

reviewing the cases of reported cruelty by husband or relative. Rise of nearly 32000 cases was seen from 2008 to 2015 where 381,344 cases were reported in 2008 in alarming contrast to 113,403 in 2015.

At the end we can conclude that women who now represent 48,2 % of the Indian population are getting better access to education, improved living conditions and are constantly climbing the ladder of respectable position in the society. Though the changes are occurring slowly women in India at the beginning of the 21<sup>st</sup> century are making a mark in all spheres of work areas. Feeling of self-sufficiency and confidence to conquer the world has spread like an awakening call for the others who were suppressed to break the barriers. Women in India started recognising their true potential.

The woman gradually started with juggling plethora of task and overburdening herself to make her space in the outside world. Household responsibilities and fulfilling her ambition together initially seemed to be horrendous and challenging. Gradually, the inflow of her income led to an improvement in the standard of living of the family. This led to menfolk accepting women as professionals. Slowly and gradually both men and women are realizing that society can move forward only by strengthening the position of the women.

A nation's progress and prosperity can be judged by the way it treats its womenfolk. There is a slow and steady awareness regarding giving the women their dues, and not mistreating them or seeing them as objects of possession. The future seems promising only if the laws become a little more stringent toward the ones who still eye women an object to exploit.

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## TO THE PROBLEM OF ENSURING GENDER EQUALITY IN CANADA

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Ensuring gender equality in Canada is one of the key tasks of state policy. The goal of Global Affairs Canada's gender equality policy is to support the achievement of equality between women and men to ensure sustainable development [5]. As Minister for

Women and Gender Equality, notes: “It’s important to recognize the hard-won gains of the past few decades and of our current government. We are fundamentally protected against discrimination under the Charter of Rights and Freedoms, which is unique to Canada” [4].

Gender policy in Canada aims to:

- advance women’s equal participation with men as decision makers in shaping the sustainable development of their societies;
- support women and girls in the realization of their full human rights; and
- reduce gender inequalities in access to and control over the resources and benefits of development [5].

Global Affairs Canada’s Policy on Gender Equality is rooted in the following principles:

Gender equality must be considered as an integral part of all Global Affairs Canada policies, programs and projects.

Achieving gender equality requires the recognition that every policy, program and project affects women and men differently.

Achieving gender equality does not mean that women become the same as men. Equality means that one’s rights or opportunities do not depend on being male or female [5].

According to the OECD, there are five pillars of governance for gender equality in Canada. These pillars are tailored to Canada’s specific needs and priorities:

1. The role of a government-wide gender equality strategy.
2. Canada’s institutional approach to gender equality.
3. Policy tools to deliver gender equality results.
4. Openness, transparency and accountability in relation to gender equality.
5. Advancing gender budgeting in Canada [3].

Despite the above, today Canadian women note: “There was a time when we all thought we were invincible. That we could say and do anything. But it seems, at some point, that changes for girls... We’re told we can’t go for a walk down the street alone at night, even though when our brother was the same age he was allowed – because it isn’t safe for a girl. As we watch the media focus on what a woman is wearing rather than the words she is speaking. These things add up until we sit quietly in the classroom while the men around us raise their hands to answer questions. Until smiling through a colleague mansplaining back to us what we’ve just said becomes second nature. Until we’re so used to being treated as less than, that we start to believe it” [1].

That’s why, the Department for Women and Gender Equality in Canada focuses on the following priorities (2019–2020):

- take action and provide expertise, advice and recommendations to partners and stakeholders to promote equality for women and girls and address additional matters related to gender equality;
- build capacity to undertake research and initiatives to advance equality for women and girls and address additional matters of equality related to the Department’s expanded mandate;
- develop a strategy to engage men and boys as partners on gender equality;

- convene and accelerate a youth-led dialogue that helps youth, including Indigenous youth, embrace attitudes that support gender equality;
- invest through grants and contributions in projects that address systemic barriers to gender equality and contribute to capacity-building and the sustainability of women’s and equality-seeking organizations;
- explore innovative partnership opportunities across sectors to amplify program funding for women’s and equality-seeking organizations;
- promote action through commemoration initiatives such as International Day of the Girl, Persons Day and International Women’s Day [2, p. 2].

Implementing following priorities will help achieve gender equality, and ensure equal rights and opportunities for women and men in Canadian society.

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## ПОЛІТИКА ГЕНДЕРНОЇ РІВНОСТІ В ОСВІТІ: СВІТОВИЙ ДОСВІД

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Огляд останніх зарубіжних досліджень щодо впровадження гендерного підходу в освітню сферу стосується обговорення чинників, що визначають гендерні відмінності навчальних досягнень дівчат і хлопців у різних галузях науки. Основна увага приділяється насамперед розвинутим країнам. Значно розширилось наукове поле досліджень гендерних відмінностей у навчальних досягненнях, проявів здібностей особистості, а також чинників, що визначають подібні гендерні відмінності, включаючи більш ширшу соціалізацію, характер діяльності школи та соціальний досвід молоді. Останнім часом виникають дискусії щодо переключення уваги від акценту «невигідність жінок» до «недостатності» чоловіків у освіті. На нашу думку, недостатньо вивченою залишається проблема дослідження впливу шкільної освіти на особистісний розвиток школяра/школярки [1].

Історично склалося, що чоловіки у західних країнах, як правило, мають вищий рівень освіти, ніж жінки [6]. У наш час серед дорослого населення (від 25 до