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GENDER EQUALITY IN UKRAINE: MEN AND WOMEN IN LEADERSHIP POSITIONS

Both men and women should feel free to be sensitive.

Both men and women should feel free to be strong...

Emma Watson

Abstract. *This article attempts to examine the current state of addressing gender inequality in Ukraine.*

Key words: *gender, gender equality, gender politics, gender stereotypes, public administration, humanization, democracy.*

Statement of the problem. Violence against women has become an acute problem, which can be resolved at the state level only. Although international and national legislation is based on the principle of equality, in practice women are not equal in social life and activities. There is a deep contradiction between the new needs in society and the lack of conditions for their satisfaction. This situation appears to be a challenge to modern Ukrainian society and state of Ukraine, thus, immediate appropriate actions are required.

Purpose of the research. The main aim of our research is to analyze modern trends and ratios connected with the roles of men and women in leadership positions. Additionally, we attempted to examine the current state of addressing gender inequality in Ukraine; understand the difference between the Ukrainian and European attitudes to gender equality.

The key findings. We have applied the methodology of historical inquiry, hermeneutical methodology and content analysis to go into the issues of gender imbalances in Ukraine. We have analysed gender inequality in politics, discrimination in the labor market, and feminization of poverty.

Gender refers to the social roles of men and women, and boys and girls, as well as the relationships between and among them, in a given society at a specific time and place. Gender is a key determinant of who does what, who has what, who decides and who has power. Social norms about women and men, and girls and boys — in combination with other social categories such as class, ethnicity and sexual orientation — enhance or constrain an individual's real freedoms and the realization of his or her human rights. They also shape routine aspects of daily living [3].

Gender equality, equality between men and women, entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behavior, aspirations and needs of women and men are considered, valued and favored equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and

opportunities will not depend on whether they are born male or female. Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities [4].

In our days, every child deserves to reach her or his full potential, but gender inequalities in their lives and in the lives of those who care for them hinder this reality. Girls and boys see gender inequality in their homes and communities every day — in textbooks, in the media and among the men and women who provide their care and support. Unequal responsibility for work in the home socializes children into thinking that these duties are women's only roles, thereby curtailing generational change and narrowing girls' ambitions.

Boys and girls who witness gender-based violence in their homes are more likely to replicate violent relationships as adults, either as perpetrator or as victim. Outside the home, workers — predominantly women — are often low skilled and voluntary or underpaid, with limited opportunity for professional growth to care for the vulnerable children and families they serve. Yet, in early childhood gender, disparities between girls and boys often start out relatively small. Girls have higher survival rates at birth, are more likely to be developmentally on track, and just as likely to participate in preschool. However, as girls and boys age, gender barriers expand. Chores, caring for siblings and safety issues keep girls out of school, while expectations of earning money force boys to dropout. By the time children reach age 10, boys' worlds often expand while girls' worlds contract, resulting in negative consequences that can last a lifetime [2].

Gender equality is at the very heart of human rights and United Nations values. A fundamental principle of the United Nations Charter adopted by world leaders in 1945 is «equal rights of men and women», and protecting and promoting women's human rights is the responsibility of all States [3].

Ukraine has taken the key international commitments on gender equality. The country adopted the Sustainable Development Goals (SDGs), joined the Beijing Declaration and the Platform for Action (BPfA) of the 4th World Conference for Women (1995) and ratified key human rights treaties, including Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1980).

The Ukraine-EU Association Agreement, signed in 2014, entails a commitment to ensure equal opportunities for women and men in employment, education, training, the economy, and in society and decision-making. Gender equality is enshrined in the Ukrainian Constitution. The new State Social Programme on Equal Rights and Opportunities of Women and Men for the period up to 2021 looks to strengthen the institutional mechanism for gender equality with an integrated approach to addressing the institutional barriers to gender equality. Ukraine's policy and legislative framework on gender equality also includes the Human Rights Strategy and Action Plan adopted in 2015, which aims to ensure equal rights and opportunities for women and men in all areas of public life. Adoption by the Government of the National Action Plan for Implementation of UN Security Council Resolution 1325 is also a commendable step towards implementation of the women, peace and security (WPS) agenda in Ukraine. Additionally, in 2017 Ukraine revised its legislation on preventing domestic violence,

criminalizing it in order to implement the provisions of the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention), which still has not been ratified yet.

However, despite these existing gender equality and women's empowerment frameworks, Ukraine still faces challenges affecting the enjoyment of equal opportunities and rights by women in general and those facing compound discrimination in particular. The root causes can be found in patriarchal attitudes and stereotypes, but also in deeply rooted systemic gaps, which have not been addressed. These include weak rule of law, low capacity of the institutional mechanisms for gender equality and lack of political will [6].

Women's employment rate in Ukraine is comparable to the average rate across European countries whereas an employment gap between women and men is lower than the EU's average. Women's employment rate in Ukraine is close to that in such countries as Croatia (57%), Italy (52%), and Greece (47%), and is lower than the average across the EU countries (65%), according to Eurostat data. However, comparison with the EU statistics is not correct because information is presented in different age ranges: 15–70 years in Ukraine, and 20–64 years in the EU. The age range in Ukraine covers 11 more years from the periods of youth (15–19) and senior (65–70) ages when a fewer number of people are economically active in general. Without considering these age groups, the employment rate in Ukraine would be higher. According to the State Statistics Service data, 44% of women aged 15–70 are economically inactive (not employed and not looking for a job) whereas the same figure for men is only 31%. Women's lower employment rate is caused by their lower economic activity (particularly in the 25–59 year's period).

The age distribution of the economically inactive population indicates that its largest percentage accounts for age groups of 15–24 years (education period) and 60–70 years (retirement age). 67% of economically inactive men belong to these age groups. According to the State Employment Service data, retirement age and training were main reasons of men's economic inactivity in 2016 (54% and 29%, respectively). At the same time, among economically inactive women, age groups of 15–24- and 60–70-years account for 57% only (vs. 67% among men), hence 43% of economically inactive women are at the age of 25–59 years. Retirement age is also a main reason of inactivity (52% of women), however performing household duties or living in dependence is the second key reason (29% of women). Among women, 87% of those employed are employees (vs. 82% among men).

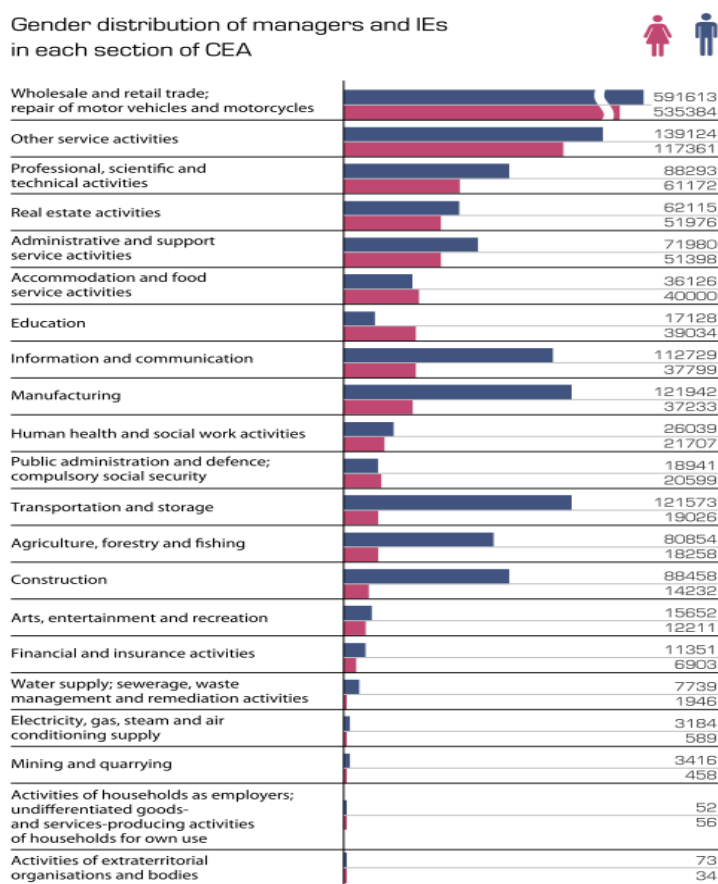
At the same time, the percentage of self-employed persons among women is lower (12% vs. 16% among men) as is that of employers (0.8% vs. 1.5%). Hence, women account for 42% of all self-employed persons and for 32% of employers. The employment statistics partially confirms the «glass ceiling» idea (meaning that women may work on lower and middle levels but are less likely to take up leadership positions). At the same time, one-third of all employers are women. The data from the State Statistics Service and the State Employment Service are not sufficiently detailed. For example, gender statistics on sectoral and settlement levels are not publicly available. Here is where the Ministry of Justice open data — the USREOU set — comes in useful. The findings of the USREOU data analysis are close to the data of national employment

statistics: the percentage of female managers in general (among all active economic entities) is 40%.

Overall, in the data set, the percentage of women is 40% but mainly due to IEs (who account for 63%). At the same time, among legal entities, women head only 30% of enterprises and organizations. This means that in Ukraine, women are able to conduct their own business as individual entrepreneurs (IEs) on almost equal footing with men, however it is much less likely for a woman to lead an enterprise or organization (including governmental and various non-governmental organizations).

This said, it is important to take into account that women's employment rate in Ukraine is lower than men because of women's lower economic activity. Due to the availability of data about a legal entity or IE's core activity in the Uniform State Register, we can analyse, which sectors (CEA sections) and activities are predominantly led by women, which ones are led mainly by men, and which ones are gender-balanced [7].

The only overall sector where women managers prevail is education (69% of managers being women). When it comes to specific activities within a sector, there are several cases where women managers are the rule rather than the exception. Women account for 92% of managers in «hairstyling and beauty business». The full list of sectors where women managers prevail reflects what is seen as traditional roles for women in households and communities: education and childcare, social assistance, trade union activities, hotels, restaurants, retail sale of food and clothing, manufacturing of wearing apparel, beauty business, tourism, arts and recreation, and managing household budgets [8].



Pic. National Survey on Equality between Men and Women in Ukraine [9]

81% of women and 73% of men in Ukraine believe that gender equality is an important issue for them. These and other results of the *National Survey on Equality between Men and Women in Ukraine* conducted by the National Democratic Institute in Ukraine and commissioned by the Office of the Vice Prime Minister for European and Euro-Atlantic Integration of Ukraine, were presented during a press-briefing in Ukraine Crisis Media Center [9].

The survey revealed the criteria, which women and men perceive as challenges for them and the opposite sex does not understand. According to the survey, women believe that men do not understand their problems related to the upbringing of children, homework and emotional care for relatives and family members. Men, on the other hand, believe that women do not understand the challenges they face about being a family breadwinner and problems at work [10].

According to the study, 49% of Ukrainians believe that men and women should be equally involved in professional activities. In addition, 61% of respondents seek balanced engagement of men and women in political. As for the family life of Ukrainians, 71% of respondents said that they want to be equally involved, but only 40% believe that both sexes are now equally involved in family life. When asked how important it is for men to participate in bringing up children, 73% of respondents noted that this is an important issue, with practically no difference between the percentage of men and women, who have chosen such answer [9].

The study also provided data showing that respondents were aware of the problems of domestic violence and sexual harassment. A quarter of respondents stated that they personally knew someone, who had been subjected to domestic violence, while 61% of respondents believed that victims should report cases of violence. Regarding sexual harassment, 13% of respondents said that they personally know victims of harassment and 65% believe that victims should report cases of violence. At the same time, the poll showed that only 22% of victims of domestic violence and 19% of victims of sexual harassment actually reported such cases [10].

If we analyze the economy of Ukraine, we can observe that entire industries have become gender dominated. There is no discrimination of women stipulated by the law, but the approach to employment undoubtedly demonstrates such discrimination. Women are very sensitive to the social sphere by nature; men have long remained indifferent to it. Women prevail in processing industries, education, social services, medicine. In the list of the most psychologically demanding (and most poorly-paid) female professions there are such jobs as nursery teacher, nurse, elementary school teacher, a road traffic controller [11].

A shortage of male teachers in schools can be observed at the same time. There are problems with education in Ukraine because women have to deal both with the family and the school. Men do not show willingness to work at schools. All over the country schoolchildren know only a «woman's hand» or approach. Meanwhile, the young women continue to choose humanities as their majors in universities (according to the statistics five times as often as men do). After graduation, they receive a profession that is usually poorly paid. Male school graduates choose mostly technical specialties when entering the universities. Professions are still divided into «male» and «female». The main mechanism of wages is the professional one. In Ukraine, the pay

gap between men and women is 30% (Central difference — 17%). 90–95 percent of financial resources in Ukraine are also controlled by men; there is only one woman out of 100 millionaires [11].

Women receive on average 30% less than men for their work do. In addition, per work hour, a man is paid 2.53 hryvnia, and a woman — 1.92. The level of income of men is 1.6 times higher than that of women. The case study has revealed that at universities among professor assistants there are four times as many women as men and at the same time, there are four times as many men holding a professor position. 18% of male university teachers do not have a degree and 39% of women. Female medical staff salaries are 20% below those of their male colleagues. The mass media highlight stereotypical images of women and men; and there is a blatant discrimination in job advertisements and promotional messages [12, 11].

Prospective solutions of gender-related problems in Ukraine:

- to adapt the Ukrainian legislation to the EU legislation on the implementation of the state policy of gender equality in the society;
- to involve the state and legal mechanisms for securing equal rights and opportunities for men and women;
- to do scientific and experimental research on equal rights and opportunities for women;
- to hold awareness campaigns on the elimination of all forms of discrimination on the basis of sex;
- to explore the integration processes within female entrepreneurship;
- to monitor the development and statistical overview of female-owned businesses;
- to involve citizen groups and domestic public organizations into all processes of gender policy formation.

Conclusion. Liberalization and humanization of the modern Ukrainian society provides equal opportunities for self-development, regardless of social origin, nationality, age and gender. One of the aspects in the field of gender equality is equality in employment and occupation. Here, the gender asymmetry is particularly apparent. Women are working in less prestigious areas and hold positions with lower salary. The average male life expectancy is 11–12 years below the same indicator in developed countries of Europe with female life expectancy 7–8 below that in Europe. Male life expectancy is 10–12 years below that of women; the death rate among men of working age (28–45 years) is 4 times as high. Men are more likely to resort to physical violence and to commit criminal offenses. They are more prone to risky behavior that may lead to injury or death, to alcohol and drug abuse.

Drug addiction in Ukraine is a threat to the national security. Violence against women and, in particular family violence remains a serious problem in Ukraine. Female wages are on average 30% below those of men, there are much more unemployed women than men and female pensions are estimated to reach 40–45% of those of retired men in the coming 20 or 30 years. Analyzing the distribution of men and women at top positions by category, we can observe a sharp decrease of the number of women at top executive positions. These findings suggest that women in Ukraine cannot significantly influence the adoption of important political decisions.

This lack of gender balance in representation at the highest levels of power carries risks reducing the quality and efficiency of management decisions, and hence — the risk of curbing the development of the nation. Gender politics should help to change the attitude of men towards women, eliminate bias and other practices based on the idea of the inferiority or superiority of either of the sexes or on stereotyped roles of men and women. Gender inequality is primarily a manifestation of injustice and ignorance.

Specific spheres of gender policy development are:

- supporting further development of pragmatic policies and legislation needed to ensure equal representation of men and women in elected bodies;
- developing legislation against gender discrimination and family violence;
- ensuring equal rights and opportunities for women and men in employment, training and retraining, business activity, balancing work and family;
- developing strategies to combat human trafficking and gender-based violence; improving family and labour legislation;
- supporting the development of sectoral and regional strategies and programs on gender equality;
- implementation of gender component in all international and national projects and programs at national and regional levels;
- increasing capacity of government agencies to gather gender-structured information, carry out gender analysis, integrate aspects of gender equality in other spheres of public life at national and regional levels;
- implementation of gender equality principle in policy of sustainable development of human resources;
- nurturing gender culture through the development and implementation of special education programs aimed to overcome gender stereotypes.

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CONFUCIAN EDUCATION IDEOLOGY AND ITS IMPACT ON CHINESE TEACHING AND LEARNING

Abstract. *Culture is of paramount importance in affecting students and their learning styles and its impact cannot be underestimated. This article contains the explanation of a gap in students' learning in China. It is also included information about individualism and collectivism transition in Chinese college students. It highlights the information about Confucianism embeddedness in Chinese culture and places value on education at societal, familial, and individual level. Additionally, the meaning of educational success and efforts involved in the educational process associated with Confucianism are discussed. The author also focuses on the hierarchical relationships in Chinese educational system.*

Key words: *China, cultural values, Confucianism, collectivism, education, learning styles, teaching styles.*

Statement of the problem. With the growth of globalization, cultural sensitivity in dealing with global complexities involved in conducting business countries has been expanding. Confucius regarded education as an important component of social development. He believed that education is the most powerful weapon, which you can use to change the world. China as one of the most ancient Confucian civilizations in the world attaches great importance to education. At present, it would be interesting to raise the question about historical, philosophical, and cultural roots of modern approaches to education in China.

Analysis of recent research and publications. The importance of cultural influences on students' learning styles cannot be underestimated. R.F. Litrell (2015) stated that learning styles are often culturally based and students from different cultures would therefore have different ways or patterns of learning, thinking and behaviour. Social change in countries such as China and Korea, for example, including globalisation and neoliberalism, and their enthusiasm for high education are resulting in changes to ideas of good education and desirable teacher and student roles and identities [1].

Similar views were also shared by Kim and Bonk (2002), Ramburuth and McCormick, (2001), Teng (2007). Furthermore, Ward (2006) identified variety of factors that influence the learning styles such as prior learning experiences, assessment methods, values and religion amongst others. Hofstede's (see his 1980, 1991, 1994, and 1997 studies and revised and extended study of 2005) seminal study is one of the most cited study on how cultural values influence various types of learning behavior. Most cultural models developed after Hofstede clarify and support his dimensions and could relate back to Hofstede's dimensions [2].