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GENDER-SENSITIVE UNIVERSITY AS A SUBJECT OF SOCIAL INTERACTION IN THE TERRITORIAL COMMUNITY

Abstract. The article deals with an actuality and social demand of a gender-sensitive university as a subject of social interaction in the territorial community. The mechanisms, content and structure of the gender-sensitive approach in preparing future social workers for working with socially vulnerable groups of the population in the context of the gender methodology are revealed. The gender-sensitive environment at the university is interpreted as gender-equitable, based on the principles of social justice, gender equality, egalitarianism and parity of both sexes.

The main directions of implementation of gender-sensitive approach to the university environment are shown. The principles of gender education and ways of introducing gender and educational technics into the activities of Gender Education Centers and the School of Gender Equality schools as volunteering schools are described. The mechanisms of formation of egalitarian consciousness of future social workers by the spreading of the system of gender knowledge and reconstruction of gender stereotypes are substantiated. The results of conducting gender audit as innovative tools for implementing socially important projects in the territorial community are presented. Effective ways of social partnership are shown.

Key words: gender-sensitive approach; gender-sensitive environment; gender competence; non-discriminatory education; gender mainstreaming; audit; gender training; social worker.

Introduction

The priority task of the humanitarian component of the safety of public life, the development of an open and stable Ukrainian civil society in the united Europe is the basic democratic values of civilization's progress of the world community, which actualizes the problem of introducing a gender-sensitive approach as the basis for creating a non-discriminatory environment at the university; preparing competent social workers for future work with the vulnerable segments of the population; and interacting with the territorial community in a decentralized conditions.

The urgency of the problem is also determined by the lack of real initiatives and practical tools, the insensitivity of the policy of the university administration to gender issues, stereotyping of consciousness of people.

As the Minister of Education and Science of Ukraine Liliia Hrynevych underlined, "first of all, the introduction of a gender component to the native education system aims respecting the dignity of each person ... It is important for us because, regardless of whether you are a boy or girl, the attitude should be the same; and in the education system a teacher-man or teacher-woman should have the same career opportunities" (Results of the round table..., 2016). Therefore, searching effective ways of institutionalization of a gender education in the university enables to pay attention of the teaching staff and the student contingent to the problem of the parity of both sexes and the formation of egalitarian consciousness of specialists in the social sphere.

The focus of the world's humanities today is the issue of observance of human rights and freedoms, using educational platforms with the best practices for the formation of a gender-sensitive, non-discriminatory environment in educational institutions ("gender equitable learning environment", "gender-balanced education", "gender equality in education", "gender-equitable education" and "gender-fair education", "non-sexist education").

The essence and principles of non-discriminatory education, based on a gender-sensitive approach, are solved in foreign (S. Bem, Sh. Bern, L. Eliot, F. Jackson, C. Linch, G. Ostrem) and in domestic (V. Haidenko, T. Hovorun, S. Vykhor, T. Doronina, I. Ivanova, H. Yerko, O. Kiz, O. Kikinezhdi, L. Kobelianska, O. Kostiuk, A. Kostenko, V. Kravets, O. Lutsenko, O. Marushchenko, O. Masalitina, T. Martseniuk, Yu. Savelieva, N. Svitailo, O. Suslova, S. Shturhetskyi, I. Shulha) studies. Researchers I. Zvereva, A. Kapska, I. Kozubovska, H. Laktionova, L. Mishchuk, I. Melnychuk, Zh. Petrochko, V. Polischuk, H. Slozanska, I. Trubavina, S. Kharchenko and other emphasize on the construction of a new paradigm of social work as a sphere of providing social services differentiated and addressable (depending on clients' needs) by competent specialists.

In the context of the Strategy for the Implementation of Gender Equality in Education, "Education: Gender Dimension – 2021", a gender-sensitive approach is an integral part of the concept of social work with people. The challenges of a time are the necessity to summarize the gained experience and to create and test the innovative system of gender education of social workers, teachers at the higher school, who take care of the training of future social workers. It causes *the aim* of the article – to explain the mechanisms of the formation of a gender-sensitive university as a subject of social interaction with the territorial community; to find effective ways of implementing a gender approach to university environment.

Methodology of the Research

A gender-sensitive approach is a professional interaction with a person regardless of his/her biological sex with a focus on working with non-constructive gender stereotypes

that interfere with personality find a way out from a difficult life situation; teach experts to avoid the polarization of women's and men's roles and stereotypical perception of the client; demonstrate parity, empathy and tolerance attitudes, anti-sexist behavior, etc.; focus on social and psychological diagnosis, social upbringing and social assistance for vulnerable groups through unbiased study and work with gender stereotypes (Hovorun, Kikinezhdi, & Shulha, 2017; Otroshko, 2017).

The searching effective mechanisms of the creation of a gender-sensitive university as a subject of social interaction with the community make it possible to outline the following areas of activity of the university towards the implementation of a gender-sensitive approach: a) developing new and improving available gender courses, introducing gender modules to various educational disciplines at university; b) understanding of the content of the main gender categories by students and teachers; c) realization of the principles of gender equality and student-centered approach to the organization of educational process; d) introduction of gender education training; e) the formation of gender analysis skills of students; f) the ability to solve the problems of education from the position of the egalitarian approach; g) the formation of egalitarian consciousness of future social workers through spreading the system of gender knowledge and reconstructing gender stereotypes; h) the promotion of egalitarian self-determination of youth on the principles of equality; i) the development of gender sensitivity and tolerance regardless to sexual stereotypes and bias (Kravets, Hovorun, & Kikinezhdi, 2016; Kremen, 2009).

The gender competence of the future social worker is a kind of professional knowledge that determines his/her position in theoretical, methodological and practical professional activities. Gender knowledge includes the following components: a) bipolar construct of gender (polarization of masculinity-femininity as differentiation of gender roles in the patriarchal culture); b) androcentrism as a tradition of subordination of the female and domination of the male; c) egalitarian (partner) construct of gender; d) sexism as a biased and stereotyped attitudes; e) "open" discrimination as a practice of various educational programs for boys and girls; f) "hidden" discrimination as the presence of gender stereotypes in the content of educational materials; g) stereotypical opinions of school teachers about gender (Kravets, Hovorun, & Kikinezhdi, 2016).

Results

The principles of gender education are developed: scientific, the objectivity of gender knowledge for breaking stereotypes; the adequacy for the age-old opportunities of students; positivism and tolerance in relation to both sexes and interpersonal communication; account personal experience, a critical understanding of the learned attitudes for future life; subjective position (actor's position) as a condition for activating gender self-determination and self-reflection in educational dialogue; avoidance of gender stereotypes; the equality of "male" and "female" in the analysis of didactic material, the refusal of the strategy of marginalization of women as a secondary (Kravets, Hovorun, & Kikinezhdi, 2016). These principles are basis in the content of gender-based courses, gender modules, where it focuses on the ability of future social workers to provide practical consulting assistance to children and adults in solving gender issues; avoidance of gender bias and sexism; affirmation of ideas of identity and self-realization of personality, regardless of his/her sex; the development of gender sensitivity and gender tolerance as democratic thinking strategies, the ability to actualize and build alternatives to patriarchal culture, life strategies and behavioral patterns; and respond on gender-based discrimination.

The activities of the School of Gender Equality (SGE) (Kikinezhdi, & Kiz, 2006), established at the Scientific Research Centre of the Problems of Gender Education and

Upbringing Students of TNPU – NAPS of Ukraine, became the basis for development of comprehensive educational program for youth “Gender culture of youth”, which is aimed:

- to develop fundamental and applied gender studies;
- to apply gender and education-oriented technics, based on the concordance of the principles of progressive ethno-cultural traditions of the person-centred and egalitarian approaches;
- to develop and improve gender standards in the education;
- to study the methodological, based of youth gender competencies formation as a peculiar system of gender knowledge and practices adequate to sex parity principles in the context of modern European integration processes;
- to expand the network of gender-oriented educational establishments and public organizations on the regional, national and international scales;
- to systematization the module of gender enlightening of teaching staff, different forms of developing and correctional work with students, parents, teachers have been developed and implemented in educational establishments of different levels.
- to promote the activities of legislative and executive authorities in the state gender policy;
- to prepare Ukrainians youth for future family life and responsible parenthood.

The content, methods and techniques of developing subject-oriented gender and educational technologies contribute to the formation of egalitarian views on the relationship of sexes, the advocacy of civil rights through gaining gender knowledge, including them in the analysis of common search of arguments, personal judgements in favour of egalitarian orientations. Based on the extensive experience of organizing educational work at the School of Gender Equality, we focus on the content of individual training units:

“I am a young man, I am a girl, I am a person” for expanding the sphere of self-awareness through actualization of self-observation, self-knowledge, self-examination and self-understanding, development of self-regulation skills, self-control for acquiring an adequate gender identity. *“My life prospects”* are to determine and systematize own system of vital values, self-determination of life goals and plans, acquisition of planning skills and correlation of the near / far time perspective, assuming responsibility for one’s future life. *“Fundamentals of gender culture”*. The purpose of the unit is to get acquainted with the definitions ‘sex’ and ‘gender’, social and psychological mechanisms of formation of the personality of women and men as different biologically, but equal in social terms of individuals. *“Gender stereotypes: from realizing to overcoming”*. The purpose of the unit is to understand the nature of gender stereotypes, the isolation of their types and understanding how deep they have penetrated into various spheres of human activity. *“No – the manifestations of individual, social or institutional sexism!”*. The unit is aimed at the recognition of sexual prejudices as the preconditions for sex discrimination, recognition of manifestations of sexism at different levels: individual, social (at the school level, university, work, mass media), institutional (on the level of society) and three varieties: hostile, ambivalent, patronizing. Interactive activities “Associations”, “Sexism is a child of stereotype and father of discrimination”, ‘Be alert: SEXISM!!!’, “The Face of Sexism”, “Sexism in Action”, “Sexual Guides in Jokes”, “Advertising and Sexism”, “Overcome language sexism”, ‘Find and recognize’. *“Gender and professional career”*. The purpose of the unit is to form ideas about the gender-specific characteristics of professional and career development of the individual, the link between female and male roles and the labour market, the promotion of an unbiased attitude to the development of women’s professional careers and understanding of the unproductive principle of sex segregation of jobs.

“Assertiveness as the optimal strategy of gender behavior” to develop skills of being a confident and independent personality, making a conscious choice, defending one’s rights without violating the rights of others. *“The Basics of Family Happiness: Gender Approach”* is made to understand the essence of egalitarian relationships in building marriages and families, and developing new values for successful gender self-determination in the field of family life. *“Gender aspects of conscious parenthood”*. This unit is developed to show the parental family as an example of equal and interchangeable roles, orientation towards mutually responsible fatherhood/motherhood. They develop the awareness of the importance of the role of both parents in raising the child and functioning of the family, building a belief in the feasibility of non-violent methods of raising children. *“Leadership through the prism of gender”* aims at the analysis of the real opportunities of women and men to become leaders in various spheres of life. Interactive activities *“Portrait of the leader”*, *“Women and men as heads and leaders”*, *“Political leader – what is he?”*, *“Political Ukraine through the prism of gender”*, *“Take a position”*, *“Women / men who changed the world”* contribute to the destruction of the stereotype about the greater male ability and smaller female one to succeed in the management and leadership. *“The world of sport through the prism of gender”*. The purpose of the unit is to understand the role of sport in the formation of a self-sufficient and viable personality, their will to victory, courage, determination, building physical strength, improvement of health / beauty indicators, and emotional stability regardless of sex. *“Gender parity is to be!”* is developed to search for internal and external resources aimed at establishing gender equality, updating one's own life experience, developing a large-scale approach to solving the problem of gender equality in society.

In the course of gender trainings, which are conceptually, logically, thematically and structurally related classes, participants have the opportunity to acquire new knowledge, to evaluate their attitudes, ideas and behaviour critically in order to correct and update them, modify or enhance the scale of assessments and values, show their abilities, demonstrate strengths of the personality, receive recognition and support from other participants and the coach (Kikinezhdi, & Kiz, 2006).

The achievement of gender parity in education is one of the important aspects of the machinery of national gender government policy. 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. Therefore, the project *“Gender mainstreaming in higher educational establishments of Ukraine”* and its implementation were positively perceived by the administration of the university, because 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 goal of gender audits (G. A.) is analysis of the universities in gender discourse of public policy. The survey includes: 130 teachers (64 women and 66 men) and 298 students (180 female students and 118 male students). The tasks of G. A. are: 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.

In the research we were interested in the dynamics between professional and private spheres for young men and women in the image of future. It was discovered that young men

are oriented on building their career in identification of the future I to a greater degree, while young women show greater dependence on the domestic sphere. Both in the I-present and in the I-future the dominant tendency is professional activity for young men and domestic activity for young women.

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., which is a confirmation of existing phenomena of “glass ceiling”, “dual employment”, and inferiority position of female faculty. The gender imbalance is manifested in “masculinization” and “feminization” of students body (the significant predominance of female students (28,6%: 15,5%). 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.

In particular, more skeptical attitude of male faculty to equality of sexes has been noted; validation of a problem of inequality by biological, innate peculiarities of sexes; predominance of androcentrism in communication that leads to gender insensitive attitude in subject-subject interaction on all levels of higher educational institution, inadequate analysis by the youth and staff of the educational institution of gender discrimination practices (nearly half of the male respondents pointed out indulgent and patronizing attitude of faculty to female students, less exacting and more friendly attitude to them. Almost equal number of male and female respondents has pointed out more benevolent attitude to male students at university. That is, in their opinion, connected with feminization of academic groups and special attitude to considerably smaller number of boys.

The practice of carrying out a gender audit has become an effective factor of motivating the administration of the university to implement gender policies at our university. We believe that the considerable factor of effective spreading of gender education technics is a partnership of students and faculty in realization of socially important projects at different levels. It is the project of the Scientific Research Centre of the Problems of Gender Education and Upbringing Students of TNPU – NAPS of Ukraine “Implementation of the gender approach into educational space “educational institution – family – community” in the context of European model of democracy”; “Academic honesty as a condition for sustainable development of the university and social justice” (prof. Bogdan Buyak) (Buyak, 2016). The educational program of “Tempus” assistance “Education for Leadership, Intelligence and Talent Encouraging”, establishing the Centre of Leadership at the university (head – Olena Huzar); “CrossMedia and Quality Journalism” (Nataliia Poplavska), common social project with Municipal Enterprise “Ternopilelectrotrans” – “The Trolleybus of Happiness” (under the auspices of the Mayor within the project “Make your Town Better”); 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 “Basis of Health” for the fourth grade, based on gender approach (Oksana Kikinezhdi, Iryna Shulha).

The development of regional gender portraits to identify the worst gender problems (diagnostic tools, statistic data, description and analysis of trends, the phenomenon of “acquired helplessness”, “fear of success”, “glass ceiling”, etc.; psychological effects of gender discrimination and ways to overcome it.

The realization of the project “Gender mainstreaming in higher educational establishments of Ukraine” has proved the effectiveness of conducting a gender audit as a practical instrument in realization of quality monitoring as to the subject of gender sensitivity-insensitivity of individuals involved in educational process that will let us outline the prospects of the world-view potential of liberal education from gender methodology point of view, its quality as imperative of academic culture moving from paternalism to parity facing modern challenges - providing national mechanism of the state gender politics (Kikinezhdi, Kikinezhdi, & Shulha, et al., 2015).

Discussion

Considerable experience of studying gender problems and familiarization with the best educational practices of foreign countries have given the opportunity to form our own vision as to further institutionalization of gender and educational mechanisms in the national school. In the process of the activity of the Scientific Research Centre of the Problems of Gender Education and Upbringing Students of TNPU – NAPS of Ukraine gender ideology of educational practice as a strategic direction of the state policy of egalitarianism are developed and experimentally substantiated; gender education standards are implemented; gender expertise of educational content is conducted, mass media and gender audit of university; methodological principles of person egalitarian approach as a leading mechanism of gender self-determination is formulated; the ways of implementation of gender approach in the socio-humanitarian space “educational institution – family – community” are revealed; gender-sensitive programs of social partnership is implemented; gender and educational technics as an innovative system of psychological and pedagogical support of sexual sociality of children and youth are developed and tested.

Conclusion

The theoretical analysis of the problem has shown its urgency and social demand in the context of European integration processes, reformation of national system of education, and changing state gender policy. The mechanisms, content and structure of the gender-sensitive university as a subject of social interaction in the territorial community are revealed.

The gender-sensitive environment of the university (as gender-equitable) bases on the principles of social justice, gender equality, egalitarianism and parity of both sexes.

Effective ways of the implementation of a gender-sensitive approach to the university environment concern to the forming gender skills of future social workers in the process of teaching for them gender courses; activation of the subjectivity and competitiveness of students of both sexes; development and implementation of gender education technics; development of the infrastructure of the Scientific Research Centre of the Problems of Gender Education and Upbringing Students of TNPU – NAPS of Ukraine and the Schools of Gender Equality as a Volunteer School; conduction of the gender audit as innovative tools; realization of socially important projects in the territorial community as factors of approbation of the European model of parity democracy in the national realities.

Future prospects of the research deals with searching effective mechanisms for constructing a non-discriminatory environment at the education institution, social partnership in the triad “educational institution – family – community”.

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ГЕНДЕРНОЧУТЛИВИЙ ЗВО ЯК СУБ'ЄКТ СОЦІАЛЬНОЇ ВЗАЄМОДІЇ У ТЕРИТОРІАЛЬНІЙ ГРОМАДІ

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Анотація. У статті обґрунтовується актуальність та соціальна затребуваність гендерночутливого закладу вищої освіти (ЗВО) як суб'єкта соціальної взаємодії у територіальній громаді. З точки гендерної методології розкриті механізми, зміст та структура гендерночутливого підходу у підготовці майбутніх соціальних працівників до роботи з соціально вразливими верствами населення. Гендерночутливе середовище у ЗВО розглядається як гендерно-справедливе, що базується на принципах соціальної справедливості, гендерної рівності, егалітарності та паритетності статей.

Показані основні ефективні шляхи імплементації гендерночутливого підходу в університетське середовище. Описані принципи гендерної просвіти (науковість, об'єктивність гендерних знань; адекватність їх освоєння віковим можливостям студентів/студенток та їх майбутнім вихованням; позитивізм і толерантність у ставленні до статей та міжстатевого спілкування; опора на власний життєвий досвід, критичне осмислення засвоєних настанов щодо життя в статі; суб'єктна позиція (позиція актора) як умова активізації гендерного самовизначення та саморефлексії в учбовому діалозі; розвінчування статевих стереотипів; рівноцінність «чоловічого» та «жіночого» начал в аналізі дидактичного матеріалу, відмова від стратегії маргіналізації жіночого як другорядного). Розкрито особливості впровадження гендерно-освітніх технологій в діяльність гендерно-освітніх центрів та школи гендерної рівності як школи волонтерства. Обґрунтовано механізми формування егалітарної свідомості майбутніх соціальних працівників шляхом поширення системи гендерних знань та реконструкції статевих стереотипів. Представлені результати проведення гендерного мейнстрімінгу та аудиту як інноваційних інструментів реалізації соціально-важливих проектів у територіальній громаді. Показані ефективні шляхи соціального партнерства.

Ключові слова: гендерночутливий підхід; гендерночутливе середовище ЗВО; гендерна компетентність; недискримінаційна освіта; гендерний мейнстрімінг; аудит; гендерний тренінг; соціальний працівник.

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