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INNOVATIVE GENDER APPROACH IN THE EDUCATION SYSTEM

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Harnessing the transformative power of education to achieve gender equality and increase social justice is more urgent now than ever. Several factors hinder their

participation and achievement in the formal education system and contribute to significant gender qualities in education: namely, the quality of teaching and insensitive gender teaching and learning environments, plus cultural and social norms lead many girls and young women to leave education altogether. The use of innovative gender approach in education system is one of the most important and sustainable tendencies in the development of the world educational process. In recent years international system of education uses gender transformative approach. It reveals that Gender Transformative Education would remove barriers to education and boost progress towards important social shifts, such as the reduction of gender-based violence and early marriage, increased participation of women in the labour market, the promotion of gender equality, and women's and girls' leadership in decision-making roles. The purpose of the research is prioritizing gender equality in and through education has the potential to transform societies and bring about gender justice, climate justice, economic justice and social justice. Gender Transformative Education can be achieved through an array of actions at all levels. Even small-scale efforts right now can open spaces for dialogue and participation and provide opportunities to address power relations. The research methodology is drawing on conceptual work informed by the capability approach and reflections on the availability of data, the team is developing an alternative framework that captures a broader range of information on gender and education equality that looks beyond gender parity. The purpose of the research to improve access of girls and women to education, many still face numerous barriers to access learning opportunities, ranging from basic education to higher education level.

A research problem. Sustainable Development Goals (SDGs) that the international community set itself to achieve by 2030. Yet, one third of the way to that deadline, new projections prepared by the UNESCO Institute for Statistics and the Global Education Monitoring Report show that the world will fail its SDG education commitments without a major escalation of progress.

Relevance of research. Despite recognised efforts prioritising gender equality in and through education is crucial to achieving the Sustainable Development Goals (SDGs) that the international community set itself to achieve by 2030. Yet, one third of

the way to that deadline, new projections prepared by the UNESCO Institute for Statistics and the Global Education Monitoring Report show that the world will fail its SDG education commitments without a major escalation of progress.

The collection also demonstrates the need to work together to bring about change. In the case of Honduras, for example, community and teacher partnerships are working to promote gender equality and equip adolescents with the skills and information they need to take charge of their reproductive health and complete secondary school. The Honduras case also highlights the benefits of targeted socialemotional learning activities, which can be particularly effective for girls in conflict-affected contexts.

The 2030 Agenda for Sustainable Development and agenda 2063 provide new opportunities in the long struggle towards achieving gender equality. We need robust evidence if we want accountability and the realisation of girls' and women's rights. This will help to understand better how different groups of women are excluded because of their gender, age, dis-ability, class, ethnicity, religion, and many other factors. However, data alone is not enough; we need to engage with our partners to drive policy change aligned with the needs of the stakeholders.

The aim of the article. This article is looking at new approaches to contribute to gender equality in educational systems. Both the 2030 Agenda for Sustainable Development and Agenda 2063. The Africa will provide new opportunities in the long struggle towards achieving gender transformative education.

Despite more girls than boys enrolling in primary school in many countries in sub-Saharan Africa, large numbers of girls, particularly from the poorest socioeconomic groups, drop out and do not progress to secondary school. However, current statistics fail to reveal the complexities of how inequalities hold girls back. Researchers from University College London (UCL), in collaboration with partners in South Africa and Malawi, are working to get more accurate and usable information to better understand how entrenched discriminatory gender relationships and social norms limit rights to education.

Through interviews and group discussions conducted in Malawi and South Africa and with representatives of key global organisations, and reviews of existing data sets,

the research team is gathering data on laws and policies (whether or not these are put into practice); learning assessed through examinations, and other indications of attitudes; families' approach to organising work and managing budgets; teachers' attitudes; school-based gender violence, sexual harassment, and coercion; and lack of reproductive rights.

Drawing on conceptual work informed by the capability approach and reflections on the availability of data, the team is developing an alternative framework that captures a broader range of information on gender and education equality that looks beyond gender parity (i.e. girls as a proportion of boys). This includes information on:

- Gender and resources for education – including money, buildings, and staff;
- Constraints to converting resources into opportunities – for example, difficulties in implementing policies, distributing finance or understanding gender and other inequalities;
- Attitudes of teachers, parents and students on gender inequality/equality that affect schooling – for example, whether or not girls are required to do large amounts of childcare and domestic work, and if teachers assume that girls cannot do mathematics or science;
- Gender outcomes of education (progression, learning outcomes) and beyond education – for example, political and cultural participation and connections with health, employment, earning, and leisure.

Analysis of publications. First of all it is important to highlight some important terms which will be used in the research.

Gender equity is the process of being fair to women, men, girls, boys and gender minorities. To ensure fairness, strategies and measures must often be available to compensate for women's, girls' and gender minorities' historical and social disadvantages that prevent women, men, girls, boys and gender minorities from otherwise operating on a level playing field. Equity leads to equality [1].

Gender equality requires equal enjoyment by women, men, girls, boys and gender minorities of socially-valued goods, opportunities, resources and rewards [2]. It means that all persons, regardless of their gender, enjoy the same status in society; have the

same entitlements to all human rights; enjoy the same level of respect in the community; can take advantage of the same opportunities to make choices about their lives; and have the same amount of power to shape the outcomes of these choices [3].

Gender identity gender identity refers to how an individual feels about their own gender. Individuals may identify as male, female or as something else and their gender identity may or may not be the same as the sex that they were assigned at birth. Everyone has a gender identity and expresses their gender in a unique and personal way [4].

Gender norms gender norms are informal, deeply entrenched and widely held expectations or rules about how each gender should behave. Every society has distinct gender norms because gender itself is not fixed, but the concept of gender norms has at its core the notion of unequal power relations and prestige between men and boys, and women and girls, or of a gender minority.

Gender responsive education identifies and addresses the different needs of girls, boys, women and men to promote equal outcomes. Does not explicitly seek to redress gender inequalities.

Gender sensitive shows awareness of gender differences and inequalities but does not necessarily address them. Education has massive transformational power. Yet, the potential of education systems to achieve gender equality and equity – and fulfil its promise to all children – has not been fully harnessed in any country. Huge progress has been made. Over the last quarter of a century, gender parity in education around the world has skyrocketed. Between 1995 and 2018, the percentage of countries with gender parity in education rose from 56 per cent to 65 per cent in primary, from 45 per cent to 51 per cent in lower secondary, and from 13 per cent to 24 per cent in upper secondary education [5]. But parity is only a surface measure. In some countries textbooks deliberately entrench gender norms, depicting women in the kitchen or girls carrying water on their heads and men in the office or as doctors in hospitals. Why enforce a barrier to a young person striving to reach their potential? Why would we risk losing out on the contribution a child may make in the future because they do not fit

within predetermined gender norms? Everyone has the right to an inclusive and equitable quality education.

Prospects for further research will build and enhance accountability between governments, NGOs, and the public with regard to work on gender equality in education, particularly with organisations engaging with the SDGs. The Global Education Monitoring Report Gender Report Building Bridges for Gender Equality (2019) used elements of this framework for its monitoring on gender equality in education, identifying six domains to develop better substantive measures of gender equality in education.

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EFFECTIVENESS OF THE COMMUNICATIVE APPROACH IN LEARNING THE GERMAN LANGUAGE IN THE CONTEXT OF EDUCATION IN EMIGRATION

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Kontext der Bildung in der Emigration.