based on which gender data desegregation was made (table 3).

Only 27,8% women holds professional certificates granted from UPMA. Taking in consideration that women with a project management certification are more likely to have more opportunities for prominent careers this gender gap could be starting point for future researches.

The Project Management Institute Ukraine Chapter ("PMI Ukraine Chapter") is official representative of the international non-profit organization Project Management Institute (PMI). The top-management of "PMI Ukraine Chapter" (gender structure):

1) President – 1 (man);

2) Vice presidents – 7 (2 women; 5 men) (PMI Ukraine Chapter, 2021).

Only 2 women (25%) are on senior leadership position in organization. Such disproportion between men and women in project manager role is confirmed also by the gender structure of PMI association, where in 2008 30% of the members were women and 70% men.

Common barriers to women's advancement in profession (particular in project management):

1) the leaky pipeline (the problem of retaining women at every level of the organization);

2) maternity and caring (significant "funneling" of women before reaching senior leadership roles occurs around the ages of 28–40, and is particularly challenging for those returning from maternity leave);

3) recruitment (there are gendered barriers facing women seeking new employment opportunities);

4) leadership (the pressures of leadership roles mean that women aren't always seen as a desirable option, negative attitudes about the ability of women to lead);

5) gender pay gap (a difference in the pay of men and women – women typically earn less than men in comparable work);

6) sexist stereotypes (sexist behaviors and attitudes persist in organizations);

7) apathy towards diversity and gendered career choices (the push for gender balance masks the differences in representation between typically female-dominated and male-dominated professions) (Pritchard and Miles, 2018; Maxwell, 2007).

Women project managers' challenges could be divided on 2 groups:

1) general (the gender issues common for all types of women' professional development, reflection of historically masculine domination in societies):

– traditional stereotypes towards women;

– discrimination against women at the workplace;

– difficulties of combining work and family;

Table 2: Women's self-described advantages and disadvantages working in the project management profession.

Type	Characteristic
Advantages	
Hurdlers	Strengths in communication, collaboration, and building professional relationships enabled them to overcome barriers in their roles as project managers.
Context setters	Context-sensitive and empathetic styles as project managers
Team managers	Being competent team managers (to bring diverse people together on project teams, and knowledge of how to create cohesiveness)
Presence	The unique manifestations of women project managers as themselves
—Disadvantages—	
"It is a man's world"	Men controlling power circles or inner circles from which women were excluded
Proving credibility	Credibility gaps between women and the men with whom they work
Stereotypes	Women were negatively stereotyped in some manner
Dismissed	Being pushed aside, discounted, and/or dismissed by males in their workplaces

Table 3: Certified project managers (based on the data from UPMA – Ukrainian project management association).

Type / level of certification	Female project managers	Male project managers
PPMC	1	2
PMC	2	4
Level A	10	25
Level B	18	51
Level C	17	50
Level D	7	23
Level E	18	24
P2M	31	91
Total	104	270
	27,8%	72,2%

— difficulties of accessing informal networks, and mentoring relationships;

— lack of support from male and female colleagues;

— low level of motivation, self-confidence, and career aspiration;

2) specific (the project culture additional challenges to women):

— organizing under conflict, co-operative leadership, integrative thinking, ability to make quick decisions to adapt to the changing and group working dynamics;

— different management styles and adopting male styles to survive in a masculine environment;

— insufficient initial understanding of the project team cultures;

— difficulty working with people onsite because of harassment and joking;

— difficulties in applying particular project management techniques (Australian Institute of Project Management, 2020; Bielińska and Osbert-Pociecha, 2018; Duong and Skitmore, 2003).

Research findings regarding the job challenges that women project managers identify reveal six significant factors: visibility/risk, informal/persistence, formality, networks, newness, and diversity (Henderson et al., 2013).

A difference in the pay of men and women for comparable work in Ukraine is more than 20%. According to the State Statistics Service in Ukraine the ratio of average wages of women and men is ranged 75–79% (table 4) (State Statistics Service in Ukraine, 2020).

Table 4: A difference in the pay of men and women for comparable work in Ukraine.

	2015	2016	2017	2018	2019
Ratio, %	74,9	74,6	78,8	77,7	77,2
Pay gap, %	25,1	25,4	21,2	22,3	22,8

The target set for 2020 is 80% (decreasing gender pay gap to 20%).

AIN published a research by hh.ua on wages in the project management sector in Ukraine. Experts analyzed this sector by vacancies over the past 5 years in terms of gender desegregated data. The main results of the study (Yarovaia, 2020):

1) men top-managers significantly prevailed on women (70% of men's resumes and 30% of women's resumes, 2019);

2) gender differences in project management areas (men apply more: Production, Transport, Logistics, Finance; women apply more: Sales, Marketing, Advertising, PR, HR);

3) significant difference in expected income from men and women (table 5).

Table 5: Expected income applying on project manager position.

Salary range, UAH	Women, %	Men, %
Up to 24 400	29	23
Up to 48 800	56	38
Up to 73 200	5	19
Up to 97 700	5	9
Up to 122 100	5	5
More than 122 200	0	6
Total	100	100

These challenges result in the lack of career progress, inappropriate job assignment and training opportunities available for women; reduces the number of high profile projects and assignments offered to women; leads to the scarcity of females in decision-making positions.

Even in industries where the majority are women as, for example, in cultural management in Ukraine, women' role is usually less visible and valuable comparing to men. Often, even on similar roles and positions (as project managers), women in practice do more. Among the recommendations to change this situation should be mentioned following: promoting of women's self-realization models through educational initiatives and/or in the media, implementation of best practices and increasing women representation.

5 HOW TO IMPLEMENT GENDER MAINSTREAMING IN PROJECT USING PROJECT MANAGEMENT INSTRUMENTS

Gender mainstreaming is the main instrument implemented in all interventions with specific actions addressing gender gaps, inequalities and discrimination and anchoring gender in the organization. Project Cycle Management (PCM) is a standard tool, relied on around the developing world, consisting of intercon-

nected steps for managing programs or projects in a systematic, holistic, result-oriented and accountable manner.

Gender mainstreaming is not an isolated exercise, but an integral part of the project or policy cycle. It is not an "add on" to project work but rather a technique to employ in all planning to ensure projects are even more efficient and effective. Practical gender mainstreaming is about running through a checklist of questions to ensure you have not overlooked anything or anyone. Thus it is about asking the right questions (Commonwealth secretariat, 2019).

Many development programs are implemented following a cyclical model, both at program and project level. A cyclical model divides the program development entity into five stages. Integrating gender strengthens the existing planning approach and methodology. It consists in engendering all steps and processes of PCM. At different cycle steps questions are asked to ensure that the processes and results integrate gender needs.

On program level, gender mainstreaming involves the inclusion of this perspective in the various stages of the program cycle depending of development project types in regards to degree of gender equality promotion. Therefore it is important to identify and acknowledge the significance of gender at all stages of the cycle (Haataja et al., 2011).

At project level, the gender perspective may be accounted for in two ways:

1) plan and implement a "gender equality project";

2) plan and implement a development project, in which gender is mainstreamed in the way required by the program, and to the required extent. It is important to identify the significance of gender equality in all projects not only to gender equality projects (Haataja et al., 2011).

Gender mainstreaming the project cycle serves to ensure that the intervention advances women's equal participation as decision makers in shaping the sustainable development of their societies and reduces gender inequalities in access to and control over the resources and benefits of development. These objectives are based on two principles:

1) women and men have different needs, roles, interests and access to resources and their benefits in local communities;

2) women and men have to play equally important roles in achieving inclusive and sustainable local development (UNIDO, 2015).

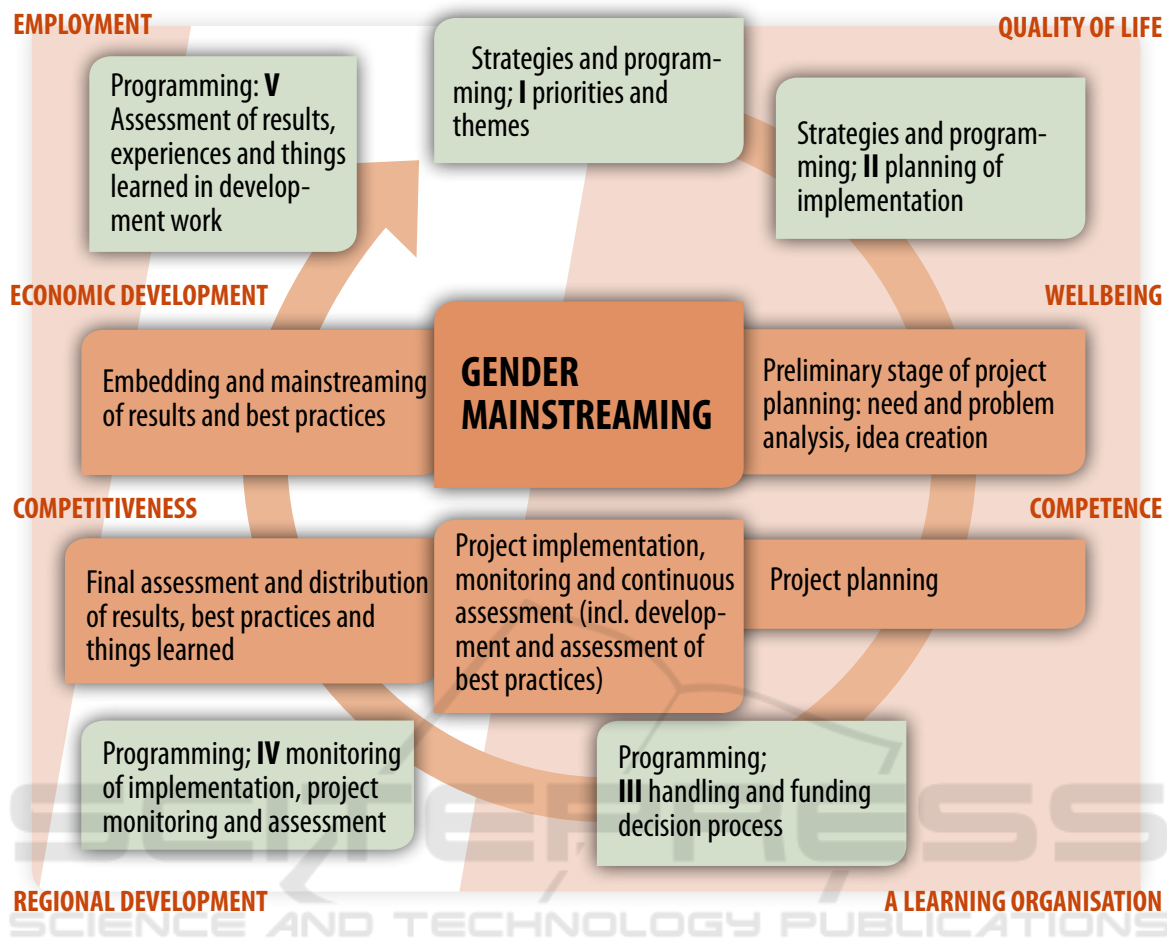Overall, projects can be classified into four categories:

Figure 2: Gender mainstreaming in project work and programming.

1) gender-targeted projects;

2) projects with significant gender dimensions;

3) projects with limited gender dimensions;

4) projects with minimal gender dimensions (UNIDO, 2015).

A checklist for project planners on gender mainstreaming in projects:

1) clarify for yourself what gender mainstreaming entails at all stages of the project;

2) gain additional knowledge, training or guidance in gender mainstreaming for the project you are planning, if you feel that you cannot do all of this by yourself;

3) find out about gender equality and the gender perspective regarding the operating target of your project. This will provide a factual basis for planning;

4) on the basis of the knowledge gained, assess the significance of gender at all stages of project;

5) make gender visible in project application and project plan; proceed systematically, one project phase at a time, and describe the concrete means and methods for taking account of the gender perspective;

6) plan and implement project so that the gender perspective is taken into account in all phases, and to ensure that the project promotes gender equality in addition to other targets (Haataja et al., 2011) (table 6 (UNIDO, 2015, p. 45)).

The following phases can be indicated in gender mainstreaming (integration) in project activities:

1) assess the significance of the gender perspective in project activities;

2) when the gender perspective does play a role in project activities, at the project planning stage assess the significance of the gender perspective for each project phase;

3) during project implementation, account should be

Table 6: Gender mainstreaming checklist for projects.

Question	Yes	No	+/-
1. Does the project explicitly address a gender issue or issues? If so, please describe how and if not, please provide an explanation.			
2. Does the background/context analysis of the project examine: (a) the different situations of women and men (b) the impacts the project will have on different groups			
3. Will the project collect and use sex disaggregated data and qualitative information to analyze and track gender issues?			
4. Are outcomes, outputs and activities designed to meet the different needs and priorities of women and men?			
5. Does the results framework include gender-responsive indicators, targets and a baseline to monitor gender equality results?			
6. Have adequate financial resources been allocated for the proposed gender activities (vis-a-vis per cent of total budget)?			
7. Are women/gender focused groups, associations or gender units in partner organizations consulted/included in the project?			
8. Does the project ensure that both women and men can provide inputs, access and participate in project activities (target at least 40% of whichever sex is underrepresented)?			
9. Has a gender expert been recruited or do the project staff have gender knowledge and have gender related tasks incorporated in their job descriptions?			
10. Will all project staff be sensitized to gender (online courses, training)?			
11. Is there gender balanced recruitment of project personnel and gender balanced representation in project committees?			
12. Will the monitoring and evaluation of the project cover gender issues and monitor behavioral changes towards greater gender equality?			

taken of the gender perspective throughout the project, in accordance with the project and communication plans. Attention to the gender perspective must be monitored, assessed and reported on throughout the project (Haataja et al., 2011).

The significance of the gender perspective must be assessed at all stages of the project lifecycle (figure 3) (Haataja et al., 2011, p. 44).

5 key steps of gender mainstreaming in PCM:

1) identification – gender analysis;

2) design and planning – gender objectives and indicators;

3) implementation – gender in monitoring;

4) evaluation and monitoring – gender in evaluation;

5) completion – gender in reporting.

How introduce gender mainstreaming in project as a document: project design document (guidance on the kind of information and analysis that you need to apply in order to ensure that your project demonstrates that it meets the needs of both men and women, boys and girls) (Commonwealth secretariat, 2019).

1. Recommendation for project summary: ensure that you reflect in this section the gender implications of the project which you have identified and address by carrying out analysis.

2. Recommendation for background: Identify the position of men and women prior to project development with respect to participation, access and control over resources, norms and values and rights.

Issues to consider:

– the government have a statement of political will for enhancing gender equality and basic legislation that prohibits discrimination on the basis of gender;

– laws or policies well work in practice; who has responsibility for tracking them;

– the division of labor between men and women at formal, informal, community and family levels;

– who has access to and control over resources (including time, information, money and economic power and opportunities, education and
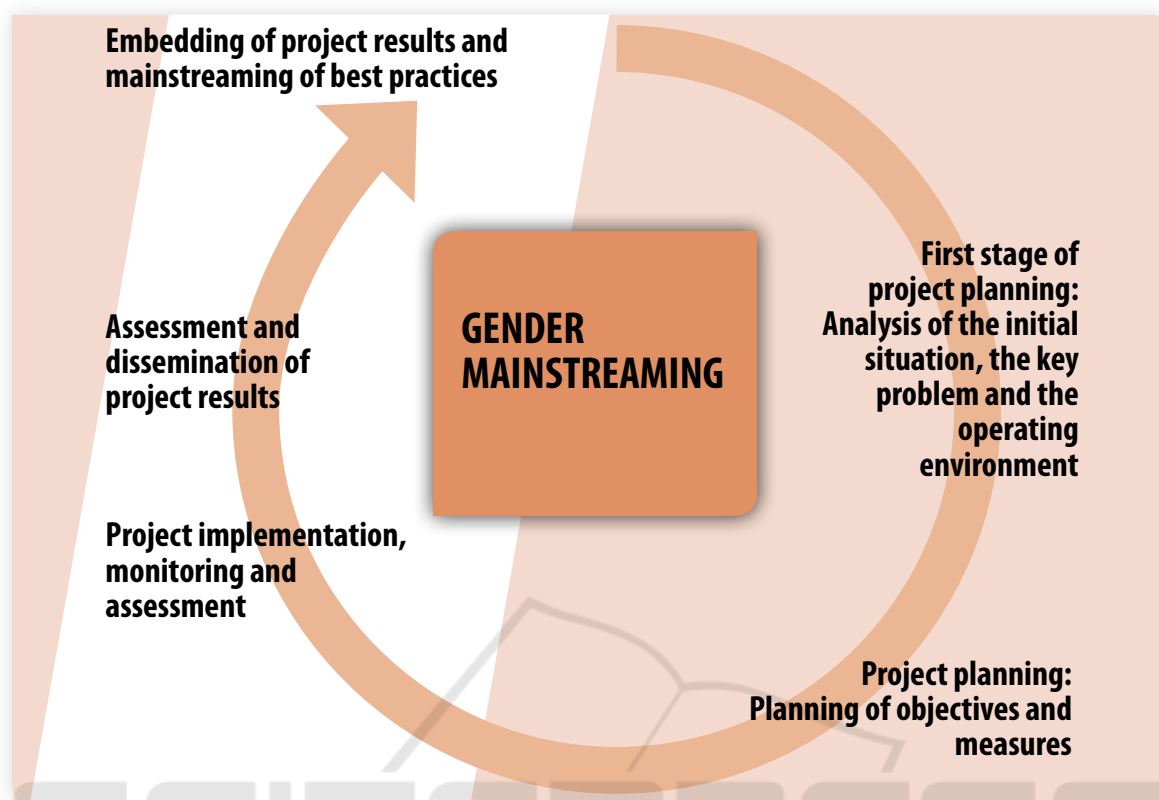
Figure 3: Gender mainstreaming at all stages of a project's lifecycle.

training, work and career, IT and communication, social services, mobility, land and productive resources);

— the barriers to women's participation and productivity and their reasons do they exist; the impact of these for planed project;

— the government implement gender-responsive budgeting (Commonwealth secretariat, 2019).

3. Recommendation for problem to be addressed: identify how your project will impact on women and men differently.
   Issues to consider:

   — numbers of men and women equal in terms of the project's target beneficiaries;

   — difference in values attached to women and men;

   — men and women access to resources in order to benefit from the project;

   — gender stereotypes and gendered cultural and social norms and values which affect men and women in the implementation of this project;

   — stereotypes and values as an obstacle for men or women in fully enjoying the benefits of the

project;

— men and women rights to benefit from the project;

— historical gaps and perceptions which prevent men and women from fully benefiting from the

— does the project challenge the existing gender relations between men and women (division of labor, responsibilities and opportunities);

— taking into account the local contexts and realities (Commonwealth secretariat, 2019).

4. Issues to consider for rationale of project:

   — the need for this project should be identified by women or by men;

   — the targets (both direct and indirect) of the proposed project; who will benefit–lose; gender-disaggregated data in evidence to identify baseline and gaps for both men and women;

   — both women and men in organization, member countries and partner organizations have been consulted on the problem the project is to address; they have been treated with equal respect, as decision-makers, implementers and participants;

– how have women been involved in the development of the project proposal;

– the long-term impact of the project in regard to women's increased ability to take charge of their lives, and to take collective action to solve problems (Commonwealth secretariat, 2019).

5. Issues to consider for beneficiary institutions and lessons learnt:

– how will this project strengthen the institutions directly responsible for gender equality and women's empowerment in the country and civil society organizations;

– how will the project advance partnerships between interested parties;

– how will the project bridge gaps between men and women;

– identified in this area gender gaps, the barriers to women and men benefiting equally from past projects;

– how have these addressed in project;

– practical steps taken to avoid reinforcing stereotypes (Commonwealth secretariat, 2019).

6. Issues to consider for gender mainstreaming.

6.1. What are the gender issues in the central problem that this project aims to addresses:

– will project challenge current barriers to gender equality or will it reinforce these barriers;

– will any activities targeted at woman empower them or marginalize them more.

6.2. What results relating to gender equality and empowerment of women will the project produces:

– will project result in mechanisms being established to increase participation of women in leadership roles and decision making;

– will project strengthen members' capacities to eliminate violence against women;

– will project result in women's increased access to economic resources;

– will this technical assistance and other support be more gender responsive;

– will policies, systems, budgets and processes have been put in place for gender mainstreaming;

– will performance monitoring and evaluation mechanisms be more accountable for gender equality.

6.3. What specific strategies will the project use to achieve the proposed results:

– training for staff and teams on gender analysis;

– resources and budgets committed to gender equality projects;

– revision and implementation of policies to reflect gender equality;

– gender-disaggregated data collected;

– partnership with international and local women's organizations;

– identification of gender policy gaps in current project research;

– gender monitoring structures and reporting mechanisms established/strengthened;

– gender equality awareness raising (Commonwealth secretariat, 2019).

7. Recommendation for project description: remember all strategic outcomes will have different implications for men and women which is needed to address to ensure a successful outcome for both. Therefore even if the intermediate outcome in project is not gender equality and women's empowerment you need to still include gender specific activities, outputs and short term outcomes in your project.

Issues to consider:

– how will outcomes address the identified needs of both men and women;

– do outcomes include a broader commitment to improving gender equality and transforming institutions and attitudes that perpetuate gender inequality;

– do planned activities involve both men and women; any additional activities needed to ensure that a gender perspective is made explicit (training in gender issues, additional research, tools provided);

– who will implement the project; have these partners received gender mainstreaming training, so that a gender perspective can be sustained throughout implementation; both women and men participate in implementation (Commonwealth secretariat, 2019).

8. Issues to consider for Logical framework:

– indicators measure the gender aspects of each outcome;

– the indicators are gender-disaggregated and compare the situation of men to women and show an aspect of their relative advantage;

– gender-specific indicators indicate an improvement in women's empowerment.

9. Issues to consider for risk management:

– stereotypes or structural barriers that may prevent one or the other gender from fully benefiting from the project;

− factors which might help the project to promote gender equality and factors which might hinder it;

− how could the attitudes and commitment of the different stakeholders influence the promotion of gender equality;

− planned activities are gender responsive; what needs to be revised (Commonwealth secretariat, 2019).

10. Issues to consider for monitoring and assessment plan:

− both men and women will be equally involved in the process of monitoring and evaluation; the process will be gender sensitive (Commonwealth secretariat, 2019).

The Logical framework approach (LFA) is a comprehensive methodology to plan, manage, monitor and evaluate a project. It is a core tool required by the EU in project cycle management (van Osch, 2010).

The LFA is a process by which the EU, partner organizations and other stakeholders use a common way of thinking to build, manage and evaluate their projects. The key tool in the logical framework approach is the LogFrame matrix (van Osch, 2010). The LogFrame results from a participative and/or consultative process among stakeholders and is used as a reference tool throughout the project cycle. Drawing up a Gender Mainstreamed Logframe means that gender issues are integrated from the first step. Both women and men should be involved from the start in a participatory process which enhances ownership during the whole project cycle (van Osch, 2010).

The Logframe is a crucial tool to engender the project cycle (table 7) (van Osch, 2010, p. 12).

Quality frame is proposed to be applied for different project stages with gender dimension:

I relevance:

1) consistent with EU policy commitments to mainstreaming gender in development cooperation;

2) consistent with, and supportive of, partner government policies and relevant sector policies, guidelines and regulations;

3) stakeholder analysis/ institutional capacity assessment: evidence that gender specialists and representatives of women's groups have been consulted throughout the process;

4) problems appropriately analyzed: background data/situation analysis disaggregated by age, sex and other factors;

5) lessons learned from previous gender mainstreaming actions are incorporated; linkages

made with current and planned gender mainstreaming activities;

II feasibility:

1) objectives and work program linked to gender equality policy objectives; project purpose details how benefits and results are to be enjoyed by men and women, and how this will be measured and verified;

2) clear resources and cost implications, include costs related to gender equality objectives;

3) management arrangements are clear and support institutional strengthening and partner ownership: they reflect gender equality principles, give equal voice to men and women and ensure that inputs are

4) clear monitoring, evaluation and audit arrangements: consistent use of gender-disaggregated indicators; resources for gender-sensitive data collection;

5) identification of risks/risk management to eliminate impact of external factors which can hamper a gender-sensitive overall objective;

6) the project is environmentally, technically and socially sound and benefits are sustainable: (preliminary) relevant information on gender and other social/environmental issues included;

III effectiveness:

1) project remains relevant and feasible to all groups, including women and/or other target groups identified;

2) project objectives are achieved and the results delivered in equitable manner as originally planned (adjustments if relevant);

3) project is being well managed: equal opportunities principles are implemented; gender inequality issues are reflected in project reports, and corrective actions taken; information is gender-disaggregated;

4) sustainability issues are being effectively addressed so that gender equality achievements are maintained and built upon beyond the life of the project;

5) good practice principles of project cycle management, including in gender mainstreaming, are applied by project management tools like Logframe approach (van Osch, 2010).

Table 7: Engendering the Logframe.

Stage	The Logframe matrix context
Identification	It is used to help stakeholders to analyze the problems of different groups and to identify the best solutions for ensuring equal rights and benefits for men and women.
Formulation	It is used to formulate project plan with objectives which reflect a gender perspective, measurable results based on gender-disaggregated data, resource allocations based on gender responsive budgeting, management strategy and responsibilities which enhance gender equality.
Implementation	It is used to ensure equal rights, opportunities and benefits for men and women who participate in the project and/or who are to benefit from the project; to internal monitoring by target groups and for gender aware external monitoring.
Evaluation	It is used to evaluate the gender specific performance, results, outcomes and impact of the project.

6 PROSPECTS FOR WOMEN AS PROJECT MANAGERS AND ENGENDERING TRAINING OF PROJECT MANAGERS

A strategic response prioritizing diverse talent as a key resource for delivering successful projects has been seen as a mean to ultimately increase women's participation at all levels of project, program and portfolio management. A five key elements strategy is proposed and advocated (table 8) (Okoro, 2016).

Another way to increase women participation in project management at all levels could be achieved through dedicated programs that focus on specific goals (so called diversity programs) (Hunt et al., 2015). These programs could be designed to raise the representation of women in project-oriented organizations as well as in particular projects. McKinsey has identified techniques that can be used to enhance the effectiveness of diversity programs (Hunt et al., 2015).

Identifying and sharing good practice could be another way to increase role and participation women in project management for three reasons:

1) increasing visibility of women project managers at all levels of their careers as well as their professional achievements would create positive role models;

2) interactive experience and supporting networks;

3) creating the right context for diverse talent to thrive (Okoro, 2016).

Some employers provide brilliant examples of good practice. BAE Systems (a company with a large cohort of project managers and ranked fourth in The Times top 50 Employers of Women) have a five strand vision on diversity and inclusion that attracts, supports and retains its employees (Okoro, 2016).

The good practice should be shared and promoted by wide range of stakeholders (groups, educators and employers/employees who together can change behaviors and culture). This is especially important task and priority for leadership with influence in professional institutions, organizations or groups to formulate strategy as well as prioritize and champion considered initiatives.

Powerful project management organizations already advocate ideas of empowering women in project management. Australian Institute of Project Management (AIPM) have identified "the eight imperatives" that Australian governments, society, AIPM members and project management industry need to address to remove the barriers to women's progression generally, and project management careers in particular:

1) valuing women;

2) workforce participation;

3) affordable childcare;

4) flexible work;

5) industry and occupational segregation;

6) gender pay gap;

7) superannuation gap;

8) workplace psychological safety (Australian Institute of Project Management, 2020).

Researchers determine the following conditions for success these initiatives and interventions:

– the intervention must be part of a "coherent plan" with sufficient time schedule and resource;

– the company (projects) must have an inclusive culture;

Table 8: Strategic approach "Diverse talent".

Key elements	Main points
Leadership	Vision Communication Embedding change
Processes	Inclusive Flexible, not stifling Resolve bottlenecks
Culture	Culturally intelligent Emotionally intelligent "Investors"
Innovation	Multiple entry routes including career changers Spot and encourage Welcome and reward
Nurturing	Explicit and fair progression routes Challenging opportunities Developing talent

– the intervention frame should be designed in a way that shapes all employees;

– initiatives should seek to transform or challenge the balance of power in an organization (projects);

– the approach should be intersectional, complex; challenging the base of privilege;

– the interventions should call for the reflexivity of participants and individuals experiences within a wider context of societal inequality (Pritchard and Miles, 2018).

Nowadays there is a tendency to increase the participation of women in the management generally and in project management particularly (Bielińska and Osbert-Pociecha, 2018). Women project managers develop their networks (both formally and informally) for support, visibility and encouragement (Henderson et al., 2013). One example of the initiatives is Celebrating Women in Project Management by Elise Stevens. By her own words she provides "a channel for women's voices to be heard, supported and embraced in project management" through creating network of female project managers (Stevens, 2021).

The main consideration on why do we have to promote gender mainstreaming in University:

– legal requirements and commitments (international, national and regional levels) when governments have signed on to international human rights standards and have a duty to protect and promote the human rights of men and women;

– gender equality is now a widely accepted marker for international donors and agencies and is therefore a requirement for building credible and sustainable partnerships (Commonwealth secretariat, 2019).

While authorities and project actors must themselves engage in the development of work processes, development can be supported by means of training and consulting. According to the Action plan for the implementation of the Government of Ukraine's Commitments under the Biarritz Partnership for gender equality, approved by the Government, the Ministry of Education and Science of Ukraine is responsible for ensuring the implementation of the gender equality principles in education namely:

– development and approval of the Strategy for the implementation of gender equality in the field of education until 2030;

– approval of the action plan for the implementation of the Strategy for the implementation of gender equality in the field of education until 2030;

– introduction of anti-discrimination examination of educational content;

– gender audit of educational institutions (Cabinet of Ministers of Ukraine, 2020).

Therefore the gender mainstreaming in education becomes an important issue to be considered.

Gender training is an important tool for gender mainstreaming. It provides people with awareness, knowledge and practical skills about gender equality that help them reflect on and change their self-perception, their ways of relating to others, their beliefs, their problem-setting and problem-solving skills, and their competence and knowledge. It also motivates people to implement gender mainstreaming and to work towards gender equality (Frei and Leowinata, 2014).

How training contributes to gender equality:

– training has led to notable outcomes at the personal/individual level for the participants involved (changes in attitudes and practices concerning gender in/equality and related issues; increased the skills and confidence of participants, which has facilitated the increased participation and representation of women in the public sphere and formal politics; advanced the capacity of participants to integrate gender into their work, as well as strengthening their advocacy skills in gender equality);

– changes can also be noted at the institutional level (generated "change agents", causing a multiplier effect which helped to institutionalize knowledge from the training; increased the capacity of partner organizations to conduct gender analysis, facilitate training and provide technical assistance in the area of gender equality; the tools developed during training sessions have often raised awareness of gender issues in institutions and increased the value accorded to gender mainstreaming by senior management) (Ferguson et al., 2016, pp. 14-15).

Four key themes for analysis and further discussion:

1) diverse nature of training for gender equality (its characteristics and impact vary widely; there is no one "type" of training for gender equality; trainings differ in their lengths, the modalities they use, and the kinds of objectives they pursue);

2) the importance of theory of gender and theory of change adopted which profoundly shapes the objectives and outcomes of training;

3) training's embeddedness in long term change projects (training should be structurally embedded in such processes, leadership and management commitment, conducive political institutional context and follow-up initiatives to sustain the institutionalization of knowledge from training);

4) budgets issue (the implementation of regular or more wide-ranging trainings require additional, specifically-directed funds) (Ferguson et al., 2016).

To enable longer-term results (long-term changes in individual attitudes and institutional practices), measures beyond training are required. It needs to incorporate of a gender transformative approach in project design, research, articles, and tools (Ferguson et al., 2016). Therefore, other measures focused on achieving and supporting sustained results are also necessary, like as:

– establishment of radio programs and channels for women;

– advocate for local policies and budget allocations for gender equality and women's empowerment therefore advocacy theme could be introduced as a part of studying disciplines or as separate course;

– created a network of self-help groups for female project participants.

7 CONCLUSIONS

Despite the tendency to increase participation of women in project management they are still underrepresented and project manager marks as non-traditional job for women. Women working as project managers usually are not assigned to significant role and mega-projects. Beyond managing complex projects, women face the added challenges of having to prove their credibility many times over and in multiple ways.

Indications of maintained marginalization of women in project management: low level of women participation in project management; mostly insignificant role of women as project managers (usually female managers were assigned less ambitious, less complex and lower risk projects).

In the context of skills gap in project management the role and participation of women could be crucial. The strategies to increase women role as project managers should be developed and promoted by wide range of stakeholders (groups, educators and employers/ employees) with special emphasizing on championship of professional institutions, organizations or groups.

Achieving sustainable and lasting changes in communities projects development for the benefits of men and women requires the introduction of a gender mainstreaming at all stages of the project cycle. Project managers must be trained and given a set of techniques and skills for the practical implementation of gender mainstreaming in their activities. An important role in this process can and should be played by educational institutions for the introduction of special training and courses on gender mainstreaming in project management.

REFERENCES

Anderson Economic Group (2017). Project management job growth and talent gap report. Technical report. https://www.pmi.org/learning/careers/job-growth.

Arenas, M. C. and Lentisco, A. (2011). *Mainstreaming gender into project cycle management in the fisheries sector*. Number 15. http://www.fao.org/3/ba0004e/ba0004e00.pdf.

Atkins-Hansen, N. (2001). Breaking/shattering the glass ceiling: women in project management. In *Project Management Institute Annual Seminars & Symposium Nashville, TN*, Newtown Square, PA. https://www.pmi.org/learning/library/women-project-management-7948.

Australian Institute of Project Management (2020). 8 imperatives for gender equity in the workplace 2020. Report, Australian Institute of Project Management. https://www.aipm.com.au/resources/reports/8-imperatives-for-gender-equity-in-the-workplace.aspx.

Bezugliy, D. (2017). *Project-oriented management for strategic development of territorial communities*. PhD thesis, Dnipropetrovsk regional institute for public administration, National academy for public administration under the President of Ukraine, Dnipro, Ukraine. http://www.dridu.dp.ua/nauka/sv_rada_D/dis/Bezugliy_dissertation.pdf.

Bielińska, N. and Osbert-Pociecha, G. (2018). Women as project managers. In *Project Management Development – Practice and Perspectives, 7th International Scientific Conference on Project Management in the Baltic Countries*, pages 25–35, Riga, Latvia.

Browne, E. (2014). Gender in community-driven development. Gsdrc helpdesk research report1079, University of Birmingham, Birmingham, UK: GS-DRC. https://assets.publishing.service.gov.uk/media/57a089a6ed915d3cfd000372/hdq1079.pdf.

Cabinet of Ministers of Ukraine (2016). Resolution of the Cabinet of Ministers of Ukraine of March 16, 2016 No. 200 "On approval of the procedure and conditions for granting a subvention from the state budget to local budgets to support the development of integrated local communities". https://zakon.rada.gov.ua/laws/show/200-2016-\%D0\%BF#Text.

Cabinet of Ministers of Ukraine (2020). Order of the Cabinet of Ministers of Ukraine December 16, 2020 No. 1578-r On approval of the action plan for the implementation of the commitments of the Government of Ukraine undertaken in the framework of the international initiative "Biarritz Partnership" to promote gender equality). https://zakon.rada.gov.ua/laws/show/1578-2020-%D1%80#Text.

Commonwealth secretariat (2019). Gender equality policy. https://thecommonwealth.org/sites/default/files/inline/Commonwealth_Gender_Equality_Policy_Oct2019.pdf.

Council of Europe and Directorate of Internal Oversight (2015). Evaluation of gender mainstreaming in cooperation. https://rm.coe.int/1680648586.

Duong, T. and Skitmore, M. (2003). Women project managers' workplace problems: a survey. *Journal of Women and Minorities in Science and Engineering*, 9:36–44.

Ferguson, L., Leghari, R., and Wretblad, E. (2016). *Compendium of Good Practices in Training for Gender Equality*. UN Women Training Centre. https://www.unwomen.org/en/digital-library/publications/2016/5/compendium-of-good-practices-in-training-for-gender-equality.

Frei, S. and Leowinata, S. (2014). *Gender Mainstreaming Toolkit for Teachers and Teacher Educators*. Commonwealth of Learning. https://tinyurl.com/8m97t835.

Haataja, M.-L., Leinonen, E., and Mustakallio, S. (2011). *Gender Mainstreaming in Development Programmes and Projects: Guide for Authorities and Project Actors*. KoulutusAvain Ltd., WoM Ltd. and the Ministry of Employment and the Economy, Helsinki. https://eige.europa.eu/gender-mainstreaming/resources/non-eu-countries/gender-mainstreaming-development-programmes-and-projects-guide-authorities-and-project-actors.

Henderson, L. and Stackman, R. (2010). An exploratory study of gender in project management: interrelationships with role, location, technology, and project cost. *Project Management Journal*, 41(5):37–55.

Henderson, L., Stackman, R., and Koh, C. (2013). Women project managers: The exploration of their job challenges and issue selling behaviors. *International Journal of Managing Projects in Business*, 6:761–791.

Hunt, V., Layton, D., and Prince, S. (2015). Diversity matters. https://www.mckinsey.com/insights/organization/~/media/2497d4ae4b534ee89d929cc6e3aea485.ashx.

Mascia, S. D. (2015). Are women better leaders than men? *Human Resource Management International Digest*, 23(7):1–4.

Maxwell, W. P. (2007). Success strategies for the female project leader. In *PMI Global Congress 2007–North America, Atlanta, GA.*, Newtown Square, PA: Project Management Institute. https://www.pmi.org/learning/library/success-strategies-female-project-leader-7275.

Ministry of Regional Development, Construction and Municipal Services of Ukraine Implementation of Decentralization in Ukraine (2017). Common Results Framework (CRF) – Donor Board on Decentralization Reform in Ukraine. https://donors.decentralization.gov.ua/uploads/admin/donors_senate/file_uk/files/58eb8e2c6783ec045d924a23/CRF_for_reporting_Minregion_ukr.pdf.

Obradović, V., Ružičić, M. M., and Dobrota, M. (2019/12). Gender equality in strategic management of the projects in R&D organisations in Serbia. In *Proceedings of the 5th IPMA SENET Project Management Conference (SENET 2019)*, pages 198–202. Atlantis Press.

Official website and main information portal of local governance reform and territorial organization of power in Ukraine (decentralization) (2020). Partnership for local economic development and democratic governance project (PLEDDG). https://donors.decentralization.gov.ua/project/pleddg.

Official website and main information portal of local governance reform and territorial organization of power in Ukraine (decentralization) (2021a). E-governance

for accountability and participation program (EGAP). https://donors.decentralization.gov.ua/project/egap.

Official website and main information portal of local governance reform and territorial organization of power in Ukraine (decentralization) (2021b). Program decentralization offering better results and efficiency (DOBRE). https://donors.decentralization.gov.ua/project/dobre.

Official website and main information portal of local governance reform and territorial organization of power in Ukraine (decentralization) (2021c). U-LEAD with Europe: Ukraine – Local Empowerment, Accountability and Development Programme. https://donors.decentralization.gov.ua/project/u-lead.

Official website and main information portal of local governance reform and territorial organization of power in Ukraine (decentralization) (2021d). The United Nations recovery and peacebuilding programme (UN RPP). https://donors.decentralization.gov.ua/project/unrpp.

Okoro, T. (2016). Diverse talent: Enhancing gender participation in project management. *Procedia – Social and Behavioral Sciences*, 226(1):170–175.

Olofsdotter, G. and Randevåg, L. (2016). Doing masculinities in construction project management: We understand each other, but she ... *Gender in Management*, 31(2):134–153.

PMI Ukraine Chapter (2021). Data on gender balance in top-management. https://pmiukraine.org/about-2/.

Pritchard, S. and Miles, E. (2018). Where are the women in major projects leadership? https://www.apm.org.uk/media/27360/women-in-major-proj-leadership-report-2018_.pdf.

Ramsak, A. (2017). Gender equality and gender mainstreaming: manual for trainers. http://www.ekvilib.org/wp-content/uploads/2017/06/00_Introduction_to_the_Manual.PDF.

Rodríguez, P., Montequín, V., Morán, H., and de Arriba, L. (2017). Gender influence in project management: analysis of a case study based on master students. *Procedia Computer Science*, 121:461–468. CENTERIS 2017 - International Conference on ENTERprise Information Systems / ProjMAN 2017 - International Conference on Project MANagement / HCist 2017 - International Conference on Health and Social Care Information Systems and Technologies, CENTERIS/ProjMAN/HCist 2017.

State Statistics Service in Ukraine (2020). The ratio of average wages of women and men. http://www.ukrstat.gov.ua/csr_prezent/ukr/st_rozv/metadata/05/05.htm.

Stella, U., Abdu, K., Kulthum, N., and Neema-Abooki, P. (2017). Gender issues in project planning and management. *PM World Journal*, 6(6). https://pmworldlibrary.net/wp-content/uploads/2017/06/pmwj59-Jun2017-Stella-Abdu-Kulthum-Abooki-gender-issues-in-project-management.pdf.

Stevens, E. (2021). Initiative celebrating women in project management 2020. https://elisestevens.co/#ebook.

UNIDO (2015). *Guide on Gender Mainstreaming Environmental Management Projects*. United Nations Industrial Development Organization, Vienna. https://www.wrforum.org/wp-content/uploads/2015/10/Gender_Environmental_Management_Projects.pdf.

UPMA (2021). Data on certified project managers. https://upma.kiev.ua/ru/home/sertification/managers/levela/.

van Osch, T. (2010). Mainstreaming gender equality through the project approach. https://europa.eu/capacity4dev/file/7499/download?token=FXfWkfIq.

Yarovaia, M. (2020). Top managers' salaries in Ukraine: men more often claim for UAH 100,000+ per month, women – up to UAH 50,000. https://ain.ua/2020/02/18/zarplaty-topov-2020/.