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GENDER FACTORS IN EDUCATION

Social changes, new political realities are reflected on the international level. The International Convention on the Elimination of All Forms of Discrimination against Women, adopted on December 18, 1979, emphasizes that the full development of each country, the welfare of the whole world and the cause of peace require the maximum participation of women on an equal basis with men in all spheres of life. Because social and economical life changes over time, so do gender norms. Change in gender norms can be driven by broad processes such as economic development or the spread of communications technology, or by government-led action, such as legal or policy reform or expansion of education and other key services. Sometimes these changes can be so slow that people hardly notice them, or they can be relatively rapid. Normative changes can also be driven by persons and communities who see some general features and norms as problematic and are strong-minded to modify them. Activism of this kind generally leads to change from the bottom up, starting with individual families and groups. But it can also lead to conversion from the top down, through legal, policy and series of reforms. It is often the combined effects of several drivers working together simultaneously that lead to change, but the combinations that lead to change in particular circumstances are not always easy to identify.

Women play very vital role in development of any societies. The rate of growth is highly dependent on combined efforts by men and women in different fields of development. One of the important developmental fields is education, where women folk can participate and utilize their knowledge and skills to bring prosperity within societies.

For example, poverty, low perceived value of girls' education, gendered traditional practices and early marriage, early pregnancy, lack of parental support for education, death or illness of parents, and lack of interest in school (which is linked to other factors) are the main gendered barriers that children and young people in developing countries face in accessing or remaining in education stem.

The ways in which gender relates to educational exclusion are complex, and affect males and females differently. For example, when poverty forces children out of school, boys are often sent to work, while girls are kept at home to help with domestic chores. In some cases, young people's gendered perceptions of their own roles and responsibilities may lead them to regard school as unmasculine or irrelevant. In some cases, the intersectionality between sex and other factors collectively determine gender norms and expectations and lead to educational exclusion. Poverty and lack of lucrative employment opportunities for women may cause some families to prioritize boys' education over girls'. Similarly, gendered traditional practices – such as rites of passage or female genital mutilation – may take place during the school term and prevent boys or girls from going to school. In many countries, rural girls are more affected by the lack of a nearby school than rural boys or urban students, because of concerns for girls' safety while travelling to school.

At the same time, changing norms around investing in daughters' education and young women working outside the home in India have been largely driven by recognition of the economic benefits of these activities [2, 1]. Access to quality education is amongst the fundamental rights of every human being and also inclusive in the 17 sustainable development goals (SDGs) initiated by the United Nations in collaboration with its member states. The UN aims at dealing with global challenges and improving the livelihood of members of society as well as creating a sustainable environment for the future generations via these set goals.

A new global study found that young girls and boys are outfitted with "gender straitjackets" by the age of 10, resulting in lifelong negative consequences.

The Global Early Adolescent Study analyzed how gender is learned, enforced and reinforced among early adolescents in 15 countries. It concluded that culturally-enforced gender stereotypes -- which are linked to an increased risk of mental and physical health problems -- are firmly rooted between the ages of 10 and 14. The study found these stereotypes leave girls at greater risk of exposure to physical and sexual violence, child marriage, and HIV. For boys, the risks can include substance abuse and suicide [3].

Gender neutrality means that there is no distinction made between how boys and girls are taught or represented (e.g., in education resources). *Gender equilibrium* means that the number of references or occurrences of men and women (e.g., in language or visuals) is equal. At present, there is still a gender

bias, at least in the assessment of students' physics tests, to the detriment of girls. Combining teaching and assessment in a gender-neutral way and teaching in a gender-balanced way might be flourishing in raising girls' interest in science. Such gender-inclusive teaching will help to match girls' self-image of working in science (a negative image) with their actual capacities of working in science (positive – girls can do science as well as boys). What is more, this approach to teaching will help to motivate and interest both genders. Female role models in the science classroom can also help to improve girls' self-image about being able to do science.

Literature

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