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CANADA'S GENDER POLICY IN THE PUBLIC ADMINISTRATION SYSTEM

The aim of this study was to investigate gender policy in the public administration in Canada where both men and women can reach their full potential.

Social traits attributed to men or women are called gender. Gender stereotypes are ideas about social roles for men and women that are based primarily on biological characteristics. The so-called traditionally feminine traits are called femininity (or femininity), and masculine - masculinity (masculinity).

Michael Kimmel, a well-known American sociologist and author of *Gender Society*, metaphorically called this opposite understanding of differences between men and women "an interplanetary theory of gender differences," referring to John Gray's popular bestseller *Men from Mars and Women from Venus*. But why do we want to find radical differences between men and women, if there are many more similarities. We forget that women (as well as men) can be more different (for example, in terms of economic income or class, position, ethnicity, health, etc.) [2, p.145].

Implementing gender policy in Canada

Gender policy is a strategy aimed at ensuring equal rights, freedoms and opportunities to unleash the potential of women and men in the context of the development of gender democracy and gender culture in society.

State gender policy is a strategic activity of the state carried out through joint actions of all stakeholders in order to provide equal opportunities for women and men to enjoy guaranteed rights and freedoms.

Gender policy in the public administration system is a component of state gender policy, which is focused on the implementation of gender parity as a principle of equal representation of women and men in any government at the national, regional and local levels in accordance with modern management requirements.

History of gender equality development

The issue of gender equality is quite relevant today, as evidenced by international agreements signed by a number of countries. For example, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW 1981) was signed in 1981, Article 10 of which deals with equal rights in education. In addition, the United Nations Millennium Development Goals (Millennium Development Goals, 2001) aim to provide primary education for all without exception and to promote gender equality and the advancement of women. Ukraine is actively involved in globalization processes. The introduction of gender equality between women and men in Ukraine is enshrined in law. The Law of Ukraine "On Ensuring Equal Rights and Opportunities for Women and Men" №2866-IV, adopted on September 8, 2005, defines the main directions of the state policy on ensuring equal rights and opportunities for women and men. In addition, since July 1, 2006, the Ministry of Justice has been conducting gender legal examination of those draft legal acts, the subject of which concerns human rights and freedoms. Ukraine also signed an international commitment at the UN Millennium Summit in September 2000, which stipulates that Ukraine will ensure gender equality during 2001-2015 [1].

Pedagogical aspects of gender education in Canada

Some pedagogical aspects of gender education have been studied by both foreign and domestic scholars. Despite a significant amount of research on gender issues, domestic gender pedagogy is in the early stages of its development. Therefore, many aspects of gender education are insufficiently studied, the terminology is unclear, and the methodological basis of gender education requires development. Canada has already extensive experience in implementing gender equality. Canada's secondary schools actively discuss gender issues in a variety of subjects, develop curricula, and publish textbooks and manuals on gender issues.

In Canada, the concept of gender is understood as a set of socially constructed roles and responsibilities, personality traits, attitudes, behaviors, values, relative power, and influence that are differently attributed by society to the two sexes. While biological sex is determined genetically and anatomically, gender is an acquired identity that is learned, which changes over time and varies greatly within one culture and in different cultures. Gender is relative and does not just concern women or men, but the relationship between them.

In Canadian society, gender equality in education is based on gender equality. Gender equality in education is seen as ensuring fair treatment of all girls and boys, women and men in the education system.

Gender equality is concentrated in three aspects:

- equality of access,
- equality of opportunity
- equality of achievements of boys and girls, women and men in the education system.

Equality of access to education is equal opportunities for basic education. The main indicator of equal access to education is not the statistics of students entering school, but the actual attendance of lessons.

Equality of opportunity is achieved through the fact that boys and girls are treated impartially in the classroom, given the same amount of attention, boys and girls have the same opportunities to learn. All students study according to the same curriculum, but learning takes place in different ways and methods according to different learning styles. Training is carried out using unbiased methods and materials that do not contain stereotypes. Boys and girls have equal freedom to study, research and develop skills in academic subjects and in extracurricular activities in a safe environment [3].

Equality of achievement is that boys and girls have equal opportunities for academic achievement. Learning achievements are also based on the individual efforts and talents of students.

The main directions of modern Canadian foreign policy

The foreign policy of any state is determined in two different aspects: in the international system in which the state must operate and in a certain "niche" that the state occupies in this international system. Every foreign policy participant must confront threats by maneuvering between external and internal environment. It is the ability to choose the right strategy of the state that allows it to be an influential subject in international politics.

The fundamental principle of Canadian foreign policy is the peaceful coexistence and guarantee of common security in the context of modern multiculturalism as a policy, as well as a social interstate phenomenon. It is peace and tolerance that determine Canada's unwritten foreign policy strategy. Canada's foreign

policy is shaped as a dynamic process, influenced by a number of factors, both external and internal. It is a well-known concept that the domestic and foreign policies of one state are interconnected and complementary.

In particular, the state-building factor is important for Canada. The state arose not as a result of revolution or war, but by evolution, which explains the deep-rooted tradition of resolving the most complex domestic political disputes and conflicts through negotiations. As a result, Canada has formed a kind of peacekeeping state brand.

External factors include the geographical location of Canada. The country has a single land border with the United States, which is a very influential neighbor and the closest political and military ally of Canada. Because of this, the United States has always influenced and is likely to have a significant impact on Canada's government activities, including its foreign policy.

Speaking about the conceptuality of Canada's foreign policy, it should be noted first of all that in foreign policy the government relies on the institutions of multilateral diplomacy. Canada's international activities are characterized by ideological and political tolerance. Among the foreign policy attitudes, we can also highlight the active involvement in solving a wide range of global problems of today, to which Canada contributes through international initiatives in various fields [4].

Conclusions

There has been a growing awareness of gender equality issues around the world in recent years. Gender equality implies a state of affairs where both men and women can reach their full potential.

So, what exactly does the concept of "gender equality" entail?

Gender equality is participation in decision-making and resource allocation regardless of gender.

Gender equality is cooperation and partnership between women and men.

A country like Canada already has experience in implementing gender equality in politics. Therefore, at the turn of the XX-XXI centuries, Canada chooses the role of peacemaker and, to some extent, arbiter, as shown by its foreign policy. Thus, the state has identified priority foreign policy vectors, including relations with the United States.

Canadian foreign policy towards the United States is characterized primarily by its systemic and comprehensive nature, as there has long been a mechanism for cooperation between the two countries. Problematic for Canada is the pronounced asymmetry in relations with the United States, which is the task of Canadian diplomacy.

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