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ГЕНДЕРНИЙ АУДИТ ЯК ЧИННИК ДЕМОКРАТИЗАЦІЇ УНІВЕРСИТЕТСЬКОГО СЕРЕДОВИЩА

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The system of high education is an important agent of gender socialization of young people, which can be built on the principles of gender parity, or, vice versa, contains some forms of gender inequality. The current regulatory framework of and statistical indicators give reasons to consider higher education, de jure, with minimal manifestations of gender inequality. However, de facto, there is a gender asymmetry. Using a gender audit allows to explore the compliance of the principles of gender equality in the university and determine the ways of implementation of gender-sensitive technologies in the practice of high school in order to create egalitarian personality of future teachers and gender culture of students.

The aim of our research is explore the availability of gender resources in the system of equality – inequality (policy and strategy of education, training programs, institutional practices, methods of teaching and forms of assessment, the nature of gender interaction, etc.) in order to make a critical analysis of the university's experience for implementation of complex gender approach. Gender audit covered students and teaching staff of the Institute of Pedagogy and Psychology and 6 faculties (physics and mathematics, geography, history, physical education, foreign languages, engineering and teaching). The statistical data relating to all faculties, departments and other units of the university. The survey includes: 130 teachers (64 women and 66 men) and 298 students (180 female students and 118 male students).

Gender social modeling has been revealed in stereotyping of thinking and conscience of sex and age samples concerning different spheres of activity and choices of occupations, building up a career and its connection with family roles, prestige and social status etc., that is a confirmation of existing phenomena of “glass ceiling”, “dual employment”, inferiority position of female faculty. The gender asymmetry in feminization of pedagogical university (the predominance of females in comparison with males (62,4%:37,6%) among faculty; the predominance of women with PhD and Doctor of Science degrees (60,6%:39,4%)) has been found out. The gender disproportion has been revealed concerning distribution of gender roles in administrative positions: more women with PhD and Doctor of Science degrees than men (60,6%:39,4%), but there are two male members of the Academy. The greater amount of publications belongs to women than to men (58,9%:41,1%). The women also prevail in doctoral thesis defense committees (63,1%:36,9%). Three times more women study at graduate school level (69,6%:30,4%). The ratio of women and men who defended dissertations is 8:1. However, men prevail at administration positions at university, especially university top administration (100%:0%), deans (75,0%:25,0%), department chairs (53,8% men:46,2% women).

The gender imbalance is manifested in "masculinization" and “feminization” of students body (the significant predominance of female students (28,6%:15,5%). The most distinct difference in number of females in comparison with males is observed at the Institute of Pedagogy and Psychology (93,0%:7,0%) and such faculties as Philology (93,1%:6,9%), Chemistry and Biology (92,4%:7,6%), Foreign Languages (84,5%:15,5%), History (63,9%:36,1%), Physics and Mathematics (61,2%:38,8%), Geography

(69,5%:30,5%), Arts (73,0%:27,0%). More males study at faculty of Physical Education (73,4%:26,6%) and Engineering (69,1%:30,9%).

The subsequent career according to students' sample is directly divided into traditionally "female" and "male" that do not promote the development of the subjectivity of a person, his/her creativity and competitiveness, successful self-realization.

Almost the same volume and symmetry of gender prejudice as to both sexes has been found out. However, men (faculty and students) take stronger sexist positions than women.

The university offers courses in gender studies such as "Gender Pedagogy", "History of Gender Pedagogy", "Gender Psychology", integrated educational course "Gender Education: Theory and Practice". Gender modules have been incorporated in a content of such subjects as "Personality Psychology", "Preparation of the Youth for Family Life", "The Methodology of Teaching Natural Sciences", "Pedagogy and Psychology at Higher Education Institutions", "Psychology of Professional Activity", "Psychology of Management", "Psychology of Physical Education and Sports".

The practice of carrying out a gender audit has attracted faculty and students attention to the problem of equality of sexes and has become an effective factor of motivating the administration of the university to implement gender policies at our institution. We believe that the considerable factor of effective spreading of gender education technologies is a partnership of students and faculty in realization of socially important projects at different levels. It is the scientific project of the Centre of Gender Studies TNPU – Ukrainian National Academy of Pedagogical Science "Implementation of the gender approach into educational space "educational institution – family – community" in the context of European model of democracy".

The extension of gender sensitive practices on different levels of education: elementary school - secondary school – institution of higher education – conducting gender expertise of elementary school textbooks and periodicals for children, description of a phenomenon of "hidden curriculum", development of educational and methodological complex in "Health Education" for the fourth form based on gender approach.

The extension of a range of information and educational component of a gender approach (gender audit tools design, the statistical data collection, tendencies and phenomena, such as "acquired helplessness", "fear of success", "glass ceiling" etc.), description and analysis; designing child abuse prevention programs and antidiscriminatory practice in children subculture and pedagogical interaction, its approbation in all-Ukrainian network of the gender educational centres) will assist further institution development of gender in social and humanitarian space.

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