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GENDER INEQUALITY IN HIGHER EDUCATION AND SCIENCE: GLOBAL AND NATIONAL ASPECTS

Abstract. *It is established that the problem of gender inequality, including in higher education and science, remains extremely urgent both in Ukraine and in the world. It has been determined that a comprehensive approach to the issue of equality between women and men should be the basis for shaping gender policy in Ukraine. At the same time, due to the lack of education, the population has not reached the level of tolerance needed to overcome gender inequality. It is revealed that with a focus on the European model and taking into account its own specificity, a gender policy course in the Ukrainian society is formed. It is substantiated that gender inequality in higher education and science begins immediately after schooling. It has been established that various social programs have been implemented by the world community to address the problem of gender inequality in science. A new wave of feminization of science has been investigated, the reason for which is the decrease in the attractiveness of scientific activity, which leads to the outflow of men into more prestigious fields of activity. It is established that the Ukrainian situation in higher education and science is very different from the western one: the percentage of women in Ukrainian science is higher than in politics, business and industry. Priority steps have been formed to improve the gender situation in the higher education system of Ukraine, namely: increase of productive longevity and reproductive age of women; creation of a catalog of social rights and updating of social legislation of Ukraine by gender rights; listing the social risks and social standards in this directory.*

Introduction.

In the process of historical development, a huge variety of different types of discrimination arose in society. People felt inequality on various grounds. So in the world there have always been racial, religious, physiological, ethnic, gender and other types of discrimination. According to Article 1 of the Law of Ukraine “On Ensuring the Equal Rights and Opportunities of Women and Men”, discrimination on the basis of article is actions or inaction expressing any difference, exclusion or privilege on the basis of gender, aimed at limiting or making it impossible to recognize, use or exercise human rights and freedoms for women and men on equal grounds [1].

The problem of gender inequality, including in higher education and science, remains extremely urgent, despite the fact that the first attempts to equalize female and male in this area date back to the mid-nineteenth century. Domestic and world scientific and humanitarian thought are mainly concentrated on determining the subject of gender studies, defining the very concept of "gender", establishing a theory of gender and the main directions of gender policy. However, there is little research aimed at the study of the gender aspect of women's activities in science. That is why the development of this topic is extremely relevant.

1. Global trends in gender policy implementation.

1.1. Gender policy in the world.

The processes of updating the forms of social life at the world and national levels, the radical changes taking place in the modern political and legal situation of women, today actualize the problem of gender equality, the solution of which requires the implementation of a gender policy aimed at creating a new worldview on the role of women in society as a whole and higher education and science in particular. The successful implementation of gender policy, especially in these areas, is one of the factors for the implementation of democratic reforms – a necessary condition for Ukraine to enter, as a full partner, the world community [2]. The basis for the formation of gender policy in Ukraine should be an integrated approach to the problem of equality of women and men, which provides for the introduction of a gender approach in all areas of public policy through the improvement and evaluation of decision-making processes, the creation of legislation, strategic policies and programs in all areas and at all levels with the goal of ensuring the principle of gender equality. At the same time, the principle of gender equality is combined with the traditional principle of supporting women, has not lost its relevance due to the fact that women still occupy lower positions than men in all institutions of Ukrainian society: social, economic, political and scientific [3]. Discrimination of women can be manifested in the following areas:

1) family life: significant time spent on housekeeping by family women (women spend 3 hours on homework on weekdays, 5-6 hours on weekends, men up to 1 hour), domestic violence;

2) labor: women often lose in the competition for the widespread stereotype that work must be provided primarily for men; women's business opportunities are limited; the general structure of women's employment is in the form of a pyramid: the higher the social status of the post, the less women keep these posts; women's wages make up about 70-80% of men's wages;

3) socio-political sphere: among the deputies of the parliament, women make up 23% in Europe and 14% in the world; in Ukraine, only three women head ministries, two more – the chairman of the regional council of people's deputies of the regional state administration;

According to the UN Development Program, women create more than half (about 55%) of world wealth, given the unpaid work of housewives. At the same time, women account for about 2/3 of the time spent for work, but they receive only about 10% of world

income. And according to the International Labor Organization, women possess only 1% of all property in the world [4].

EU countries are leaders in the world in terms of the number of women in national parliaments. Even at the level of EU structures, women make up more than 30% of the members of the European Parliament. Now in Austria, Great Britain, Spain, Italy, the Netherlands, France and Croatia, the percentage of women among EP deputies is in the range of 40-49%. And in countries such as Estonia, Ireland, Latvia, Malta, Finland, Sweden – more than 50%. The smallest percentage of women in the EP is in Lithuania, Hungary, Cyprus [5].

With regard to education, gender inequality is almost not manifested at the level of applicants for higher education. So in most countries there are more women among graduate students than men. But, at the same time, inequality persists in science, where the number of women is only one third of the total number of scientists; at the level of remuneration; number of publications and citations.

Council of Europe structures – the Committee on Equality between Men and Women and the Department of Human Rights have already proposed the concept of parity democracy, which significantly reduces the level of problems of gender equality. The main idea of this concept is that true democracy involves the equal participation of men and women on the basis of equality in all scientific, political and state administrative structures, at all levels of decision-making [6, p. 180].

According to a study of the World Economic Forum 2018 (hereinafter referred to as the WEF), not a single country has yet achieved full equality between men and women. The greatest progress has been made in healthcare and education - the global values of the corresponding indices are at the level of 96 and 93% (that is, the gender gap has been bridged by 96 and 93%, respectively). The gender gap in the economic and political spheres remains significant – 60 and 20% [7].

The World Economic Forum in Geneva in October 2018 published the new Global Gender Gap Report. The first three places in it were taken by Iceland, Finland and Norway. Also Sweden, Rwanda, Ireland, the Philippines, Slovenia, New Zealand and Nicaragua were included in the top 10. Ukraine took sixty-ninth place, the “gender gap index” for it is 0,7, gender inequality is bridged by 70%. A total of 144 countries are included in the rating, Yemen, Pakistan and Syria close it [8]. The global gender gap index, according to WEF experts' estimates, is 0,68. The authors of the report write that while maintaining the current trends, as a whole, it can be completely closed in 83 years, that is, during the life of girls born today. Looking closer, it will be most difficult to close the income and health gaps: it takes as long as 170 years, experts say.

However, in different parts of the planet this process goes differently. The gender gap is likely to narrow in southern Asia, Western Europe, Latin America and sub-Saharan Africa.

Much slower inequality is decreasing in the Middle East and North Africa, East Asia and the Pacific, and the worst is in Eastern Europe and Central Asia [9].

It is worth noting that appropriate measures can be highly effective if the ethnic population of the region has a high level of tolerance. This may explain why gender discrimination still takes place in Ukraine. Due to lack of upbringing, our population has not reached the level of tolerance that is necessary to overcome gender inequality.

1.2. Gender Policy in Ukraine.

With a focus on the European model and taking into account its own specifics, a gender policy course is being formed in Ukrainian society. This policy direction is new to Ukraine, but it already has its own history of formation. In connection with the proclamation of the course of European integration by Ukraine, the gender issue, which is a priority in the European Union, has gained particular importance in the political processes of the state. A feature of the formation of state gender policy in Ukraine is that it is built on the basis of international normative legal acts ratified by Ukraine and is regulated by national normative legal acts on equality between women and men [11, p. 12-17].

The reasons for normative and legislative initiatives are numerous manifestations of discrimination based on sex in all spheres of life of Ukrainian society [12]. In addition, the consciousness of Ukrainian women themselves regarding their own rights remains rather low. Statistics, however, indicate an imbalance of privileges in our society.

According to the State Statistics Service in Ukraine, there has always been a significant difference in the salaries of men and women. And 2016 was no exception. On average, men were paid 35% more in 2016 than women (in 2015, 36% more). At the same time, the difference is significant in individual sectors: for example, men earn almost 60% more women in banks, 30%—in IT sector, 20%—in science, 10%—in public administration and defense, 5% - education, 1%—in construction [13].

This discrimination is explained by several reasons: the majority of top managers are men because they do not go on maternity leave, while their salary is 41% higher than that of top women (in 2015, the difference was 26% in favor of men). Among specialists whose salary is much lower than that of management, on the contrary, there are more women. And when hiring women, as a rule, they agree to the amount that the employer offers, and men are traded, and often successfully. Moreover, as workers, women are often better than men: they are more hardworking and executive [14]. An important indicator of the real progress of society towards the establishment of gender democracy is female political leadership. Today, Ukraine takes 117th place in the representation of women in politics among 134 countries [15].

The basis of gender policy in Ukraine, such as the presence of women in government bodies and local self-government, especially in senior positions, remains poorly conceptually developed and practically implemented [16]. In the current parliament, 12% are women. This is a historic high in the history of independent Ukraine. And, surprisingly, this is more than representing women in local councils [17]. A comparative analysis of gender balance in local executive bodies and in local governments reveals that they are the most gender sensitive at all levels of political power [16].

The employment and economic activity of women of working age in Ukraine is lower than in the corresponding age group of men. The level of economic activity of women of working age (15-54 years) during 2013-2015 amounted to 71,7%. At the same time, the level of economic activity of men of working age (15-59 years) increased by 2,3% for five years, reaching 74,0% in 2015. The level of employment of women of working age has a more positive dynamics, but also less than that of men, and has lower growth rates than the corresponding indicator for men (2,4% compared to 5,8%) [18].

The development and implementation of the conceptual and political-practical foundations of solving the gender problem in Ukraine should be carried out simultaneously at three levels:

1) the macro level, provides for the adoption of the law on quotas with a view to the balanced participation of men and women in the corridors of power;

2) the average level, involves the activation and increase in the importance of public women's organizations and political parties;

3) the micro level, involves painstaking work on changing the political identity of Ukrainian women, on releasing them from the complex of the secondary nature of their own situation and understanding politics as a purely male affair. In this direction, state educational and socio-psychological programs should operate [16].

A general concept of gender policy in Ukraine exists. But it contains mainly general directions of policy development and recommendations for improving gender equality, but the development of national mechanisms of action remains the main problem area of state gender policy. Therefore, the relevant issue remains the joint work of legislators, scientists, public organizations to create an effective system for introducing declared norms and values into real public life [20, p. 34-42].

2. Analysis of gender issues in higher education and science.

2.1. Gender Inequality in Science: Global Experience

Having equal opportunities in getting an education and almost the same success in studying any sciences, women and men, as it turned out, have different preferences when choosing the type of occupation. Even in the USA, where women more than in other countries deal with technology, men predominate in engineering. There are more women in medicine and biology, and they make up two-thirds of veterinary students. The exact reasons for these benefits are the subject of discussion: unconscious prejudices and stereotypes, parenting, or something else.

Traditions and remnants of the past are partly to blame. Before World War II, the role of women in many countries, particularly in North America, was reduced to child-bearing functions and housework. Many universities in the West did not accept women until the middle of the last century. Only in the middle of the last century women received a hope for equality.

The rapid increase in the number of women in world science falls on the 60s of the last century. It is explained by the increase in the educational level of women and partly by the rise of the movement for the equal rights of women – feminism. The participation of women in scientific and technical activities is most noticeable in the countries of Eastern Europe, in the USA, Germany, Italy, Sweden, Canada. In conditions of positive economic development, the involvement of women in the sphere of highly skilled labor and scientific creativity is now considered a positive factor and is stimulated by the state [12].

UNESCO is also worried about the problem of gender inequality in science: according to this organization, covering 129 countries, today in the world only one in three scientific researchers is a woman. Over the past decade, the share of female researchers in the world has increased by only 12% [13]. The results of the study suggest that gender inequality in higher education and science begins immediately after studying at school, where the ratio of men to women is approximately the same – 51% versus 49%. 68% of men and only 32% of women receive a bachelor's degree. A woman will become a specialist with a probability of 30%, and a doctor with a probability of 25%. Finally, women occupy 29% of the total number of researchers and 11% of leading academic positions. The proportion of women heading academic institutions varies significantly between countries and amounts to 6% in Japan, 27% in the USA, 29% in France and 34% in Spain [123].

Thus, it is quite obvious that "the higher a woman rises up the career ladder, the less air remains for her". According to 2014, 5,2% among professors were women, and this indicator was even lower – 2,6% among professors of the highest category [14].

The proportion of women among members of scientific academies in Europe ranges from zero level (Australia, Greece, Portugal) to 14,6% (Turkey), 12,3% (Iceland), 11,1% (Norway) [29]. In the UK, the proportion of women among members of the Royal Society of London is 3,6% (in 2015). As for the participation of women in state science policy-making bodies, in the EU countries their number varies from 4 (Austrian Council for Research and Technology Development) to 37% (Spanish National Research Council) and 40% (Danish Medical Research Council) [16].

One of the brightest examples of gender inequality in the science is awarding the Nobel Prize. The proportion of women in the total number of Nobel laureates is 3,3%. Therefore, we can conclude that among the scientific elite, the minimal representation of women suggests gender inequality. Such discrimination of women among the highest scientific community was called the Matilda effect. It is biased towards the contribution of women scientists in research, linking their work with male colleagues.

It is worth noting that in order to resolve the problem of gender inequality in science, the world community introduced various social programs, quotas were held in some universities, public speeches took place, and the status of women in science somewhat improved at the beginning of the twenty-first century. But, as recent studies show, male scientists continue to refer more often to the work of other male scientists, more often become prize winners, generally get a job [17].

In many respects, the above trends depend on the model of education of women in modern society. So, most women from childhood have a priority in creating a family and raising children. Therefore, they are from twenty to thirty-five years fully focused on family affairs. As you know, the most productive age for mental activity is the period from twenty to forty years. Therefore, women have to make a choice between a career as a scientist and family well-being, and not every girl is able to make this choice in favor of science. An alternative, in this case, is to choose the profession that allows you to combine family life and work. Men do not have to make such a choice [10].

In overcoming gender inequality, Sweden, Finland, Denmark, Norway and Iceland are examples. All these states are among the five most prosperous countries in terms of gender compliance, including in science. For example, Denmark was one of the first to pay attention to the need to equalize the rights of women and men. And with the adoption of the 1915 constitution, women received full political rights and freedoms on a par with men. This was facilitated by the women's movement for the equality of their rights, originating from the middle of the XIX century. An interesting method of combating gender inequality in Denmark was the reform of the preschool education system. The essence of the reform is that children from three to five years old are in these institutions, allowing women to continue their scientific and labor activities [11].

However, in conditions of economic instability and rising unemployment, as practice shows, women suffer more than men. Recently, a new wave of the feminization of science has been observed, the reason for which is the decrease in the attractiveness of scientific activity, which leads to the outflow of men to more prestigious areas (where salaries are higher). In addition, in the United States and other economically developed countries, women have become considered an "additional resource", which allows to accelerate the development of scientific and technological progress and maintain scientific leadership [1].

2.2. The specificity of the gender issue in domestic higher education and science.

In the XXI century in Ukraine, as in many other countries, women have equal rights with men in access to higher education and science. In the Ukrainian school, the number of men and women is commensurate – among 158,5 thousand 52,4% of women are university teachers of III-IV degrees. Now this fact is perceived by society as a norm. But it was not always so. In fact, in Ukraine, women got free access to higher education and science only in the 1920s. And before that, a small number of Ukrainian women received higher education and studied science only abroad, in those countries where discrimination against women was abolished [12].

The Ukrainian situation in higher education and science is very different from the western one. The percentage of women in Ukrainian science is higher than in politics, business and industry. It is difficult to talk about discrimination in higher education and in science in Ukraine, because we have a different society structure.

In the 2017-2018 academic year in Ukraine, women accounted for 50,9% of all students in higher education institution of III-IV levels of accreditation. But at the same

time, there were 80% of them in the specialties of the humanitarian areas, and 24% in engineering. Mostly "female" are the areas of education and the service sector – 69% each, but among those who study military sciences, only 12% are women [13].

Such an uneven distribution of women and men, depending on the specialty, is present not only among students. Higher school of Ukraine as a whole is characterized by horizontal segregation, that is, the presence of "male" and "female" industries, specialties, directions. Among teachers of higher education institutions of III-IV levels of accreditation in the specialties of the humanitarian direction, women make up 73%, in the direction of economics and finance – 67%, social sciences – 75%, pedagogy – 67%. In total, more than 60% of women in higher education are concentrated in the above-mentioned "female" areas. Among teachers of natural sciences there are fewer women – 45%, as well as among IT – 43%, and among teachers of technical sciences, which is the largest group after humanities, women only make up 13% [17].

In addition to horizontal, there is also vertical segregation in the Ukrainian school, that is, a decrease in the proportion of women at higher professional levels, and this applies both to the administrative sphere and to scientific and teaching. Despite the fact that education is one of the most feminized industries, only in 2016, a woman minister first appeared in Ukraine. Among the rectors of universities of the III-IV levels of accreditation of state and communal forms of ownership (there were 269 such universities in Ukraine in 2016), only 9% of women of the total number head these universities. The situation with gender balance among pro-rectors or deputy rectors is somewhat better – among them 228 women and 763 men [28].

Obtaining scientific degrees and academic titles, which are the main steps in the teaching career, is accompanied by a decrease in the proportion of women at each subsequent stage. So, among teachers with a bachelor's degree, women make up 76%, masters's degree – 69%, candidates of sciences – 43%, and doctors – 33%. A similar picture with the academic title – among teachers without a scientific title, 59% of women, with the title of associate professor – 43%, and doctors of science – 21,6% [13].

This inhibition in the career advancement of women concerns not only their ambitions or the fundamental desire for equality. It directly affects their financial situation. In the Ukrainian school (as in other areas of employment), statistics show that there is a difference in the pay that men and women receive. But the causes of gender inequality in pay are related to the presence of a degree and academic rank.

There are differences in the amount of time devoted to science by women and men, verification of student work, preparation for lectures and seminars, and filling out official documentation. But women devote more time to preparing for classes (an average of 30% of working time compared to 27% for men). Male and female teachers are equally published in scientific journals and participate in conferences in Ukraine, CIS countries and the West [18]. In Ukraine, as in most scientifically developed countries, the number of women belonging to the scientific elite is insignificant. Among the leaders who take responsibility

for the development of a whole scientific field, the main posts, as a rule, are occupied by men. Among the academicians and corresponding members of the NAS of Ukraine as of January 1, 2016, with 190 full members, only 3 persons (or 1,6%) are women. Given the above, it can be concluded that gender inequality in science in Ukraine is mainly associated with women's attempts to combine an academic career, family and parenting.

3. Directions of solving the problem of gender inequality in higher education and science.

From the study it follows that the essence of the principles of gender policy in science is that gender equality should be ensured and gender parity should be approved in the academic environment as factors for the further successful development of the national higher education system. So, the urgent question is the introduction of gender planning of leadership positions in universities of the III-IV level of accreditation.

Based on the fact that principles must be effective, pursuing a gender policy in higher education requires highly qualified specialists in gender issues who are gender sensitive, that is, are inclined to perceive gender dimensions, and are knowledgeable in the mechanisms of regulating gender processes in order to develop and implement gender strategies, the formation and development of gender culture and the like. That is, the time actualization of gender education of the managerial staff of universities and the application of a gender approach in the preparation and improvement of their qualifications.

At the national level, a deep gender analysis requires both the Constitution of Ukraine and all Ukrainian legislation. The primary steps on the path to legal audit should be the following: create a catalog of social rights and replenish the social legislation of Ukraine with gender rights; catalog the list of social risks and social standards; in the Labor Code, provide for norms that ensure gender equality. At the family level, the state must also fulfill partnership functions and create a family-friendly and female scientist-friendly work environment, which will lead to a greater involvement of women in the scientific field. Partnership functions of the state can be manifested in the following: state support of paternity; the role of men in ensuring gender equality (for example, dad schools); flexible working hours for women scientists; part time; equipment of children's rooms at faculties of higher educational institutions. In addition, one of the possible impetus for an increase in the number of women leaders may be an increase in productive longevity and reproductive age.

When women no longer have to choose between a successful career and starting a family, it will be easier to realize their scientific ambitions. In order for a country to be competitive in terms of science, it needs to maximize its intellectual capital. The data collected means that since cooperation is one of the main drivers of scientific results and influence, targeted programs for the development of international cooperation can significantly help equalize chances for female scientists. However, if there was a simple solution or program that could improve the current state of affairs, they would have been used.

Unfortunately, the imbalance on a global scale is based on certain forces inherent in each individual country or related to its history, which almost imperceptibly contribute to

the unevenness of the system and reduce women's access to science and their development in it. Any realistic policy to increase the participation of women in the scientific field should take into account the difference in the social, cultural, economic and political context in which higher education applicants learn how to create science and research. Each country must, with great care, identify small mechanisms that contribute to the restoration of the former order of things. No country can afford to neglect the intellectual contribution of half its population [18].

Conclusions.

Gender inequality is one of the most important and most difficult in solving the social problems of mankind. The solution to this issue is the eradication of historically established stereotypes, most of which are taught from childhood. These stereotypes are stored in the subconscious mind that getting rid of them is quite difficult. It is necessary to learn to think more loyally and tolerantly in relation to the opposite sex. More than one generation of people must be replaced in order to speak of complete equality between men and women in all spheres of human life. Although, it is worth noting that over the past two and a half centuries, with the advent of the feminist movement, this problem has been resolved faster.

Also, we should not forget about the educational system existing in the world. Each new generation gives more freedom in choosing their place in the world for their descendants. This allows you to erase those programs that were previously actively imposed by society and choose the path that a person really wants to go through life. Gender inequality in science is a consequence of gender stereotypes, so when raising children it is important to pay attention to the formation of tolerant thinking. It is also important to borrow experience in resolving this issue in other socially and economically developed countries of the world. But when implementing measures that gave a result abroad, it is necessary to pay attention and make adjustments to our own mental and national characteristics.

Further scientific research, in our opinion, should concern primarily issues such as: developing a strategy for implementing the principles of gender policy in the public administration system of Ukraine; determination of the directions of gender education of public service personnel; identification of factors that impede women during entry into power structures; defining the principles of gender planning for leadership positions.

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